Course Outline

BUSI7055 Asian Business Systems
Semester 2, 2015

Course description

Rapid economic growth in most of Asia during recent decades has seen the emergence of large corporate enterprises which were organised in ways different from companies based in Western countries. This course discusses the evolution of Japanese, Korean and Chinese conglomerate enterprises and business networks. It introduces students to the particulars of corporate organisation and management of these enterprises, and elaborates the degree to which these help explain the success of Asian companies. Evolution and particulars of Asian business enterprise will be placed in the economic and social context of the countries where these companies originated.

Mode of delivery: On campus
Prerequisite: None

1. Contacts

<table>
<thead>
<tr>
<th>Role</th>
<th>Office address</th>
<th>Email</th>
<th>Telephone</th>
<th>Consultation Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Convener and lecturer</td>
<td>Room 1096 1st floor</td>
<td><a href="mailto:pierre.vandereng@anu.edu.au">pierre.vandereng@anu.edu.au</a></td>
<td>(02) 6215 5438 or (02) 6125 6215</td>
<td>Thursday 11-12noon</td>
</tr>
<tr>
<td>Pierre van der Eng</td>
<td>Crisp 26</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Administrators</td>
<td>Room 1088 1st floor</td>
<td><a href="mailto:enquiries.rsm@anu.edu.au">enquiries.rsm@anu.edu.au</a></td>
<td>(02) 6125 9839 or (02) 6125 6737</td>
<td>Monday-Friday 9am – 5pm</td>
</tr>
<tr>
<td>Ruth Southwell</td>
<td>Crisp 26</td>
<td></td>
<td></td>
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<tr>
<td>Marina Naumoska</td>
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<tr>
<td>Hugh Thornton</td>
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<tr>
<td>Cathy Haberle</td>
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</table>

2. Course overview

Learning outcomes

Upon successful completion of the requirements for this course, students will have enhanced their proficiency in:
- understanding business systems in Japan, South Korea, Taiwan, China and Southeast Asia, in particular:
  - the historical context of business development,
  - key specifics of industrial organisation,
  - key specifics of company organisation and management in corporations;
- understanding of the role of foreign investment and trade, particularly by Japanese firms, in fostering intra-Asian economic integration;
- working in diverse teams to deliver stated goals and outcomes;
- researching and communicating effectively in written and oral forms about a subject related to the content of the course;

**Assessment summary**

In line with ANU policy, assessment in the course will be confirmed after consultation with students in the course during the 2nd session in week 2. Changes to the assessment schedule will be posted on the Wattle site for the course. The lecturer proposes the following assessment schedule:

<table>
<thead>
<tr>
<th>Assessment item</th>
<th>Description and detail of assignment</th>
<th>Specific requirements</th>
<th>Due date</th>
<th>Weighting (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Weekly session quizzes</td>
<td>6 multiple choice questions each week</td>
<td>Attend session in the previous week, complete reading specified in section 3</td>
<td>Weekly during sessions 2-13</td>
<td>10% 5%</td>
</tr>
<tr>
<td>b. In-class presentation</td>
<td>2 students deliver a 15 minute presentation using PowerPoint</td>
<td>Presentation on one of the topics listed in section 3</td>
<td>Once, during one of the sessions 3-13. Students select a topic in session 2.</td>
<td>15% 10%</td>
</tr>
<tr>
<td>c. Review question</td>
<td>All students prepare answers to 2 weekly review questions</td>
<td>Attend session in the previous week, complete reading specified in section 3</td>
<td>Once, during one of the sessions 3-13. In each session the lecturer will select two students at random to share one of their answers</td>
<td>5% 5%</td>
</tr>
<tr>
<td>d. Individual assignment A</td>
<td>1,500 words essay on a set topic</td>
<td>Details are given in section 4</td>
<td>Monday 24 August, 4pm</td>
<td>5% 10%</td>
</tr>
<tr>
<td>e. Individual assignment B</td>
<td>2,500 words essay on selected topic</td>
<td>Details are given in section 4</td>
<td>Monday 12 October, 4pm</td>
<td>25% 30%</td>
</tr>
<tr>
<td>f. Mid-semester test</td>
<td>1-hour exam, 30 multiple choice questions</td>
<td>Covers topics discussed in readings and during sessions 1-7.</td>
<td>TBA (during the week of 21-25 September)</td>
<td>10% 0%</td>
</tr>
<tr>
<td>g. Final exam</td>
<td>2-hour written exam, format to be discussed with students during last session</td>
<td>Covers all topics discussed in readings and during the sessions throughout the semester</td>
<td>TBA (during ANU final exam period, 5-21 November)</td>
<td>30% 40%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td>100% 100%</td>
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</table>

Assessment is either A or B, whichever result is better. **Except the mid-semester test, all components of the above assessment are compulsory** and must be submitted.

**Research-led teaching**

This course draws on the lecturer’s experience in researching economic and business
development in East and Southeast Asia. Many of the readings in the course reader are closely related to this research. Others are examples of relevant research outcomes in the fields of economic development and international business of East and Southeast Asia.

**Staff feedback**

Students will be given feedback on the assessment items as follows:

a. Weekly session quizzes: Marks will be posted weekly in an updated spreadsheet on Wattle, questions and answers will be made available on 14 September (for weeks 2-7) and 2 November (for weeks 9-13);

b. In-class presentation: Lecturer returns written feedback and mark by email (see section 4);

c. Review questions: Answers will be discussed with students in each session, the mark will be posted weekly in the updated spreadsheet on Wattle;

d. Individual assignment A: Written feedback and mark will be returned via Turnitin by 7 September;

e. Individual assignment B: Written feedback and mark will be returned via Turnitin by 26 October;

f. Mid-semester test: Marks will be posted in the updated spreadsheet on Wattle in the week after the test;

g. Final exam: Exam scripts can be viewed after the release of end of semester grades. You must refer to the website of the Research School of Management for dates and times that exam script viewings are held. You must provide your student identification card to view your exam script. Scripts cannot be taken from the Office area.

**Student feedback**

ANU is committed to the demonstration of educational excellence and regularly seeks feedback from students. One of the key formal ways students have to provide feedback is through the Student Experience of Learning Support (SELS) surveys. There feedback given in these surveys is anonymous and provides the Colleges, University Education Committee and Academic Board with opportunities to recognise excellent teaching, and opportunities for improvement. For more information on student surveys at ANU and reports on the feedback provided on ANU courses, go to:


**Policies**

ANU has educational policies, procedures and guidelines, which are designed to ensure that staff and students are aware of the University’s academic standards, and implement them. You can find the University’s education policies and an explanatory glossary at: [https://policies.anu.edu.au/ppl/index.htm](https://policies.anu.edu.au/ppl/index.htm)

Students are expected to have read the *Academic Misconduct Rules 2014* before the commencement of their course.


Key policies include:

- Student Assessment (Coursework)
- Student Surveys and Evaluations

**Required resources**

This course does not use a textbook. It uses selected readings in the form of book chapters and journal articles. The readings will not be available in hardcopy form. They will be available as PDF files that students can download from the course website on Wattle.

Together, the readings are the reader for the course. The table of contents of the course
reader lists the numbered readings. The numbers correspond to the readings identified in the session program (see section 3 below). You should download and print the readings, and keep them together in a binder.

**Examination material or equipment**

Permitted material in the examination room: Paper-based Dictionary, no approval required (must be clear of ALL annotations).

**Recommended resources**

ANU students are very fortunate that the ANU library is well-stocked with books and journals that expand on the topics and themes that will be discussed during the lectures and in the course reader. You are encouraged to read widely, and you are expected to use these library sources to research your assignment. If the ANU library does not have an item, you are likely to find it in the National Library. Here are some suggestions for further reading:


**3. Course schedule**

**Session schedule**

There is one seminar-style session during each week of the semester:

Wednesday   3-6pm   CBE Lecture Theatre 2 (building 26c)

You are expected to attend all sessions. The organisation of the seminar sessions will be discussed in detail during the first session. Each session will consolidate and extend the material of the previous week and in the reading nominated for each session through:

- an opportunity for students to raise questions and give feedback on the material;
- group discussion on the basis of two review questions;
- analysis of a key issue in the form of a 10 minute-presentation prepared by two students;
- group discussion on the issue of the presentation;
- a short 5-minute assessable test of 6 multiple choice questions that relate to the material covered in the seminar session of the previous week and the nominated reading for the session.

All students attending a session are expected to have done the reading and to have prepared questions about the course material they would like to raise with the course convener.

*Week 1 (22 July): Introduction*

We will discuss the organisation of the course.

The lecturer introduces several key concepts that sustain the rest of the course: business groups, business networks and business systems in Asia.

*Week 2 (29 July): Business, business groups and networks and business systems in Asia*

Read article 1 of the reader and come prepared with questions about the reading and the
session of the previous week.

Lecturer and students agree on assessment in the course. Students nominate themselves for the 10 presentation topics during sessions 3-13. Presentations start the following week.

The lecturer introduces the topic of Japan’s industrial and corporate structures.

**Week 3 (5 August): Industrial and corporate structures in Japan**

All students read articles 2 and 3 in the course reader, come prepared with questions about the reading and the lecturer’s introduction in the session of the previous week, and prepare answers to the following two review questions:

(a) In general terms, what are the differences between the zaibatsu business groups before World War II and the keiretsu business groups after World War II in Japan?
(b) What is the role of small and medium-sized companies in Japanese manufacturing industry?

Presentation: **Are the keiretsu business groups in Japan falling apart?**


The lecturer introduces the two further aspects of Japan’s business system.

**Week 4 (12 August): Finance and money politics in Japan**

All students read articles 4 and 5 in the course reader, come prepared with questions about the reading and the lecturer’s introduction in the session of the previous week, and prepare answers to the following two review questions:

(c) What is a ‘main bank’ and what functions does it perform in a ‘financial’ keiretsu business group in Japan?
(d) What interests do the three corners of Japan’s ‘iron triangle’ have in keeping the triangle together?

Presentation: **How does ‘money politics’ work in relation to Japan’s construction industry?**


The lecturer introduces the topic of management in Japanese companies.

**Week 5 (19 August): Aspects of management in Japanese companies**

All students read articles 6, 7, 8 and 9 in the course reader, come prepared with questions the reading and the lecturer’s introduction in the session of the previous week, and prepare answers to the following two review questions:

(e) Describe the typical human resource management practices that most companies in
Japan use.
(f) Describe the kanban (or ‘just-in-time’) and the kaizen (or ‘total quality control’) systems that many Japanese companies use.

Presentation: **Did the ‘Toyota Production System’ enhance Toyota’s competitive advantages?**


The lecturer discusses Japan’s economic difficulties and the internationalisation of Japanese firms in Asia since the 1990s.

**Week 6 (26 August): Japan’s business problems and business engagement with Asia**

All students read articles 10, 11, 12 and 13 in the course reader, come prepared with the reading and the lecturer’s introduction in the session of the previous week, and prepare answers to the following two review questions:

(g) What caused Japan’s ‘bubble economy’ and the problems in economy and business that followed it?
(h) What were the main ‘push’ and ‘pull’ factors that changed Japan’s business relations with South Korea, Taiwan and Southeast Asia, particularly since the late-1980s?

Presentation: **Why has it been difficult for Japanese companies to transplant their management practices to subsidiaries in other Asian countries?**


The lecturer discusses the topics of economic integration in Asia, and introduces business groups in South Korea.

**Week 7 (2 September): Economic integration in Asia, Chaebol in South Korea**

All students read articles 14 and 15 in the course reader, come prepared with questions about the reading and the lecturer’s introduction in the session of the previous week, and prepare answers to the following two review questions:

(i) How does the concept of ‘fragmentation of the value chain’ help us to understand the increasingly important process of intra-Asian economic integration?
(j) How did government institutions in South Korea support the creation of the chaebol business groups during the formative period 1960s-1980s?

Presentation: **How did government support facilitate the growth and diversification of the Samsung chaebol since the 1950s?**

**Historical Perspective.** (Oxford UP) 31-58.


The lecturer introduces the topics of management in Korean firms and change in Korea’s business system since the 1997 economic crisis.

**Week 8 (starting 21 September): South Korea: Chaebol management and change**

All students read articles 16 and 17 in the course reader, come prepared with questions about the reading and the lecturer’s introduction in the session of the previous week, and prepare answers to the following two review questions:

(k) How would you characterise and explain the process of decision making in Korean companies?

(l) What changes have taken place in management in Korean companies since the crisis of 1997?

Presentation: **Did anything change in human resource management in companies in the Samsung chaebol since the economic crisis of 1997?**


The lecturer discusses key aspects of Taiwan's business system.

**Week 9 (starting 29 September): Business networks in Taiwan**

All students read articles 18, 19 and 20 in the course reader, come prepared with questions the reading and the lecturer’s introduction in the session of the previous week, and prepare answers to the following two review questions:

(m) What was the role of state-owned enterprises in the development of Taiwan’s manufacturing industry?

(n) Why did small- and medium sized firms dominate the development of manufacturing industry in Taiwan, particularly during the 1960s - 1990s?

Presentation: **How did small firms, large firms and government in Taiwan cooperate to create a successful IT industry?**


The lecturer discusses key aspects of China’s business system and of management in Chinese firms.
Week 10 (starting 6 October): China’s business system

All students read articles 21 and 22 in the course reader, come prepared with questions the reading and the lecturer’s introduction in the session of the previous week, and prepare answers to the following two review questions:

(o) Why do state-owned enterprises still dominate China’s business system?
(p) Why is there a trend towards localisation of management among foreign-owned companies in China?

Presentation: What are the origins of the largest business groups in China?


The lecturer discusses Southeast Asia as a region and also the process of economic and business integration in the region.

Week 11 (starting 12 October): Southeast Asia, diversity and economic integration

All students read article 23 in the course reader, come prepared with questions about reading the reading and the lecturer’s introduction in the session of the previous week, and prepare answers to the following two review questions:

(q) Why are the economies of the countries of Southeast Asia so diversified?
(r) Is business with China an opportunity or a challenge for the ASEAN countries as a group?

Presentation: Why is outward foreign direct investment from China controversial in many host countries?


The lecturer discusses aspects of ethnic Chinese business, particularly in the context of Southeast Asia.

Week 12 (starting 19 October): Ethnic Chinese business: The China legacy

All students read articles 24 and 25 in the course reader, come prepared with questions about the reading and the lecturer’s introduction in the session of the previous week, and prepare answers to the following two review questions:

(s) Why and how did the increase of foreign direct investment inflows by Japanese and Western companies into the countries of Southeast Asia benefit the business groups controlled by ethnic Chinese business families since the 1980s?
(t) What are three key explanations for the fact that firms of ethnic Chinese entrepreneurs in
Southeast Asia generally adopted the business group structure?

Presentation: What competitive advantages did Dhanin Chearavanont and his CP business group use for the group’s expansion into China?


The lecturer discusses Thailand’s business system, and the topic of change in corporate governance across East and Southeast Asia.

**Week 13 (starting 26 October): Indonesia, Thailand; Future of East Asian business groups**

All students read articles 26 and 27 in the course reader, come prepared with questions the reading and the lecturer’s introduction in the session of the previous week, and prepare answers to the following two review questions:

(u) What were the consequences of the economic crisis of 1997 for business groups in Thailand?
(v) What evidence leads Ahmadjian (2013) to conclude that corporate governance in Asia is not converging towards the Anglo-American system?

Presentation: Did Thailand benefit from the development of its automotive industry by Japanese companies?


The lecturer reviews the course and discusses the formal of the final exam with students.

**4. Assessment requirements**

**Learning Outcomes - Assessment Tasks**

The lecturer makes a judgement about how well you achieved the learning outcomes for this course, based on the items of assessment above. This table illustrates how each assessment item provides evidence about your achievements against each learning outcome.
## Course Learning Outcomes

Upon successful completion of the requirements for this course, students will have enhanced their proficiency in:

| Understanding business systems in Japan, South Korea, Taiwan, China and Southeast Asia | ✓ | ✓ | ✓ | ✓ | ✓ |
| Understanding of the role of foreign investment and trade, particularly by Japanese firms, in fostering intra-Asian economic integration | ✓ | ✓ | ✓ | ✓ |
| Working in diverse teams to deliver stated goals and outcomes | ✓ |
| Researching and communicate effectively in written and oral forms about a subject related to the content of the course | ✓ | ✓ | ✓ | ✓ |

### a. Weekly session quizzes

| Due Date | Weekly during each of the sessions in weeks 2-13 |
| Value or Weighting (%) | 10% or 5% |
| Marks | Each weekly quiz is marked out of 6, maximum score 12 x 6 = 72 |
| Suggested Length | Does not apply |
| Instructions | Attend session during the previous week, complete reading specified in section 3 above, keep notes (see below) |
| Purpose | Encourage students to keep up with reading and lectures, test their understanding of both |
| Marking Criteria | Each answer is either correct or wrong |
| Submission / Presentation Details | The quizzes can only be completed during sessions. You need a pencil to enter your answer on the answer sheet, and an eraser to make corrections. The questions (and answers) will be made available electronically on 14 September and 2 November to help you prepare for the mid-semester test and the final exam. |

### b. Session presentation

| Due Date | Once during one of the sessions in weeks 3-13 |
| Value or Weighting (%) | 15% or 10% |
| Marks | Out of 10 |
| Suggested Length | 15 minutes, or ca. 1,000 words, further details are below |
| Instructions | Teams of 2 or 3 students complete reading specified in section 3 above, deliver a short presentation that answers the set question |
| Purpose | Tests students’ research and effective oral communication skills on topic related to course content, deepens team work experience |
| Marking Criteria | All students attending the session complete a mark sheet, the lecturer calculates the average mark |
| Submission / Presentation Details | The presenting team submits short report after the presentation by email to the lecturer, who summarises comments from students and returns the mark |

### c. In-class review question

| Due Date | Weekly during each of the sessions in weeks 2-13 |
| Value or Weighting (%) | 5% |
| Marks | Out of 10 |
| Suggested Length | Half an A4 page |
| Instructions | Attend lectures during the previous week, complete reading specified in section 3 above, answer two questions |
| Purpose | Test students on understanding of both reading and lectures |
Marking Criteria | Lecturer marks the answers on the spot, based on their completeness, relevance and logic in addressing the question
---|---
Submission / Presentation Details | Lecturer selects 2 students at random during each session to share their answers. Answers can only be given during sessions

### d. Individual assignment A

<table>
<thead>
<tr>
<th>Due Dates</th>
<th>Monday 24 August 2015, 4pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value or Weighting (%)</td>
<td>5% or 10%</td>
</tr>
<tr>
<td>Marks</td>
<td>Out of 20</td>
</tr>
<tr>
<td>Maximum Length</td>
<td>1,000 words (±10%), incl. all text, tables and figures, but excl. list of references, cover page, contents page and footnotes</td>
</tr>
<tr>
<td>Instructions</td>
<td>Students write a short essay that (a) answers the relevant question on the basis of the set readings, and (b) demonstrates their skill in formatting a written assignment. Further details are below.</td>
</tr>
<tr>
<td>Purpose</td>
<td>Tests students effective written communication skills on a topic related to course content</td>
</tr>
<tr>
<td>Marking Criteria</td>
<td>Explained in separate document <em>Criteria for assessing written and other work completed in the course Asian Business Systems (BUSI7055)</em>, available from Wattle</td>
</tr>
<tr>
<td>Submission / Presentation Details</td>
<td>Assignments to be submitted via Turnitin system. Presentation details are explained in a separate document <em>Some Suggestions for Good Assignment Writing</em>, available from Wattle</td>
</tr>
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</table>

### e. Individual assignment B

<table>
<thead>
<tr>
<th>Due Dates</th>
<th>Monday 12 October 2015, 4pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value or Weighting (%)</td>
<td>25% or 30%</td>
</tr>
<tr>
<td>Marks</td>
<td>Out of 20</td>
</tr>
<tr>
<td>Maximum Length</td>
<td>2,500 words (±10%), incl. all text, tables and figures, but excl. list of references, cover page, contents page and footnotes</td>
</tr>
<tr>
<td>Instructions</td>
<td>Students select one of six set topics, read extensively to study the topic, write an essay that answers the relevant question. Further details are below.</td>
</tr>
<tr>
<td>Purpose</td>
<td>Tests students research and effective written communication skills on a topic related to course content</td>
</tr>
<tr>
<td>Marking Criteria</td>
<td>Explained in separate document <em>Criteria for assessing written and other work completed in the course Asian Business Systems (BUSI7055)</em>, available from Wattle</td>
</tr>
<tr>
<td>Submission / Presentation Details</td>
<td>Assignments to be submitted via Turnitin system. Presentation details are explained in a separate document <em>Some Suggestions for Good Assignment Writing</em>, available from Wattle</td>
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### f. Mid-semester test

<table>
<thead>
<tr>
<th>Due Date</th>
<th>TBA (during the week of 21-25 September 2015). Students will be advised of the time and location via Wattle</th>
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<tbody>
<tr>
<td>Value or Weighting (%)</td>
<td>10% or 0%</td>
</tr>
<tr>
<td>Marks</td>
<td>Maximum score is 30</td>
</tr>
<tr>
<td>Maximum Length</td>
<td>30 multiple choice questions, maximum 1-hour</td>
</tr>
<tr>
<td>Instructions</td>
<td>Test covers all topics discussed in lectures of weeks 1-7 and the reading for the sessions of weeks 2-8. Keep notes on the basis of the lectures and reading.</td>
</tr>
<tr>
<td>Purpose</td>
<td>Encourage students to keep up with lectures and reading during 1st half of the semester, test their understanding of both</td>
</tr>
<tr>
<td>Marking Criteria</td>
<td>Each answer is either correct or wrong</td>
</tr>
<tr>
<td>Submission / Presentation Details</td>
<td>Students need a pencil (preferably 2B) to enter answers on the answer sheet. An eraser and a pencil sharpener will be useful. If students are not able to attend the test due to illness, they must apply to sit a special test by submitting the application form for special assessment consideration and provide documented evidence of illness.</td>
</tr>
</tbody>
</table>
g. Final exam

<table>
<thead>
<tr>
<th>Due Date</th>
<th>TBA (during ANU final exam period, 5-21 November 2015). Students will be advised of the time and location via <a href="http://timetable.anu.edu.au">http://timetable.anu.edu.au</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Value or Weighting (%)</td>
<td>30% or 40%</td>
</tr>
<tr>
<td>Marks</td>
<td>Based on the nature and the marks/weights of the questions</td>
</tr>
<tr>
<td>Maximum Length</td>
<td>Format of the two-hour written exam will be discussed during the last session</td>
</tr>
<tr>
<td>Instructions</td>
<td>Covers all material discussed during the lectures and sessions, contained in the course reader, and any distributed additional reading throughout the semester. Keep notes on the basis of the lectures and reading.</td>
</tr>
<tr>
<td>Purpose</td>
<td>Test students’ understanding of course readings and lectures</td>
</tr>
<tr>
<td>Marking Criteria</td>
<td>Complete, correct, accurate answers covering all parts of the question, and illustrated with figures, data, examples as appropriate. Details explained in separate document Criteria for assessing written and other work completed in the course Asian Business Systems (BUSI7055), available from Wattle.</td>
</tr>
<tr>
<td>Submission / Presentation Details</td>
<td>Permitted materials: electronic dictionaries are not allowed. No prior permission is required for unmarked hardcopy foreign language dictionaries. If students are not able to attend the exam due to illness, they must apply to sit a special exam by submitting the application form for special assessment consideration and provide documented evidence of illness.</td>
</tr>
</tbody>
</table>

Further details: a, f and g. How to study?

The weekly quizzes (a), the mid-semester test (f) and the final exam (g) will be based on the content of both the course reader and the lectures. You should study for these assessment items by following the lecturer’s introductions to the topics of the course and reading the material in the course reader each week, and by keeping notes that summarise the main issues discussed in reading and lectures. Using these notes are likely to make it easier to prepare yourself for (f) and (g).

Further details: b. In-class presentation

During each session in weeks 3-13 groups of students deliver a short presentation about a key issue in Asian business. During the first session in week 2, 11 groups of 2 or 3 students are created who express a preference for the 11 topics listed in section 3 above.

Students prepare the presentation and use PowerPoint (PPT) software to deliver it. Each presentation will be marked by all students attending the sessions. The lecturer will discard the highest and the lowest mark and calculate an average, which will be the mark for the presentation.

Presenters should make the presentation a worthwhile experience for all students attending the session. Their reward will be the mark that other students give them. It is in the interest of all students in the group to turn up for the session and discuss the presentations, in the expectation that other students will do the same when it is their turn to make a presentation.

If you have never used PPT before, this is your opportunity to learn! It is very simple, but there are some basic rules. A basic PPT presentation with such rules can be found on Wattle and at: http://www.iasted.org/conferences/formatting/Presentations-Tips.ppt If not sufficient, you should consider doing a course with the ANU’s Information Literacy Program (http://anulib.anu.edu.au/training/it-skills-development/).

For a 15-minute presentation, limit the number of PPT slides to 10 only, including a first title slide with the names of the presenters. Students take turns to keep time and ensure that the presentation is within 15 minutes. As a courtesy to students attending the session, you could distribute in class a photocopy containing the slides, so that students can take notes.
You can structure the presentations in any way you like. Here are some minimum requirements:

- focus on answering the question(s);
- indicate how the issue relates to the reading and lectures for the course;
- end with a question to encourage discussion.

Copies of most readings are available from Wattle. Unless a web address is specified, other identified reading is available in the ANU library.

To wrap up the presentation, presenters send a short report (half-A4) by e-mail to their lecturer indicating what went well in their presentation and what they would change if they could do it again. The lecturer will respond with feedback and the mark for the presentation.

Further details: d. Individual assignment A (1,000 words)

This individual assignment is a relatively short exercise and its main purpose is to test your skill in writing and formatting a written assignment. Details about how to format your assignment are in the flyer Some Suggestions for Good Assignment Writing, available from Wattle. Please read it carefully, follow the instructions, and use the checklist when preparing your assignment, and before you submit it.

Your assignment will address these questions: ‘What is corporate governance? Are corporate governance practices in Japan changing to resemble the Anglo-American corporate governance model?’

You are expected to use just three items of reading, which are available from Wattle.

Further details: e. Individual assignment B (2,500 words)

This assignment asks you to select a topic from a list of at least six set essay topics that will be available from Wattle later in the semester and submit an assignment that takes the form of an individual essay. Each topic takes the form of a question and a few suggested readings on a topic related to the contents of the course.

This is a more involved assignment, which will allow you to demonstrate your research skills, and your ability to formulate a substantiated argument, using the research materials you are able to uncover. To research your essay, you will have to explore relevant scholarly publications available from the ANU library and the National Library of Australia: monographs (books and working papers, which are in the library catalogues) and journal articles and book chapters (which are not in the library catalogues). Depending on your topic, a SuperSearch in the ANU library catalogue and/or a Google Scholar internet search may yield relevant references to relevant documentation.

As the ability to use credible sources is an important research skill, you are expected to base your assignment only on relevant scholarly publications (books and journal articles, whether in hard or soft copy format) available from the ANU library and the National Library of Australia, and not any materials that you are able to find on the internet.

Preparing and presenting your assignment

As with Assignment A, use the flyer Some Suggestions for Good Assignment Writing to write and format your assignment. Please read it carefully, follow the instructions, and use the checklist when preparing your assignment, and before you submit it.

You may present quantitative data in tabulated or graphic form if they support the argumentation in your assignment. You must indicate the source and be aware how the data in the tables or charts are defined and how they can be interpreted. You may use relevant publications in languages other than English, as long as you give the full bibliographical details and an English translation of the title between brackets.
Submission of your assignments

The due dates for both assignments are Assignment A - Monday 24 August 2015, Assignment B - Monday 12 October 2015, 4pm. Assignments are submitted online via the link to Turnitin on the Wattle site for this course. Instructions about how to use Turnitin will be available on the Wattle site. Assignments submitted via Turnitin no longer require cover sheets. You will be required to electronically sign a declaration as part of the submission of your assignment. Please keep a copy of both your assignments for your records.

After uploading your assignment in Turnitin, conduct the 'originality test' and make sure that your text has a 5% or lower similarity with other texts in the Turnitin database. You can easily achieve that by using your own words to write your assignment, not using any quotes from your sources, and including your sources in a list of references at the end of your text, rather than in footnotes so that Turnitin will not count them as being part of the text.

Extensions and penalties

Extensions and late submission of assessment pieces are covered by the Student Assessment (Coursework) Policy and Procedure. You may be granted extensions for assessment pieces that are not examinations or take-home examinations by applying for special consideration.

Special consideration for assignments

Decisions about Special Consideration are not made by the teaching staff for this course. Students who are unable to submit their assignment by the due date may be eligible for an extension if supported by an application for Special Consideration. Information on special assessment consideration can be found at: http://www.anu.edu.au/students/program-administration/assessments-exams/special-assessment-consideration

Special Consideration applications must be completed before the due date of the affected assessment. In exceptional circumstances applications for an extension may be accepted up to three working days after the due date of the affected assessment.

The application must include all supporting documentation and include a copy of as much of the assignment as has been completed by the due time and date. Special consideration applications must be submitted online at special.consideration@anu.edu.au You will be notified if an extension has been approved.

Late submission of assignment

Late submission of assessment tasks without an extension are penalised at the rate of 5% of the possible marks available per working day or part thereof. Late submission of assessment tasks is not accepted after 10 working days after the due date, or on or after the date specified in the course outline for the return of the assessment item.

Return of assignment

After they have been marked, assignments will be returned through the Turnitin system. Please refer to the course website on Wattle for notification that assignments have been marked and returned. Queries regarding the marking of assignments should in first instance be taken up with your lecturer.

5. Support for students

The University offers a number of support services for students. Information on these is available online from http://students.anu.edu.au/studentlife/