SCHOOL OF
ORGANISATION AND MANAGEMENT

Bachelor of Commerce

MGMT 3102
ASIA-PACIFIC BUSINESS

Course Information

Session 2, 2006

Please read the contents of this document carefully. It will be assumed that you have obtained complete
familiarity with this document. The course co-ordinator and other staff are not liable for any
oversight on your part regarding obligations and responsibilities set out in this document. Direct
all questions to your lecturer/co-ordinator by week 2.

Information as of 26.07.06. The right to change any part of the contents, if necessary, is reserved.
1. COURSE STAFF

Dr Pradeep Kanta Ray – Coordinator/Lecturer
Room: Quad 3013   Telephone: 9385-5848
Email: pray@unsw.edu.au
(Consultation Hrs: Wednesday 1:30 AM - 3:30 PM)

Outside these times, students who wish to consult me may make an appointment by email.

2. INFORMATION ABOUT THE COURSE

2.1 Teaching times and Locations

<table>
<thead>
<tr>
<th>Course</th>
<th>Module</th>
<th>Day</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 3102</td>
<td>L1</td>
<td>Wed</td>
<td>09:00-11:00</td>
<td>Applied Science Theatre</td>
</tr>
<tr>
<td>ASIA PACIFIC BUSINESS</td>
<td>T1</td>
<td>Wed</td>
<td>10:30-12:00</td>
<td>Quad 1048</td>
</tr>
<tr>
<td></td>
<td>T2</td>
<td>Wed</td>
<td>12:30-13:30</td>
<td>Quad G026</td>
</tr>
<tr>
<td></td>
<td>T3</td>
<td>Wed</td>
<td>13:30-15:00</td>
<td>Webster 302</td>
</tr>
<tr>
<td></td>
<td>T4</td>
<td>Wed</td>
<td>15:00-16:30</td>
<td>Quad G027</td>
</tr>
</tbody>
</table>

2.2 Units of Credit: MGMT 3102 is worth 6 UoW.

2.3 Parallel teaching in the course

There is no parallel teaching of this course with any other course.

2.4 Relationship of this course to other course offerings

MGMT 3102 dwells on the institutional characteristics of latecomer Asian firms in newly industrialising economies (NIEs). It builds on generic concepts learned earlier courses MGMT 1101 (Global Business Environment) and MGMT 2101 (International Business and Multinational Operations) and applies those concepts in a regional context. It also extends concepts learned in MGMT 2106 (Comparative Management Systems) to demonstrate how Asian enterprises gain competitive advantage by managing their learning and innovation process with state support.

2.5 Approach to learning and teaching

The prime aim of this course is to enhance their capacity to think analytically and creatively.

3. COURSE AIMS AND OUTCOMES

3.1 Course Aims

This course provides an insight into the dynamics of competitive advantage of Asian business systems in Japan, Korea, India, Taiwan, Hong Kong and Singapore. Topics include: dynamic learning and innovation in Asian business; paradigms of industrial development; state guided capitalism; the policy and institutional context of business; the role of networks, markets, and non-market institutions; role of foreign direct investment in, and export promotion from, the Asia Pacific.
3.2 Student Learning Outcomes

This course is designed to provide students with the conceptual tools to understand:

- The dynamic interaction between state and markets shaping the technological trajectory of enterprises in the Asia-Pacific
- Comparative management of national innovation systems across countries in the Asia Pacific Region, namely Japan, Korea, Southeast Asia and India.
- Prospects and problems of international and national enterprises in the Asia-Pacific region

3.3 Teaching Strategies

The learning apparatus in this course consists of lectures and tutorials. Lectures expound the appropriate theoretical content in the textbook and readings. Classes provide a more detailed and nuanced analysis of both concepts and applied materials. Classes are strongly oriented towards interactive discussion of the text and cases. In order to gain the most from the lectures and class activities, the assigned text/reading should be read before the lecture to participate in the discussions.

During the second week, you will need to form small discussion groups (2-3 students/group) which will take turns in presenting the assigned cases each week. However, all students are required to take active part in the discussions in class. Look at articles and clippings from business sections of relevant electronic and print media which are relevant to your presentation topic. You should explain how the material relates to the theory discussed in the text.

4. LEARNING 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 of all assessment tasks (see below).
- Attain a combined pass mark of 50% in your individual assessment tasks (50% in mid-session test plus final exam combined ≥30 marks).

4.2 Assessment Details

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Session Exam (1 Hour)</td>
<td>20%</td>
</tr>
<tr>
<td>Written Assignment</td>
<td>20%</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam (Two Hours)</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Mid-Semester Exam

The mid semester exam consists of multiple choice and short answer questions which will cover the topics discussed between weeks 1-6. This is a closed book examination. The examination is worth 20% of the total.

Mid-session exam will be held in Week 7 during regular class session. There will be no alternative exam time under any circumstances and no exceptions will be made in the interest of
fairness. Please check with other course timetables, if you have a timetable clash. Students should notify possible clashes by the end of Week 2. Part time students should notify their employer that the attendance at the mid-session exam is compulsory and obtain their time off.

Final Exam

The final examination will consist of multiple choice question and essay questions - which will cover all topics discussed in the course between weeks 1-12. This is a closed book examination. The examination is worth 40% of the total.

Written Assignment

The assignment will entail a written analysis of a case or an article. The case/article will be provided to you by week 6. This is an individual report and you are required to work on your own when writing it. **This assignment is worth 20% of the total and is due in Week 11.**

Length and Style: **2000 words** excluding the executive summary, footnotes, bibliography, figures and references. Include an executive summary (maximum of 100 words). Use the cover sheet of the school. For literature citation, use the Harvard style of referencing in text and footnotes for citing additional information sources (details will follow).

Class participation

A minimum attendance of 80 percent is compulsory. Students will be assessed on the basis of:

a) Presentation of case 8%
b) Self directed learning 2%
c) Class participation 5%
d) Class attendance 5%

Attending tutorials classes other than the assigned one will not be counted. **Absence from more than three classes during the semester will result in a zero participation grade.**

Tutorial preparation and discussion

During the second week, you will need to form small discussion groups (2-3 students/group) which will take turns in discussing the questions and presenting assigned cases each week. All students are required to respond to the discussions.

It is important that you are fully familiar with the material, and are prepared to participate in the discussions. Preparation should include a ‘learning journal’ which contains your notes and other relevant information, which may be used for in-group work, and, class discussions. Your tutor will periodically inspect this learning journal for the purpose of determining your level of participation in the subject.

You should explain how the material relates to the questions assigned and the text.

The arrangement of each week’s tutorial will be as follows:

- There will be one group that will a) lead discussion of the theory questions and b) make a formal presentation of the assigned case;
- This will be followed by an informal within-groups discussion;
- Thereafter, individual groups will be asked to c) ask questions and seek clarifications from presenters d) add their own perspectives on the case and e) peer mark the presentation out of 10.
Presentation of cases in particular should follow the format:

- Give a background of the case
- Identify the main question/issue raised in the case
- Give a comprehensive analysis of the case using data/information
- Explain how the case matter relates to theory discussed in the preceding weeks
- Conclude the analysis

Note that once assigned, you will have to stick to the tutorial group and the course coordinator cannot manually change your allocation. Tutors may need to reallocate students for those classes that have only a few students. If such a case arises you will be informed by the tutor.

Marking criteria for all assessment tasks

<table>
<thead>
<tr>
<th>Marking Criteria</th>
<th>Marks</th>
<th>Learning outcomes/attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of arguments: relevance, logic and cohesion</td>
<td>20</td>
<td>Ability to give compelling arguments and reasoning to support analysis</td>
</tr>
<tr>
<td>Use of frameworks to support analysis</td>
<td>20</td>
<td>Ability to structure problems in accordance with theoretical frameworks and resolve them</td>
</tr>
<tr>
<td>Use of case evidence to support analysis</td>
<td>20</td>
<td>Ability to conduct applied research to gather data/information pertaining to the case</td>
</tr>
<tr>
<td>Originality and usefulness of the analysis</td>
<td>20</td>
<td>Ability to engage in creative problem solving skills</td>
</tr>
<tr>
<td>Organisation, clarity of expression, editing etc</td>
<td>20</td>
<td>Clarity of vision</td>
</tr>
</tbody>
</table>

4.3 Assignment Submission Procedure

The assignment must be handed in by Week 11 at your regular tutorial meetings. Please note:

- Students must keep copies of all work submitted in floppy diskette and hard copy. In case the assignment is misplaced, you will be required to submit a duplicate copy of the original.
- All work must be original and must not have been submitted for any other subject or course here or elsewhere.

4.4 Late Submission

- Late work will be penalised at the rate of 5 percentage points per “week day” (per 24 hours of the weekday or part thereof). Assessed work will not be accepted for the award of a mark if it is more than three ‘weekdays’ late.

4.5 Special Consideration and Supplementary examinations

UNSW Policy and information on special consideration, including supplementary exams can be found at: https://my.unsw.edu.au/student/atoz/SpecialConsideration.html

UNSW policy and process for Special Consideration applies (see https://my.unsw.edu.au/student/atoz/SpecialConsideration.html). Specifically:
• Applications for special consideration (including supplementary examinations) must go through UNSW Central administration (within 3 working days of the assessment to which it refers) – applications will not be accepted by teaching staff;

• Applying for special consideration does not automatically mean that you will be granted additional assessment or that you will be awarded an amended result;

• If you are making an application for special consideration (through UNSW Central Administration) please notify your Lecturer in Charge;

• Please note: a register of applications for Special Consideration is maintained. History of previous applications for Special Consideration is taken into account when considering each case.

5. STUDENT RESPONSIBILITIES AND CONDUCT

5.1 Workload

It is expected that you will spend at least ten 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 or prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities. Also note that this is not a distance learning course, hence you will benefit from attending classes.

5.2 Attendance

Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes they may be refused final assessment.

5.3 General Conduct and Behaviour

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as talking, passing notes, ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. Proper decorum must be followed at all times and disrespect shown to staff or to fellow students will not be tolerated under any circumstances. In case of any complaints/disputes about the course, lecturing style or assessment, bring it to the attention of your tutor/lecturer. In case the tutor/lecturer is not able to redress the situation, bring the matter to the attention of the course coordinator after suitably informing the tutor/lecturer about your next step. In an extreme situation, the Head of School may be involved in dispute resolution. More information on student conduct is available at: www.my.unsw.edu.au

5.4 Keeping informed

You should take note of all announcements made in lectures, tutorials and/or on the course web site. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. The course coordinator will not be responsible for any oversight on your part in this regard.
6. ACADEMIC HONESTY AND 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, circuity, 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 RESOURCES

7.1 Course Resources

Book of readings and cases

You will need to purchase the MGMT 3102 book of readings and cases pack is available in the bookshop.

N.B. The book of readings and cases will suffice as reading materials. There is no textbook recommended for this course. However, you may also refer to the following texts:

Reference Books:


Additional materials provided in WebCT

We will attempt to make lecture notes and additional reading available on WebCT. However this is not an automatic entitlement for students doing this subject. Remember, this is not a distance learning course. You are expected to attend lectures and take notes. This way, you will get the additional benefit of class interaction and demonstration.

Recommended Internet sites

Sirius/ABI Inform
Business Week
The Economist
Fortune

Useful Journals:

*World Development*
*Economic Geography*
*Asia Pacific Business Review*
*Transnational Corporations*
*Harvard International Review*
*California Management Review*
Harvard Business Review

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

- **Learning and study support**
  - FCE Education Development Unit (http://education.fce.unsw.edu.au)
  - UNSW Learning Centre (http://www.lc.unsw.edu.au)
  - EdTec – WebCT information (http://www.edtec.unsw.edu.au)

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

- **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.equity.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


**8. CONTINUAL COURSE IMPROVEMENT**

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process (http://www.ltu.unsw.edu.au/ref4-5-1_catei_process.cfm) is one of the ways in which student evaluative feedback is gathered. Significant changes to courses and programs within the School are communicated to subsequent cohorts of students.

**9. COURSE SCHEDULE**

**9.1 OUTLINE OF LECTURES AND READINGS**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Learning from Asian Tigers</td>
<td>Reading: Lall, Sanjaya (1996); Wade, Robert</td>
</tr>
</tbody>
</table>
10. FORMAT OF TUTORIALS AND QUESTIONS ON CASES

Note that your analysis should capture the dynamic content/context of industrial development. Each week you may conduct your own research to address the topics for discussion below. In particular your analysis should pay attention to the following dimensions:

- The process of learning and technology accumulation in individual firms/industries
- The level of government protection through tariffs, subsidies, preferred supplier procurement policies, creation of technology parks etc
- The stages of evolution of government policies – in terms of import substitution or export orientation or both
- The role of entrepreneurship
- The role of factor markets, local demand and firm structure and rivalry
- Whether the industry has sustainable competitive advantage

10.1 CASE STUDIES

Use your time efficiently to prepare before every tutorial meeting. Discuss with your group members as to the common strategy for sourcing, documenting, analysing and presenting cases each week - for which a basic minimum interaction will be necessary. Use your discretion to determine if you have obtained enough information to deal with the topic.

Week 3

Electronics in Asia –How and to what extent have NIEs managed to accumulate technological capabilities? Examine the role of technology transfers and OEM led development in this industry.
Week 4
The opto-electronics industry in Japan – examine the extent of state assistance towards development of this industry. In what way did entrepreneurial innovation and state assistance assist in overcoming the infant industry failures?

Week 5
Toyota in Japan – Read the two articles and research the automotive industry to determine how a latecomer industrialisation model based on reverse engineering in Japan has changed the face of the global auto industry. Does the industry have sustainable competitive advantage?

Week 6
Samsung in Korea – Evaluate the model of technological learning by Samsung. Also examine the role of ETRI in the process. Is Samsung today an innovator or imitator?

Week 8
Silicon Island of East – Discuss the building of national competitive advantage in this industry through the process of leverage from MNCs. What role did FDI and technology transfer play in creating these capabilities?

Week 10
Hsinchu Science Park in Taiwan – Discuss the role of public policy in creating knowledge based cities and firm strategy of conversion of tacit knowledge for fruitful purposes.

Week 11
High Tech in Hong Kong – Discuss and evaluate the role and strategy of governments in cooperating in high tech industries in Hong Kong and China.

Week 12
South Korean Automobile Industry – Examine the process of policy shift from interventionist/protectionist stance to a market based liberalised economy. Evaluate how globalisation strategies and policy parameters have interacted together to make a paradigm shift.

Week 13
Institutions and Industrial Governance in India – Discuss the successful social model of cooperation between state, capital and labour in the light of the automotive industry experiment in India.

Week 14
Revision

10.2 READINGS

WEEK 2: THE FLYING GEESE MODEL OF DEVELOPMENT

TUTORIAL: FORMING GROUPS

WEEK 3: THE EAST ASIAN MIRACLE: INSTITUTIONAL ISSUES

**TUTORIAL CASE**


**WEEK 4: LEARNING FROM ASIAN TIGERS**


**TUTORIAL CASE**


**WEEK 5: STATE AND MARKETS-- JAPAN**


The Economist (2005), Special Report: Competing through innovation - The future of Japanese business, 377(8457); pg. 75

**TUTORIAL CASE**

Kichiro and Eiji Toyoda and Can anything stop Toyota

**WEEK 6: STATE AND MARKETS-- KOREA**


**TUTORIAL CASE**


**WEEK 7: MID-TERM TEST**

**WEEK 8: SINGAPORE**


**TUTORIAL CASE**


**WEEK 9: SDL (Self Directed Learning Week) No classes/tutorials**

**WEEK 10: STATE AND MARKETS—TAIWAN**

**TUTORIAL CASE**


**WEEK 11: STATE AND MARKETS – HONG KONG**


**TUTORIAL CASE**


**WEEK 12: LEARNING FROM ASIAN TIGERS**


**TUTORIAL CASE**


**WEEK 13: STATE AND MARKETS - INDIA**


**TUTORIAL CASE**


**WEEK 14: Revision and unfinished items**

11. **ADDITIONAL SUPPORT AND ASSISTANCE**

**EDUCATION DEVELOPMENT UNIT**

Additional learning support, tailored to the needs of FCE students, is available from the Education Development Unit (EDU) in the Faculty. The EDU offers a range of services for FCE students including:

- Academic skills workshops run throughout the session;
- Printed and on-line study skills resources e.g. referencing guide, report writing and exam preparation;
- A drop-in resource centre containing books and audio-visual material that can be borrowed;
- A limited consultation service for students with individual or small group learning needs.

More information about the EDU services including on-line resources, workshop details and consultation request forms are available from the EDU website.

**Contacts and location:**
EDU Web: http://education.fce.unsw.edu.au
EDU Location: Room 2039, Level 2 Quadrangle Building
EDU services are free and confidential and are available to students of the Faculty of Commerce and Economics.

Other UNSW support

In addition to the EDU services, the UNSW Learning Centre provides academic skills support services for students. The Learning Centre is located on Level 2 of the Library and can be contacted by Phone: 9385 3890 or through their website: http://www.le.unsw.edu.au/. Students experiencing problems of an academic or personal nature are encouraged to contact the Counselling Service at UNSW. This service is free and confidential and run by professional counsellors. The Counselling Service is located on Level 2, Quadrangle East Wing, and can be contact on 9385 5418.
THE UNIVERSITY OF NEW SOUTH WALES

SCHOOL OF ORGANISATION AND MANAGEMENT

ASSIGNMENT COVER SHEET

Surname: ________________________________________________

Given Names: ________________________________________________

Student No.: ____________________       Phone: __________________

Address: ________________________________________________

Subject Name: ________________________________________________

Subject No.: ________________Date Submitted: _____________

Word Count: __________

I hereby certify that this assignment is my own work, based on my personal study and/or research, and that I have acknowledged all material and sources used in the preparation of this assignment whether they be books, articles, reports, lecture notes, any other kind of document or personal communication. 

I also certify that the assignment has not previously been submitted for assessment in any other subject or at any other time in the same subject and that I have not copied in part or whole or otherwise plagiarised the work of other students and/or persons.

Signature: ______________________

ASSESSOR’S COMMENTS:

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

MARK/GRADE: _________________ PENALTY: _________________

FINAL MARK: _________________