BUS 304
International Study Tour
E2 2012

Marketing and Management

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General Information

Unit convenor and teaching staff
Unit Convenor
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Contact via stephanie.huang@mq.edu.au

Credit points
3

Prerequisites
36cp and (BUS202 or admission to BCom or BBA)

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 a foreign country. Students are expected to develop and demonstrate knowledge about the foreign markets involved, and at the same time, apply knowledge gained in their disciplinary areas in the context of the foreign markets. The unit includes a series of seminars and a two week study tour to one or two overseas countries, 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 seminars and prepare a report at the end of the tour based on their observations of the businesses and the country.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at https://students.mq.edu.au/important-dates

Learning Outcomes

1. Critically reflect on various aspects in the literature and information on China and Chinese business environments based on their own experience and observations during the field trip.
2. Develop an interest in the sector/company in China on which they have prepared a case study as part of assessment.
3. Identify relevant theory and concepts learnt in the seminar series and in other units and apply them in the case studies.

4. Recognise cultural differences between Australia and China and demonstrate cross-cultural awareness in understanding business practice.

5. Apply academic research to analyse real-world case studies and to reflect field trip experience.

**Assessment Tasks**

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar Participation</td>
<td>5%</td>
<td>Attendance taken every week</td>
</tr>
<tr>
<td>Individual pre-trip essay</td>
<td>15%</td>
<td>Week 7</td>
</tr>
<tr>
<td>Field Trip Participation</td>
<td>20%</td>
<td>Semester Break</td>
</tr>
<tr>
<td>Individual field trip report</td>
<td>30%</td>
<td>Week 11</td>
</tr>
<tr>
<td>Group field trip presentation</td>
<td>30%</td>
<td>Week 12</td>
</tr>
</tbody>
</table>

**Seminar Participation**

Due: **Attendance taken every week**

Weighting: 5%

Students are expected to attend ALL pre-trip seminars to gain sufficient background knowledge and information of doing business in China.

**Individual pre-trip essay**

Due: **Week 7**

Weighting: 15%

A 1,500-word individual essay based on recommended readings and seminars prior to the field trip.

This Assessment Task relates to the following Learning Outcomes:

- Critically reflect on various aspects in the literature and information on China and Chinese business environments based on their own experience and observations during
Identify relevant theory and concepts learnt in the seminar series and in other units and apply them in the case studies.

• Apply academic research to analyse real-world case studies and to reflect field trip experience.

Field Trip Participation

Due: Semester Break
Weighting: 20%

Students are required to actively participate in all activities scheduled for the field trip. Students will be assessed by a number of criteria, including punctual arrivals at all business visits, full participation in all activities, contribution to group discussions and engagement with business hosts, demonstration of positive attitude toward learning, and demonstration of cultural sensitivity on all occasions.

This Assessment Task relates to the following Learning Outcomes:
• Critically reflect on various aspects in the literature and information on China and Chinese business environments based on their own experience and observations during the field trip.
• Develop an interest in the sector/company in China on which they have prepared a case study as part of assessment.
• Identify relevant theory and concepts learnt in the seminar series and in other units and apply them in the case studies.
• Recognise cultural differences between Australia and China and demonstrate cross-cultural awareness in understanding business practice.
• Apply academic research to analyse real-world case studies and to reflect field trip experience.

Individual field trip report

Due: Week 11
Weighting: 30%

A 1,500-word individual field trip project report will be assessed. Students in one group are required to develop different yet connected topics for their individual reports, based on their learning throughout the field trip in China. These topics should be combined into a coherent and well-structured group presentation. In the field trip report, students are expected to demonstrate their first-hand knowledge about China and the application of knowledge gained in other units such as business policy/strategic management, marketing, HR, finance and international business operations in the Chinese context.
This Assessment Task relates to the following Learning Outcomes:

- Critically reflect on various aspects in the literature and information on China and Chinese business environments based on their own experience and observations during the field trip.
- Develop an interest in the sector/company in China on which they have prepared a case study as part of assessment.
- Identify relevant theory and concepts learnt in the seminar series and in other units and apply them in the case studies.
- Recognise cultural differences between Australia and China and demonstrate cross-cultural awareness in understanding business practice.
- Apply academic research to analyse real-world case studies and to reflect field trip experience.

Group field trip presentation

Due: **Week 12**
Weighting: **30%**

Three students are to be formed as one group. Students in one group are required to develop different yet connected topics for their individual reports, based on their learning throughout the field trip in China. These topics should be combined into a coherent and well-structured group presentation. If a student is unable to team up with other students, she/he could choose to complete a project report on his/her own. All members of the group are expected to contribute to the group presentation. **Peer review** will be conducted in the end of the semester to determine the individual scores for the group project.

**Delivery and Resources**

**Classes**

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 two student presentation sessions in Week 12 and Week 13.

During the first half of the semester (before the field trip), a 3-hour class will be held on Friday each week. The first 1.5 hours will mainly be seminar presentations from teaching staff and the second 1.5 hours will be used for group/class discussion, and on some occasions making
logistic arrangement for the field trip. In some weeks, seminar presentations and class discussion could be carried out at the same time. The field trip to China will involve intensive daily activities, including visiting a number business 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 sector.

**Required and Recommended Text and/or Materials**

There is no prescribe 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.

**Technology Used and Required**

Students may access unit materials online through the Macquarie University online learning facility iLearn at [http://www.mq.edu.au/ilearn](http://www.mq.edu.au/ilearn)

**Teaching and Learning Strategy**

The teaching strategy in this unit consists of the provision of information in a weekly seminar series in the first half of the semester, a 2-week field trip to China during the mid-semester break period, and two student presentation sessions. Students must participate in both seminar and field trip components of the unit and complete all required assessment tasks.

**Unit Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Seminar Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction of doing business in China</td>
</tr>
<tr>
<td>2</td>
<td>China’s economic and political environment</td>
</tr>
<tr>
<td>3</td>
<td>Foreign Direct Investment (FDI) in China</td>
</tr>
<tr>
<td>4</td>
<td>Demographic changes and labour market in China</td>
</tr>
<tr>
<td>5</td>
<td>The factory of the world – manufacturing sector in China</td>
</tr>
<tr>
<td>6</td>
<td>Consumer markets in China</td>
</tr>
<tr>
<td>7</td>
<td>Marketing in China</td>
</tr>
</tbody>
</table>

Field trip to China
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://www.mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy  

Grade Appeal Policy  

Special Consideration Policy  
http://www.mq.edu.au/policy/docs/special_consideration/policy.html

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

Academic Honesty

The nature of scholarly endeavour, dependent as it is on the work of others, binds all members of the University community to abide by the principles of academic honesty. Its fundamental principle is that all staff and students act with integrity in the creation, development, application and use of ideas and information. This means that:

- all academic work claimed as original is the work of the author making the claim
- all academic collaborations are acknowledged
- academic work is not falsified in any way
- when the ideas of others are used, these ideas are acknowledged appropriately.

Further information on the academic honesty can be found in the Macquarie University Academic Honesty Policy at http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

Grades

Macquarie University uses the following grades in coursework units of study:

- HD - High Distinction
- D - Distinction
- CR - Credit
- P - Pass
- F - Fail
Grade descriptors and other information concerning grading are contained in the Macquarie University Grading Policy which is available at:


Grading Appeals and Final Examination Script Viewing

If, at the conclusion of the unit, you have performed below expectations, and are considering lodging an appeal of grade and/or viewing your final exam script please refer to the following website which provides information about these processes and the cut off dates in the first instance. Please read the instructions provided concerning what constitutes a valid grounds for appeal before appealing your grade.

http://www.businessandeconomics.mq.edu.au/new_and_current_students/undergraduate_current_students/how_do_i/grade_appeals/

Special Consideration Policy

The University is committed to equity and fairness in all aspects of its learning and teaching. In stating this commitment, the University recognises that there may be circumstances where a student is prevented by unavoidable disruption from performing in accordance with their ability. A special consideration policy exists to support students who experience serious and unavoidable disruption such that they do not reach their usual demonstrated performance level. The policy is available at:

http://www.mq.edu.au/policy/docs/special_consideration/policy.html

Student Support

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: http://students.mq.edu.au/support/. 

UniWISE provides:

- Online learning resources and academic skills workshops http://www.mq.edu.au/learning_skills/
- Personal assistance with your learning & study related questions.
- The Learning Help Desk is located in the Library foyer (level 2).
- Online and on-campus orientation events run by Mentors@Macquarie.

Student Enquiry Service

Details of these services can be accessed at http://www.student.mq.edu.au/ses/.

Equity Support

Students with a disability are encouraged to contact the Disability Support Unit who can provide appropriate help with any issues that arise during their studies.
IT Help

If you wish to receive IT help, we would be glad to assist you at [http://informatics.mq.edu.au/help/](http://informatics.mq.edu.au/help/).

When using the university’s IT, you must adhere to the [Acceptable Use Policy](http://informatics.mq.edu.au/help/). The policy applies to all who connect to the MQ network including students and it outlines what can be done.

**Graduate Capabilities**

**Creative and Innovative**

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

**Assessment tasks**

- Individual pre-trip essay
- Field Trip Participation
- Individual field trip report

**Commitment to Continuous Learning**

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

**Learning outcomes**

- Identify relevant theory and concepts learnt in the seminar series and in other units and apply them in the case studies.
- Apply academic research to analyse real-world case studies and to reflect field trip experience.

**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**

- Develop an interest in the sector/company in China on which they have prepared a case study as part of assessment.
- Recognise cultural differences between Australia and China and demonstrate cross-cultural awareness in understanding business practice.

**Assessment tasks**

- Individual pre-trip essay
- Field Trip Participation
- Individual field trip report

**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**

- Critically reflect on various aspects in the literature and information on China and Chinese business environments based on their own experience and observations during the field trip.
- Identify relevant theory and concepts learnt in the seminar series and in other units and apply them in the case studies.
- Apply academic research to analyse real-world case studies and to reflect field trip experience.

**Assessment tasks**

- Field Trip Participation
- Individual field trip report

**Effective Communication**

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.
This graduate capability is supported by:

**Learning outcome**

- Recognise cultural differences between Australia and China and demonstrate cross-cultural awareness in understanding business practice.

**Assessment tasks**

- Field Trip Participation
- Individual field trip report

**Socially and Environmentally Active and Responsible**

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

**Learning outcomes**

- Develop an interest in the sector/company in China on which they have prepared a case study as part of assessment.
- Recognise cultural differences between Australia and China and demonstrate cross-cultural awareness in understanding business practice.

**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 outcomes**

- Identify relevant theory and concepts learnt in the seminar series and in other units and apply them in the case studies.
- Apply academic research to analyse real-world case studies and to reflect field trip experience.

**Assessment tasks**

- Individual pre-trip essay
Field Trip Participation

Individual field trip report

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

• Critically reflect on various aspects in the literature and information on China and Chinese business environments based on their own experience and observations during the field trip.
• Identify relevant theory and concepts learnt in the seminar series and in other units and apply them in the case studies.
• Apply academic research to analyse real-world case studies and to reflect field trip experience.

Assessment tasks

• Individual pre-trip essay
• Individual field trip report

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

• Critically reflect on various aspects in the literature and information on China and Chinese business environments based on their own experience and observations during the field trip.
• Recognise cultural differences between Australia and China and demonstrate cross-cultural awareness in understanding business practice.
• Apply academic research to analyse real-world case studies and to reflect field trip
experience.