This unit examines the Asia-Pacific region in terms of its importance, its characteristics and the various business players in the market. Context factors such as trade and Foreign Direct Investment (FDI), the Asian crisis and its aftermath and environmental, political, legal and cultural influences are considered. Operational factors covered include gathering and analysing business information; understanding and developing business opportunities and competitive strategies; corporate decision making in regard to market entry; and the organisation and management of international business in the region. A case study approach is taken to the unit in order to provide a practical base for the study of the theoretical models and frameworks presented.
Contact details

Unit Web Site URL
Lecturer
Email: Sathya Ganganahalli
Phone: sathy@visionreach.com.au
Consultation Hours: By appointment
(use email or through telephone)
Lecture Times: Wednesday 6.00pm – 9.00pm

Your lecturer

Sathya Ganganahalli
B.Eng. (Mysore), Dip.MCeng. (Trondheim), MBA (UWA), MAust.IM, MGMAAust.
Sathya is currently a Director of Vision Reach Strategy Consultants based in Perth. He has over 20 years of industry experience as Strategy Consultant/Manager, Business Development Manager, Project Manager and Project Engineer, working at various geographical locations. Main expertise includes strategic planning, resources and organisational development, performance management, contract and risk management.

Experienced in developing and implementing business strategies, formulating business process improvement systems and pursuing business development in oil and gas, mining, fertiliser, airlines, movie/entertainment and education industries. He was involved in developing many innovative and cost-effective production concepts for the development of fields at various locations such as the North West Shelf, Bass Strait and the Timor Sea in Australia, the Gulf of Thailand, the Java Sea in Indonesia, Offshore China and the Bombay High fields in India.

Sathya has developed commercialisation strategies for new products and been involved in developing performance measurement systems based on the balanced scorecard model. He has been involved in developing business strategies for clients in Australia and in Asia. Sathya has developed a business case study for a technology company in Perth and published for use in MBA units such as Entrepreneurship & New Business Ventures, Small Business Management, Strategic Management and the Management of Technology & Innovation (European Case Clearing House, Cranfield, U.K).

Sathya is an industry lecturer for MBA subjects: Business Strategy for the Asia-Pacific Region and Strategic Management at the University of Western Australia (GSM).

Introduction

The unit International Management (455.505) is concerned primarily with how international management differs from national management, how this difference impacts upon the behaviour of managers working in the international milieu and what can be done by individuals (with organisational help) to prepare themselves for such work. It also presents the basic elements of international business, i.e. the context in which international managers' work.

This unit (455.607) deals with many elements in common with the International Management unit but the focus is on strategic processes of international business in the Asia Pacific region. There is not really any need these days to justify the inclusion of courses on international business and management in MBA programs. It is obvious even to the most ethnocentric of people that business now operates on a global scale with a significant impact on all businesses whether or not they are actively involved in importing or exporting or foreign direct investment (FDI) activities. Given this fact, it would be folly for any business or management school to ignore the realities of such global operations.
Recently the Australian trading and business links with the region are significant and increasing. The "bottom line" in business does not always take notice of what politicians say even though what they do can sometimes help and sometimes hinder international aspirations. Former (Paul Keating) Australian Government's assertion that we are "a part of Asia" or with the Malaysian Government's assertion that we are a people implanted in the region and definitely not a part of it in a cultural sense. However, the 1997 currency crisis in Asia is a good indication that politics and business are inextricably intertwined.

The unit treats the most relevant countries for study in the "Asia Pacific" region, Australia & New Zealand, North Asia (Japan, South Korea), Greater China (the People's Republic of China, Hong Kong and Taiwan), and the developing ASEAN countries (Singapore, Indonesia, Malaysia and Thailand). Although Hong Kong is now a part of the PRC it can still be considered as a separate business region. This unit will also consider the countries of South Asia (primarily India), which are expanding markets for Australia. The upcoming new countries in the region the Philippines and Vietnam is also considered.

North Korea, Laos, Cambodia, PNG, Brunei, Macao and the Pacific Islands are not considered because their economies are too small, because of the limited time available or because the experience of foreign firms in them is too limited. This should not stop interested students from exploring the market potential of these countries.

The unit is relevant and practical. The texts cover the major strategic issues concerning business in the region while the other recommended sources; Haleyy, Chen and Rugman & Hodgetts in particular, cover the basic theoretical concepts from the major business disciplinary areas (marketing, finance, production etc) as they relate to the international arena.

The strategic focus taken is appropriate to students and managers who need to integrate all disciplinary areas in approaching the planning and implementation of international business action - particularly action in our near regions where we are not as familiar with business practices as we are with such practices in "Western" countries.

It needs to be recognised that the recommended source material 'Going Global' by Smith is written from an Australian perspective. However, most of the principles and strategies presented apply to businesses going international from any country. Where reference is made to Australian sources for information and Government assistance, students from other countries would need to look at identifying where similar information or assistance can be accessed in their country.

Broad learning outcomes

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

1) The dynamic interaction between markets and state intervention guiding the behaviour of multinational and domestic enterprises within the Asia-Pacific

2) The competitive systems of management and innovation across a selection of countries namely Australia and New Zealand, Japan, Korea, China, Taiwan, Hong Kong, Singapore, Malaysia, Indonesia, the Philippines, Vietnam and India.

3) Prospects for foreign direct investment in the Asia-Pacific region

4) Identify strategies by means of which businesses have entered, or could enter, the Asia Pacific market and give examples of Western Companies (Australian in particular) that are operating in that market. (Main reference and supplementary and other handout material. The Department of Industry and Technology net site http://www.indtech.wa.gov.au/ is a good starting point to identify award-winning exporters in Western Australia).
Prerequisites

The prerequisites for this unit are: International Management (455.505)
This unit assumes that students have at least theoretical concepts of management, social and cultural differences across different countries.
If you are not well prepared in any of the above areas you should make every effort to remedy the situation through undertaking additional refresher courses and/or practice. Do not hesitate to ask for advice from your lecturer.

Textbook(s)

Winning in Asia – Strategies for Competing in the New Millennium
- by Peter J. Williamson
  ISBN 0-87584-620-3
Book of Cases:
- available from The Graduate School of Management, The University of Western Australia, $25

Seminar topics

**IMPORTANT:** It is essential to READ AND PREPARE FULLY the cases and the readings listed against each session before attending the classes.

<table>
<thead>
<tr>
<th>Session No</th>
<th>Date</th>
<th>Topics</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>2-Feb</td>
<td>Welcome, Introductions, Course Aims, Texts and Cases</td>
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<tr>
<td></td>
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<td>- Discussion of Course Outline/Study Guide.</td>
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<td>- Review of International Management.</td>
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<td>- The Strategic Importance of Asia Pacific.</td>
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<td>- Strategy Process and Introduction to Case Analysis.</td>
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<td>- Formation of Groups and discussion of Group Projects.</td>
</tr>
<tr>
<td>2</td>
<td>9-Feb</td>
<td>Australia and New Zealand – Where do We Belong?</td>
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<td>- Discussion of Closer Economic Relations Agreement (CER).</td>
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<td>- Evaluating the Asia Pacific Importance: Characteristics and Religions.</td>
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<td>- Formulating Strategies for Asia Pacific</td>
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<td>- Case: Selkirk Group in Asia.</td>
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</table>

Readings
- Asian Competition: The Next Round (Chapter 1, pp1-30).
<table>
<thead>
<tr>
<th>Session No</th>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 3          | 16-Feb   | **Japan – End of Miracle Growth?**                                     | • Economies of scale, the scope and speed.  
• The role of Keirestu.  
• Regulatory restrictions and distribution system.  
• Case: Toys “R” Us Japan  
Readings  
• Asian Competition: The Next Round (Contd. Chapter 1, pp1-30).  
| 4          | 23-Feb   | **South Korea – A Story of Successful Economic Transformation**        | • Role of Chaebol  
• Asian Business Logic.  
• Cultural Assimilation.  
• Expatriate Management.  
• Case: Ellen Moore (A): Living and Working in Korea.  
Readings  
• Asia’s Business Heritage: Benefits and Baggage (Chapter 2, pp31-60)  
• Stepping Up to the Asian Productivity Challenge (Chapter 3, pp61-79).  
| 5          | 2-Mar    | **Two Giants: (A) China – New Power in the World Economy**            | • State planning, State Owned Enterprises (SOEs) to market forces.  
• Local staff and reward system.  
• Local content requirements.  
• Case: Bundy Asia Pacific – China Strategy.  
Readings  
• Asia’s Business Heritage: Benefits and Baggage (Contd. Chapter 2, pp31-60)  
• Stepping Up to the Asian Productivity Challenge (Contd. Chapter 3, pp79-88).  

*Individual Assignment is due for submission today*
### IMPORTANT: It is essential to **READ AND PREPARE FULLY** the cases and the readings listed against each session before attending the classes.

<table>
<thead>
<tr>
<th>Session No</th>
<th>Date</th>
<th>Topics</th>
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<tbody>
<tr>
<td>6</td>
<td>9-Mar</td>
<td><strong>Two Giants: (B) India – From Acorn to Oak</strong></td>
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<tr>
<td></td>
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<td>- Closed Economy to Information Technology.</td>
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<td>- Competition, Consumer Perception and Localisation.</td>
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<td>- Case Bajaj Auto Limited.</td>
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<td><strong>Readings</strong></td>
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<td></td>
<td>- Creating a New Breed of Asian Multinationals (Chapter 6, pp157-190).</td>
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</table>

| 7          | 16-Mar   | **Competition for Regional Hub: Singapore Vs Hong Kong**              |
|            |          | - Role of Government & Pro-business attitude.                        |
|            |          | - Technology, New Economy and Entrepreneurship.                      |
|            |          | - Case: adM@rt (A)                                                   |
|            |          | **Readings**                                                          |
|            |          | - Ramping Up Asian Innovation (Chapter 4, 89-122).                   |

| 8          | 23-Mar   | **ASEAN Players: (A) Malaysia – Fully Developed Nation by 2020?**    |
|            |          | - Case: Nora-Sakari: A Proposed Joint Venture in Malaysia.            |
|            |          | **Readings**                                                          |
|            |          | - Building Asian Brands (Chapter 5, pp123-156).                      |
|            |          | - Partnerships in Asia from Lasserre P and Schulte H book “Strategies for Asia Pacific - Beyond the Crisis, Palgrave1999. |

| 30-Mar     |         | No Classes – Easter Break                                            |
**IMPORTANT:** It is essential to **READ AND PREPARE FULLY** the cases and the readings listed against each session before attending the classes.

<table>
<thead>
<tr>
<th>Session No</th>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
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</thead>
<tbody>
<tr>
<td>9</td>
<td>6-Apr</td>
<td><strong>ASEAN Players: (B) Indonesia – Struggling to Take-off?</strong></td>
<td>- The role of regional headquarters.</td>
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<td>- The effect of globalization on Asian operations.</td>
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<td>- Incentives, Bonus and Asian Management System.</td>
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<td>Readings</td>
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<td></td>
<td>- Winning Strategies for Asia’s New Reality (Chapter 8, pp 219-238).</td>
</tr>
<tr>
<td>10</td>
<td>13-Apr</td>
<td><strong>ASEAN Players: (C) The Philippines – Working Hard.</strong></td>
<td>- Asia Pacific Region. Growth and internal stability.</td>
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<td>- Project Evaluation and Investment Decisions.</td>
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<td>- Case: InterGen and the Quezon Power Project.</td>
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<td>Readings</td>
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<td></td>
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<td>- Consolidating the Asian Playing Field (Chapter 7, pp191-218).</td>
</tr>
<tr>
<td>11</td>
<td>20-Apr</td>
<td><strong>ASEAN Players: (D) Vietnam – Slow and Steady.</strong></td>
<td>- Asia Pacific Region. Growth and internal stability.</td>
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<td></td>
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<td></td>
<td>- Selecting entry modes.</td>
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<td></td>
<td>- Examination case study will be issued today.</td>
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<td></td>
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<td></td>
<td>Readings</td>
</tr>
<tr>
<td>12</td>
<td>27-Apr</td>
<td><strong>Group Project Presentation AND Wrap Up.</strong></td>
<td>- Groups to present briefly about their project – allowed not more than 10 minutes per group and 5 minutes for Q&amp;A.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- Revise the topics covered.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td><strong>Examination Case Study Report is due for submission today</strong></td>
</tr>
</tbody>
</table>
Attendance

Participation in class, whether it is listening to a lecture or getting involved in other activities, is an important part of the learning process. For this reason the GSM has decided not to move to on-line teaching. It is, therefore, important that you attend classes (and be on time).

More formally, the University regulations state that ‘to complete a course or unit a student shall attend prescribed classes, lecture seminars and tutorials. Students whose attendance at MBA units has been unsatisfactory will not be granted a pass grade. Students should not expect to obtain approval to miss more than two classes per unit, unless there are exceptional circumstances.

Two or more missed classes without prior permission from the lecturer are classified as unsatisfactory.

The purpose of assessment

There are a number of reasons for having assessable tasks as part of an academic program. The assessable tasks are designed to encourage you to explore and understand the subject more fully. The fact that we grade your work then gives you an indication of how much you have achieved. Providing feedback on your work also serves as part of the learning process.

Unit structure and assessment

The unit has been structured with the following principles in mind.

- Clearly expressed objectives, which reflect the unit content and process without placing barriers to the exploration of other associated areas of interest to students.
- An emphasis on learning rather than teaching and on learning from each other within the context of tasks undertaken in teams.
- A belief by the lecturers that the best approach to management learning is praxis, i.e. using theories only as a starting point and constantly modifying them by getting feedback from those putting them into practice - ‘is’ constantly modifies ‘ought’. (This concept is described more fully by J.Kenneth Benson in a 1974 article for the Administrative Science Quarterly titled "Organisations: A Dialectical View").
- Considerable scope for student participation and activity both in the formal classroom sessions and in the team working sessions.
- Opportunity for students to work independently and within teams at more or less their own pace.
- Final assessment based on the results of individual effort as well as the contribution made to team performance.

Assessment

<table>
<thead>
<tr>
<th>Week 1-12</th>
<th>Date</th>
<th>Marks</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1-12</td>
<td>Every Week</td>
<td>20</td>
<td>Class Participation and Attendance</td>
</tr>
<tr>
<td>Week 5</td>
<td>2nd March 2005</td>
<td>20</td>
<td>Individual Essay Paper (Assignment 1)</td>
</tr>
<tr>
<td>Week 11</td>
<td>20th April 2005</td>
<td>35</td>
<td>Group Project Report (Assignment 2)</td>
</tr>
<tr>
<td>Week 12</td>
<td>27th April 2005</td>
<td>25</td>
<td>Individual Take Home Examination. Group Project Presentation</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>100</strong></td>
<td></td>
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</tbody>
</table>
The standard of assessment

The Graduate School must ensure that the processes of assessment are fair and are designed to maintain the standards of the School and its students. The School follows the University of Western Australia’s grading system:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD (Higher Distinction)</td>
<td>80-100%</td>
</tr>
<tr>
<td>D (Distinction)</td>
<td>70-79%</td>
</tr>
<tr>
<td>CR (Credit Pass)</td>
<td>60-69%</td>
</tr>
<tr>
<td>P (Pass)</td>
<td>50-59%</td>
</tr>
<tr>
<td>N+ (Fail)</td>
<td>45-49%</td>
</tr>
<tr>
<td>N (Fail)</td>
<td>0-44%</td>
</tr>
</tbody>
</table>

The School awards marks leading to these grades by using the following general criteria which are presented here as an indication of the School’s expectations. These general criteria may be supplemented by specific standards provided with regard to a particular assignment.

HD The student has a clear understanding of theory, concepts and issues relating to the subject and is able to adopt a critical perspective. The student is able to clearly identify the most critical aspects of the task and is able to offer a logically consistent and well-articulated analysis within the analytic framework presented in the course. The student is able to draw widely from the academic literature and elsewhere but maintains relevance.

D The student has a clear understanding of theory, concepts and issues relating to the subject. The student is able to develop an analysis of an issue using the analytic framework presented in the course and is able to identify and evaluate the critical issues. The student is able to draw upon relevant academic and other material.

CR The student demonstrates an understanding of the analytic framework developed in the course and a partial understanding of concepts and issues. The student is able to identify some key issues and is able to present a logical discussion, but with some conceptual errors or gaps between analysis and conclusions. The student is able to draw upon an adequate range of references and other materials.

P The student generally takes a descriptive rather than analytic approach to the subject. The student is able to demonstrate some understanding of the issues involved but does not demonstrate the ability to apply the analytical framework which had been developed in the course. Draws primarily upon course materials for referencing.

N+ The student is unable to demonstrate that he or she understands the core elements of the subject matter. The student is able to provide some insight into issues but misapplies analytic framework developed in course, omitting key factors and, for example, drawing conclusions which are not related to the preceding discussion.

N The student is unable to demonstrate any understanding of the subject matter. Material presented for assessment is unrelated to course framework and shows no effort to identify or address critical aspects of the topic.

The scaling of marks to ensure comparability between classes in an acceptable academic practice. The GSM and Board of Examiners has the right to scale marks where it is considered necessary to maintain consistency and fairness.
Attendance and Class Participation

**Individual marks: 10% (for attendance) and 10% (for participation)**

Class participation in case and class discussions form an important part of learning and understanding the business strategies required to be successful within the Asia-Pacific region. Students are expected to attend all scheduled class sessions, be well prepared, and to participate actively in class discussions.

Participation assessment will be based on: a) Regular attendance, b) Preparation of Cases and Readings, and c) Participation in class discussions and other contributions to Course activities. Where absence is unavoidable, students are expected to inform the lecturers (preferably by email) and to submit notes of the session(s) missed as compensatory work.

Preparation of cases and readings will be measured through in class discussions. A few questions focused on the content of the prescribed case or readings will be asked at the beginning of each class and students will be invited to comment and discuss. The lecturers will judge class participation. It is not possible to judge participation for one or two sessions adequately but a clear pattern of participation can be established over the duration of the course. The challenge is to evaluate participation in a fair and accountable way.

The following criteria will be used for assessing class contribution:

- Are the comments relevant to the topic and the stage of the debate?
- Do the comments reveal thorough preparation for the class?
- Do the comments reveal knowledge of the course material to date?
- Do the comments reveal insight and a sense of judgement by the student?
- Do the comments make significant contribution to the class discussions?
- Do the comments provide the trigger for a new direction in the debate?
- Do fellow students show respect for the point of view raised? For example by building on the ideas, or disagreeing with them actively, or indicating in some way that the comments effectively summarises key points of the debate.
- Does the students’ contribution to the group display leadership qualities?

Note that frequency of talking is not important in the above criteria. However, there is a certain level of contribution to the class discussions necessary to judge the quality of student participation.

Note: University General Regulation 5(1) suggests, “to complete a course or unit a student shall attend prescribed classes, lectures, seminars, tutorials ......................” Students whose attendance has been unsatisfactory in this unit will not be granted a pass grade. A class register of attendance will be kept.

**Assessment 1: An Individual Essay Paper**

**Individual marks 20%**

The paper should not be more than 1,500 words (excluding any appendices) on specific issues or on general issues in any one of the following topic areas. For depth of analysis/discussions, please pick a country of your choice (e.g; Japanese, Chinese, Korean, Malaysian, etc). An executive summary (or an abstract) and reference list should be included as part of the essay.

- Australia’s Present and Future Role in the Asia Pacific Region.
- Effect of New Economy (or E-business) in the Asian Business.
- Government Influence on Business in Asia.
- Management Practices in Asia
- Strategic Processes adopted in Asian Business.
- Sustainable Development in the Asian Region.
Note: Although the final paper must be written individually, students can co-operate and share if they wish in gathering information for common use such as forecast of economic size and growth figures for countries in the region. FDI investors and trading partners and country share in world trade in the region. This would be the sort of information that would be included in appendices to the essay.

Assignment 2: Group Project Report

Group Marks 35% (for Develop and Analyse a Case Study)

Each group will comprise 4-5 students and are required to develop a case study of an organization selected from a developed country (ie: Western firm) would like to expand their operations in Asia Pacific region. You are required to provide a business strategy management report to the board of directors of your company. The report must include country analysis, market potential, consumer/customer perception and positioning of your products/services in a host country, selecting appropriate location for establishment, type of entry mode, organizational structure, human resources policies and any other issues pertaining to develop your business in the Asia Pacific region. The report must include implementation issues and their mitigation strategy. You are required to submit TWO copies of the assignment and the report must have three sections:

Section 1, must include a thorough executive summary, not exceeding 500 words, accurately summarizing all the key points of the report, and any background or introduction as necessary.

Section 2, the case study of an organization must contain the industry structure in which the firm is operating, the host country information, competition and the brief introduction of major competitors, competitive position, suppliers and supporting industries, distribution networks and target customer segments. Further you need to end the case at a critical point of time that they must make some sort of strategic decision (for readers).

The case study may be developed by collecting the information directly contacting the organization and/or sourcing the publicly available information about the organization.

Section 3, the Analysis of the case study based on the Group interpretation, which includes the evaluation of Asia Pacific regional strategies/strategy process currently used by the organization or planned strategy for the future growth. Identify the critical issues faced by the organization at the end of the case study and their importance for the organizations competitiveness and future growth in the region or the country in specific to your study.

You are required to analyse the case study and justify your arguments using appropriate theoretical concepts and business strategy models. You will be encouraged to use the models from the course to see how and if they fit, and which ones best explain the strategy processes observed/planned. The case analysis should be the results of the team’s interpretation, not just that of one individual. The analysis report should be around 2,000 words, excluding Exhibits and references.

Take Home Examination

Individual Marks 25%

A take home examination will be based on both a case study AND essay questions. A Case Study and the essay questions will be distributed to you in Week-11 and the written paper should be submitted at the GSM office on or before 6.00pm of Week-12 session.

In the case analysis you will be required to apply the elements of business strategy techniques applicable to the given case and critically evaluate the issues and recommend appropriate solutions. The written case analysis report shall not be more than 1,500 words (excluding appendices) and each essay question shall not be more than 750 words.

Please do not source post-case information for this case study for examination.

All questions will carry equal marks.
Submission of assignments

Assignments should be submitted in class on the due date or if handed into the office; a standard cover sheet should be used and a receipt issued.

Late assignments will attract a penalty of 5% per day. This penalty will be waived by the lecturer only in exceptional circumstances. No marks will be awarded to assignments submitted after other students in the class have had their assignments returned.

Assignments will be returned in class. It is the intention that the marked assignments will be returned within two weeks of submission.

Appeals against assessment marks

In the first instance, students are strongly advised to talk informally to the lecturer about the grade awarded.

The University provides the opportunity for students to lodge an appeal against any mark which he or she feels is unfair. Any student making an appeal is under an obligation to establish a prima facie case by providing particular and substantial reasons for the appeal.

There is a 10 day time limit for making any such appeal. An appeal against academic assessment may result, as appropriate, in an increase or decrease in the mark originally awarded. The University regulations relating to appeals and the form on which the appeal should be lodged can be found in the GSM website.

Acknowledgements and plagiarism

In the course of your individual and group work assignments, you will encounter ideas from many sources. These will include journal and newspaper articles, commentaries, books, web sites and other electronic sources, original case sources, lecture materials. All MBA assignments that you submit must acknowledge all the different sources you have used. Not to acknowledge your sources is plagiarism, a form of dishonesty. Plagiarism is the misappropriation of the work or ideas of others and presenting them as your own. This is reprehensible from both an ethical and legal viewpoint. Neither the School nor the University accepts ignorance or the fact that a student’s previous acts of plagiarism had been undetected as a defence.

In order to avoid engaging in plagiarism it is your responsibility to acknowledge all of your sources in any work submitted for assessment and it is essential that you reference the work of others correctly. Where you quote directly from a source, you must ensure that any direct quotations are placed in quotation marks and are fully referenced. Even when you do not quote directly and are just referring to or expanding on the work of others, you must still acknowledge the sources of your information and ideas. Close paraphrasing in which you change a few phrases around, leave a clause out of a long sentence or put the original sentences in a different order is still plagiarism. To mark words as a quotation the entire text that has been copied should be enclosed within quotation marks. If the copied text is four or more lines in length, it may be more appropriate to set it as a separate and indented paragraph. Each time that text is copied, the source must be acknowledged with a reference citation, including the page number.

Advice on proper referencing is given below. If you have any doubts concerning appropriate referencing formats or how to acknowledge the work of others correctly, you should seek the advise of your lecturer.

It is GSM policy that no student will profit from plagiarism. Generally, a mark of ‘Fail’ will be recorded for the assignment in which this has occurred, regardless of its other merits or qualities. Serious cases shall be referred to the University’s Board of Discipline. All students should note that cases of copying are automatically reported to the Sub-Dean and documentary evidence along with associated correspondence is placed on the student’s permanent record.
Taping of Lectures

The Graduate School does not provide tape recordings of lectures, however if you do wish to tape record a lecture then as a matter of courtesy, you should obtain the permission of the lecturer first.

Additional resources and reading material

Blunt, Peter and Richards, David (1993): Readings in Management, Organisation and Culture in East and Southeast Asia. NTU Press, Darwin
Smith, Roger C (1996): Going Global - A Primer for Australian Managers and Enterprises Wishing to Enter the Asia Pacific Market. Concord Print and Copy Centre, Osborne Park, WA.
The Economist: The Survey Articles


Useful web sites

- “The Australian” newspaper http://www.theaustralian.com
- Asia Pacific Forum - http://www.mcb.co.uk/apmforum/nethome.htm
- Ausindustry http://www.business.gov.au
- Austrade http://www.austrade.gov.au
- Business Week online: http://www.asia.businessweek.com
- East Asia Analytical Unit (DFAT) http://www.dfat.gov.au/eaau/
- Economist Intelligence Unit http://www.eiu.com
- Ernst & Young www.eyi.com. One site for obtaining information about doing business in various countries
- Harvard Business Review online: http://www.hbsp.harvard.edu
- IMD (Lausanne) http://www.imd.ch/wcy.html
- Institute of SE Studies, Singapore http://www.iseas.edu.sg/pub.html
- International Business Resources on the Web http://ciber.bus.msu.edu/busres.htm
- JETRO http://www.jetro.go.jp/ Japan External Trade Organisation
- World Trade Organisation http://www.wto.org

Useful TV Programs

- BBC – Asia Today, Click On-line, HardTalk.
- Bloomberg Asia – Market Analysis and Stock Watch.
- CNN – BizAsia, Asia Now, TalkAsia, eBizAsia.
- Selected World Panorama Programs from ABC and SBS.