



MGMT340

International Study Tour - China

S2 Evening 2017

Dept of Marketing and Management

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General Information

Unit convenor and teaching staff

Lecturer

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450 E4A

2pm-3pm Wednesday

Yang Yang

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Credit points

3

Prerequisites

36cp and permission by special approval

Corequisites

Co-badged status

Unit description

This unit develops knowledge and understanding of the international business environment and business operations in foreign markets through first-hand observation of businesses in China. It is designed for students with a background knowledge of, and interest in, business processes in an international context. The unit includes a series of seminars and a two week study tour to China in the mid-session break, and enables students to develop an appreciation of the ways in which business operations and business systems differ across national boundaries. Students are required to prepare a written assignment based on the seminar series, and prepare a report at the end of the study tour based on their observations of the businesses and of the country. This unit requires students to attend a supervised study tour for which additional costs are involved. Contact the Department of Marketing and Management for full details.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Recognize and understand key concepts and theories discussed in the literature of doing business in China

Gain practical knowledge and experience on conducting academic research to analyse real-world cases

Demonstrate the ability to identify, discuss and analyse market trends and problems related to emerging markets

Apply the above knowledge and skills to develop effective strategies and solutions

Assessment Tasks

Name	Weighting	Hurdle	Due
Class participation	15%	No	Ongoing
Field trip participation	25%	No	Ongoing during the study trip
The BIG Project	60%	No	Week 4, 7, 9, 10

Class participation

Due: **Ongoing**

Weighting: **15%**

This assessment includes attendance to pre-trip seminars and active participation in class discussion and activities. Students are expected to attend ALL pre-trip seminars to gain sufficient background knowledge and information of doing business in China. Weekly attendance will be recorded and contribution to the group learning in lectures will be observed.

On successful completion you will be able to:

- Recognize and understand key concepts and theories discussed in the literature of doing business in China

Field trip participation

Due: **Ongoing during the study trip**

Weighting: **25%**

Students are required to attend ALL company visits scheduled for the study tour and actively participate in all activities during the field trip. Students will be assessed by a number of criteria, including punctual arrivals at all business visits, full participation in all activities, positive contribution to group discussions and engagement with business hosts, demonstration of positive attitude toward learning, self-discipline and demonstration of cultural sensitivity on all occasions. On-spot observation and record will be conducted throughout the field trip.

On successful completion you will be able to:

- Gain practical knowledge and experience on conducting academic research to analyse real-world cases
- Demonstrate the ability to identify, discuss and analyse market trends and problems related to emerging markets

The BIG Project

Due: **Week 4, 7, 9, 10**

Weighting: **60%**

This group project requires students to read, observe and identify an interesting and important phenomenon in relation to China, and apply analytical and critical thinking to identify its business implications and propose solutions/suggestions for future development of China, as inspired by the phenomenon observed. Up to four students are to be formed as one group. Each group member is required to develop a different yet connected topic for his/her individual report, based on the learning throughout the lectures, readings and field trip in China. These topics developed individually will then be combined into a coherent and well-structured group presentation. This project is composed of 3 stages of work, including pre-trip report (individual, 10%), post-trip report (20%) and presentation (group, 30%). Briefs on each of these stages will be provided in separate documents available on iLearn.

No extensions will be granted for reports. There will be a deduction of 10% of the total available marks made from the total awarded mark for each 24 hour period or part thereof that the submission is late (for example, 25 hours late in submission – 20% penalty). This penalty does not apply for cases in which an application for disruption of studies is made and approved. No submission will be accepted after solutions have been posted.

No extensions will be granted for presentations. Students who have not completed the task on the scheduled day will be awarded a mark of 0 for the task, except for cases in which an application for disruption of studies is made and approved.

On successful completion you will be able to:

- Gain practical knowledge and experience on conducting academic research to analyse real-world cases
- Demonstrate the ability to identify, discuss and analyse market trends and problems related to emerging markets
- Apply the above knowledge and skills to develop effective strategies and solutions

Delivery and Resources

Classes in this unit will include two main components: a seminar series in the first half of the semester and a two-week field trip to China during the mid-semester break. There will be no lectures after the field trip except for weekly consultations and student presentation session in Week 10. It is expected that students will spend a substantial amount of time during these weeks

to prepare their group projects, which is one of the key assessment components.

During the first half of the semester (before the field trip), a 2-hour lecture will be held every week. The first hours will mainly be seminar presentations from teaching staff and the second hour will be used for group/class discussion, and on some occasions, making logistic arrangement for the field trip.

The field trip to China will involve intensive daily activities, including visiting a number of businesses and organisations, interacting with relevant personnel, participating in organised activities in some companies, making observations of business settings and market places, reading literature and information on China and relevant companies/organisations, and preparing for case studies of a company, organisation or a sector. Students' full participation in all scheduled activities is a MUST.

There is no prescribed textbook for this unit. A list of recommended readings will be given for each topic in the seminar series. Students are encouraged to read widely in the areas of China's economic reforms, social and economic conditions and business practices that are available in a wide range of academic journals and books.

Students may access unit materials online through the Macquarie University online learning facility iLearn at <http://www.mq.edu.au/iLearn/> using your Student ID Number and password. This page supports the lecture notes, unit outline, assessment tasks, recommended reading lists, and any other information that is deemed relevant to the unit.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.html

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](#).

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcome

- Recognize and understand key concepts and theories discussed in the literature of doing business in China

Assessment task

- Class participation

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Recognize and understand key concepts and theories discussed in the literature of doing business in China
- Gain practical knowledge and experience on conducting academic research to analyse real-world cases
- Demonstrate the ability to identify, discuss and analyse market trends and problems related to emerging markets

Assessment tasks

- Class participation
- Field trip participation
- The BIG Project

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Gain practical knowledge and experience on conducting academic research to analyse

real-world cases

- Apply the above knowledge and skills to develop effective strategies and solutions

Assessment task

- The BIG Project

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Demonstrate the ability to identify, discuss and analyse market trends and problems related to emerging markets
- Apply the above knowledge and skills to develop effective strategies and solutions

Assessment tasks

- Field trip participation
- The BIG Project

Research & Practice, Global contexts & Sustainability

This unit uses research from internal and external sources, including journal articles and research databases, to familiarize students with the literature and ongoing discussions on China-related phenomena. Students are required to conduct their own research and apply the research findings in assignments. Students will have the opportunities to integrate theories and practices and develop their own critical thinking when they travel to China on a 2-week study trip. They will be able to feel the dynamics of the business environment in China and report their observations and interpretation in their assignments. Such exposure to a global context will broaden students horizon of knowledge and foster in them engaging global citizenship.