Program Summary
The University of Hawaii at Manoa, Shidler College of Business, completed its 26th Annual Asian Field Study themed “Doing Business in Islamic and Southeast Asia”. A select group of five masters of accounting and senior undergraduate students were hosted by various businesses and agencies in Singapore (IBM, Center for Creative Leadership, Concorde Hotel, a Singaporean bank, a Singaporean telecommunications firm, and the Singapore Urban Redevelopment Authority) and Kuala Lumpur (Nestle, Universiti Kebangsaan Malaysia, AmBank, U.S. Commerical Service, and Zouk Club).

The small group allowed for hands-on experiential learning including interactive roundtable discussions with business executives and experiencing life as a local business person. Students rode public transport to get to meetings, ate at hawker stalls, and shopped at the local markets. Cultural activities included strolling through a historic riverside trading port, standing in the shadows of the tallest twin towers in the world, admiring the Islamic architecture in the new government city of Putrajaya, and capturing the old time charm of the Chinatowns in Singapore and Kuala Lumpur.

A rigorous preparatory course consisted of eight three-hour classes using learning frameworks (Harvard country analysis, Porter’s competitive advantage of nations, and the Double Diamond), functional overviews (the Asian financial crisis and the global economic crisis, individualism and collectivism in Asian cultures, and market segmentation in Malaysia), and the business and cultural environments of Japan, China, South Korea, Singapore, and Malaysia. The course concluded with group country reports, individual industry or company reports, and individual onsite learning journals.

The course was supported by guest lectures by Dr. Jack Suyderhoud, UH Shidler College of Business, on the learning frameworks and Dr. Malcolm Dowling, formerly with the Asian Development Bank, on the global economic crisis; Podcasts and video lectures by Robert Howe, Akamai Capital, “Japan’s Stock Market: The Last Samurai”, Dr. Paul Brewbaker, Senior Economist, Bank of Hawaii, “Where the Asian Economies Are Headed”, Richard Parson, Chairman, Citigroup, “The Global Financial Crisis”, and Ambassador Charles Salmon (ret.), “International Trade and Foreign Policy Issues for the New U.S. President”, country specific readings, Harvard case studies, Economist Intelligence Unit country reports, and two three-hour post-trip reflective sessions.
Program Objective

The objective of the program was to prepare students for a professional career in international business. The goals were for students to develop an awareness of the interconnected components of the global economy and acquire sensitivity and adaptability to each of the unique cultures and business practices.

This was accomplished by exposing students to diverse and relevant Asian business environments and utilizing academic theory and business models as frameworks for real world experiences - site visits, case studies, and country level, industry level, and firm level assessments. Cross-functional integrated learning is the foundation. The Asian Field Studies has a different annual theme that rotates among participating faculty throughout the functional areas of finance, marketing, management, accounting, and information technology.

Diversity was accomplished by mixing cities in different stages of economic development, industries, and firm types. Pre-trip learning was accomplished through a combination of onsite lectures, web-based video lectures, online discussions, cases and readings, with an emphasis on regional Asian internet websites and periodicals of the countries to be visited. The emphasis was placed on real-time source materials, interviews with experienced executives, and the application of personal observation.

The course focused on the diverse business and cultural environment of Southeast Asia. The major countries of East Asia (Japan, China, South Korea) were covered due to the interdependency between the economies and their peoples. Singapore and Malaysia each had specific learning goals. Students were provided the opportunity to have a self-directed and self-financed stopover in Japan (Tokyo or Osaka) and/or Hong Kong on their return trip.

By the end of the program, each student demonstrated her/his ability to recognize, analyze and develop creative solutions to business scenarios in Singapore and Malaysia.
Emphasis was placed on the pre-trip preparation and post-trip reflection to enhance the students’ onsite learning experience. The pre-trip preparation consisted of eight three-hour class sessions and two three-hour post-trip reflection sessions. Five hours of Podcasts were made available to supplement the learning. The program was grounded in the importance of traditional face-to-face sessions. This is critical for interactive learning among the instructors and students.

**Laulima**, an online course management platform, was used to complement and support the traditional class sessions.

The **onsite learning goal** was to provide diversity in the types of firms (stage of development, industry, ownership, financial disclosure, regulatory environment, competitive environment, level of globalization, management style, target market segment and procurement/distribution system), and develop the ability to compare and contrast firms along the learning frameworks.

Each **country and city** had a specific learning goal. While being mindful for the safety of students, selection of the countries and cities supported the learning goal. Selection of **industries** supported the learning goal by providing diversity of industries, with a target of relevant industries to the students’ future careers such as finance and banking, technology, and marketing, complemented by industries of the region such as manufacturing and agriculture.

**Learning Frameworks**

The following learning frameworks were used to provide the foundation for the students’ experiential learning. Each framework provided a continuum to compare and contrast the different Asian business environments.

Since this course allows for a diversity of Shidler College faculty who supervise it, specific pedagogies have and will vary. For this year’s program the following theoretical frameworks and assignments were used:

- **Country-level analyses**: Using Harvard Business School’s country analysis framework, students worked to define country goals, contexts, players, strategies, achievements, and shortcomings.

- **Industry-level analyses**: Using Porter’s Diamond model for the competitive advantage of nations, students worked as individuals and selected a specific industry in a specific country to determine:
  - The Strategy, Structure and Rivalry of Firms
  - Demand Conditions
  - Related Supporting Industries
  - Factor Conditions
  - Role of Government
  - History and Chance

- **Company-level analyses**: Working as individuals, students selected a specific company or business-related organization to evaluate a specific issue that was in the student’s area of interest. Student selection included firms in the banking, information technology, executive education, hospitality, telecommunications, retail packaged food, and entertainment industries.
The Goals: The goals in Singapore were to introduce students to a fully developed Asian economy, Singapore’s challenged role as a regional services and transportation hub, and the impact of a government dominated by a single party. Our site visits focused on financial and other professional services.

Singapore Financial Industry: A Singapore bank executive discussed the Asian financial crisis and the current global economic crisis, comparing and contrasting the two major events and its impact on Singapore’s economy.

IBM Singapore, Human Resources. IBM is the world’s leading information technology company. IBM Singapore is home to several thousand employees comprising its Singapore team, ASEAN/SA, and Asia Pacific team. Two Human Resource Partners presented IBM’s Globally Integrated Workforce strategy, where human resource talent is fully leveraged. Examples included a human resources center in Manila, procurement in China, and delivery in India.

Center for Creative Leadership (CCL). CCL is a top-ranked, global provider of executive education with a focus on leadership education. The Director of Research, a Shidler Ph.D. alumnus, reviewed the Triple Loop Cultural Learning Model, reinforced through a video metaphor. He also fielded students’ questions on the culture in Singapore and Malaysia and its positioning along Hofstede’s dimensions of Individualism and Collectivism.

IBM with CCL. The session with IBM and CCL were held jointly at the CCL facilities. This provided both parties the venue to share their common interests, as well as provide an optimal learning experience for the students, bridging theory with practice. Future collaborative projects were discussed between the two organizations.
Singapore Urban Redevelopment Authority (URA). URA is Singapore's national land use planning authority. URA prepares long term strategic plans, as well as detailed local area plans, for physical development, and then co-ordinates and guides efforts to bring these plans to reality. Corporate Communications provided a personal tour of the URA facilities, which included a 3-D map with every building represented, a visual of Singapore’s strategic land reclamation plans, and a look into traditional versus modern shop houses.

Concorde Hotel, Food and Beverage. Concorde Hotel Singapore, formerly the Le Meridian Singapore, is a 400+ room five-star hotel in the center of Orchard Road. The Director of Food and Beverage, a UH Travel Industry Management alumnus, cordially hosted the group to a luncheon discussion on the food and beverage industry in Singapore. He discussed the unique aspects of catering to the Singapore clientele, including issues of Halal foods and dealing in a price competitive market.

Singapore Telecommunications Industry: A Singapore telecommunications manager provided insight into Singapore’s telecommunications market, which encompassed the strong role of the government, tough competition with three major players, and the demanding customer market.

Cultural Activities

Chinatown – Visited a Buddhist temple, ate at a local hawker stall, received a Chinese foot massage, and practiced negotiation skills with the merchants.

Singapore River – Strolled the historic riverside trading port of Boat Quay, viewed the modern architecture of the Esplanade, took photos with the famous Merlion, watched a laser light show at the world’s largest fountain, and partook in a Singapore Sling at the Raffles Hotel Long Bar.

Arab Street – Visited a Muslim mosque and shopped at Arab merchant stalls for fabrics and jewels.
The Goals: In Kuala Lumpur the focus was on the intricacies of doing business in Islamic Asia and working in a multi-cultural society. Such issues as Halal foods, Islamic banking, and working in an Islamic country were explored in further depth.

Nestle Malaysia, Halal Foods. Nestle is a multinational packaged food company based in Switzerland. Nestle Malaysia employs over 3,500 people and manufactures as well as markets more than 300 Halal products in Malaysia, with household brand names Milo, Nescafe, Maggi, Nespray and Kit Kat. The Chairman of Nestle’s Halal foods educated the group on the processes of Halal certification and the associated costs and benefits.

AmBank, Information Technology. AmBank is one of Malaysia anchor banks and has Islamic banking subsidiary. The Manager of Information Technology addressed the managerial issues of dealing with a multicultural team. He provided the basic need-to-know of respecting Malay, Chinese, and Indian team members. He also provided an overview of the competitive landscape in Malaysia’s financial sector and AmBank’s positioning.

Zouk Club, Marketing. Zouk Club is the largest nightclub in Malaysia, composed of six venues within one structure. The marketing officer provided an overview of the Kuala Lumpur nightclub industry and how Zouk utilized market segmentation to address each of the main target markets; Zouk Club for the mainstream, Phuture for the younger dance crowd, Velvet Underground for the businesspeople, Terrace Bar for the casual crowd, Aristo for the high society, and Barsonic for the edgy fashionable niche.

U.S. Commerical Service, Kuala Lumpur. The U.S. Commercial Service helps U.S. companies export their products and services overseas. The senior commercial service officer along with the economics researcher provided an overview of the U.S. exports into Malaysia and the unique aspects of doing business in Malaysia.
Universiti Kebangsaan Malaysia (UKM) Graduate School of Business (GSB). UKM is one of four designated research institutions in Malaysia. UKM has over 20,000 graduate and undergraduate students. UKM GSB’s Dean addressed the group on women’s rights issues while UKM’s professor of Islamic banking provided an overview of the industry.

Cultural Activities

Chinatown – Got feet tickled in a fish spa, enjoyed a cold longan drink, and further sharpened negotiation skills at the many street vendors.

Merdeka Square – From the grass lawn, stood amongst a British Tudor-style building, an Islamic building complex, and the world tallest flagpole bearing the Malaysian flag.

Petronis Towers – Stood in the shadows of the world’s tallest twin towers, then went into its modern shopping complex to enjoy a spicy Penang noodle dish and a hot buttery Rotiboy roll.

Putrajaya – Visited the Putra Mosque and the grand Islamic buildings, all built within the past ten years as a planned government city under the direction of Mahathir bin Mohamad. Thus, students visited the major infrastructure projects, Putrajaya, Petronis Towers, the North South Expressway, and the Kuala Lumpur International Airport.
**Projects:** Students were required to complete the following projects throughout the course within the scope of the aforementioned frameworks.

**Pre-trip Readings and Short Reports**
- Read EIU Country Reports on Japan, Korea, China, Singapore, and Malaysia
- Read the assigned Harvard Business School cases and other readings provided.
- Read the Harvard Business School Country Analysis Framework and Porter’s Competitive Advantage framework

**Pre-Trip Assignments**
- Receive lectures from the faculty and guest speakers on the analytical frameworks and country assessments, including historical, sociological, political, and economic material and complete the assignments.
- For extra credit, students could conduct an interview with a business or organizational executive who has had experience living in one of the subject countries, using one of the frameworks that is included in the class structure.
- Complete periodic in-class assignments determined by the faculty of the course.
- Draft of group country study using the Harvard country analysis structure.
- Progress report on group industry study or individual firm study with class presentation (refer to final reports).

**Onsite Assignments**
- Visit two cities in Asia (Singapore and Kuala Lumpur) with the assignment of examining the business environment in each as a representative of their two countries.
- Keep an observation check list for each country using the Porter’s Diamond framework, with a final report due providing a comparison of what has been observed.

**Final Reports**
- Students were required to write an individual country report using the Harvard country analysis framework.
- Students were required to write an industry report employing the Porter Diamond framework or write a comprehensive final individual report on one of the enterprises visited during the Asia Field Study, employing the student’s choice of functional focus and analytical frameworks discussed during the course. The report can involve trip observations, interviews, periodical material, and other sources.
Friday, June 12, 2009
Depart Honolulu to Tokyo

Saturday, June 13, 2009
Depart Tokyo to Singapore

Sunday, June 14, 2009
Arrive Singapore
Check-in to Concorde Hotel,
Cultural tour to Boat Quay, Esplanade, and Chinatown.
Singapore Financial Industry

Monday, June 15, 2009
Center for Creative Leadership
IBM Singapore, Human Resources
Concorde Hotel, Food and Beverage
Singapore Telecommunication Industry

Tuesday, June 16, 2009
Singapore Urban Redevelopment Authority
Asian and Global Financial Crisis Discussion
Cultural Tour to Arab Street and Mosque

Thursday, June 18, 2009
Zouk Club, Marketing, tour Zouk, Velvet
Underground, Phuture, Aristo, Barsonic, and Terrace
U.S. Commercial Service.
AmBank, MIS Department

Friday, June 19, 2009
Universiti Kebangsaan Malaysia, Graduate School
of Business, Islamic Finance
Cultural Tour of Putrajaya
Nestle Malaysia, Halal Committee

Saturday, June 20, 2009
Cultural tour of Chinatown, Central Market, Jame
Mosque, Merdeka Square

Sunday, June 21, 2009
Presentations of final country and firm/industry
papers.
Depart for Tokyo, Hong Kong, and Honolulu

Wednesday, June 17, 2009
Depart Singapore via Aeroline Bus to Kuala Lumpur
Check-in Renaissance Kuala Lumpur
Student Evaluation

The goal of student evaluation was to support and be reflective of the program’s goals, which was to develop students’ awareness to the interconnected components of the global economy and be sensitive and adaptive to each of the unique cultures and business practices. This was accomplished through the writing and presentation of reports, conducting essay based tests, and analysis based discussion.

The following international business success rubrics were developed as a bridge for linking program learning outcomes with the real world, and was used as a guide in developing student assignments and corresponding student evaluation.

International Business Success Rubrics

<table>
<thead>
<tr>
<th>Recital of Knowledge</th>
<th>Association of Knowledge</th>
<th>Application of Knowledge</th>
<th>Solving Complex Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify &amp; List</td>
<td>Explain &amp; Describe</td>
<td>Demonstrate</td>
<td>Assimilate</td>
</tr>
</tbody>
</table>

- Various in-class assignments (20%)
- Group country report and presentations. (10% progress report pre-trip, 5% post-trip feedback to others, 5% final report)
- Individual industry or company paper and presentation (10% progress report pre-trip, 5% post-trip feedback to others, and 15% post-trip)
- Class participation (10%)
- Site visit participation (20%)
- Extra Credit, interview a Singaporean or Malaysian and write a report (up to 10%)

Written and Oral Tests

Students were given written and oral tests to access learning relative to the international business success rubrics. Below are questions administered as part of the final pre-trip test.

- Which country (Japan, S. Korea, China, Singapore, or Malaysia) do you feel is best positioned to weather the Global Financial Crisis, and why? Address the pre-conditions and current government action.
- Which country do you feel is best positioned for long term success in innovation, and why? Address the appropriateness of the selected innovation model and the country’s ability to execute upon their plan.
- Singapore was led by PM LEE Kwan Yew (1959-90) and Malaysia by PM Mohamad MAHATHIR (1981-2003). Who do you believe was a better leader from an economical perspective and why?
- Which country do you feel has a closer cultural affinity to Hawaii? Address this along the cultural dimensions of individualism and collectivism, and vertical and horizontal.

Paper Expectations

The papers entailed external research with reference to sources and included either an analysis of collected survey data or financial analysis, which is used to support conclusions in the paper. The papers showed the application of theory and concepts in practice and showed the differences required to adapt to each country, city, culture, industry, company and function.

Following the rubrics, an ‘A’ graded paper must go beyond the mere identification and listing of relevant facts and concepts and must demonstrate application to solve problems.

Real Life Simulation

Each student was assigned a company and responsible for the site visit, including the debrief and the gift presentation. Students were evaluated based on their preparation and following the business and cultural practices.
5 of 5 students completed the **UH CAFÉ (Faculty and Course Evaluation)** for BUS 475/675, the pre-trip course. This consisted of 13 questions rated along a 5-level Likert scale where 1=Strongly Disagree, 3=Neutral, 5=Strongly Agree. The questions were related to the instructor (knowledge, communication, motivation, helpfulness, and organization) and course (organization and materials). The overall average rating was 4.97 over the 13 questions.

5 of 5 students completed the **AFS Program Survey**. Below is a summary of the main outcomes.

- The objective of the program is to prepare students for a professional career in international business. (1=strongly agree, 5=strongly disagree) – **Avg: 1.2**
- The goal is for students to develop an awareness of the interconnected components of the global economy and be sensitive and able to adapt to each of the unique cultures and business practices. (1=strongly agree, 5=strongly disagree) – **Avg: 1.0**
- How has this AFS program impacted your overall learning experience of international business in your program. (1=strong positive impact, 5=strong negative impact) – **Avg: 1.0**
- How has this program impacted your career and personal plans related to international business. (1=strong positive impact, 5=strong negative impact) - **Avg 1.6**

Following is a summary of the main inputs, rated along a 5-level Likert scale where 1=Unacceptable, 3=Acceptable, 5=Excellent.

- Program Learning Experience = 5.0
- Total Cost = 4.2 (Note: Cost of the program was $2,100, plus tuition)
- Length of Trip = 3.6 (Most said it was too short with too few cities)
- Choice of Site Visits = 4.6
- Pre-trip Reading Materials = 4.2
- Pre-trip Assignments (Country/Industry/Firm) = 4.4
- Pre-trip Logistical Information = 4.8
- Size of Group = 4.4
- Appropriateness of Site Visit Subject Matter = 4.4
- Allocated Free Time = 4.4
- Travel Arrangements = 4.6

A critical open question to gauge the success of the program is as follows. "Comment on the usefulness and relevance of the AFS to your SCB learning experience and whether you would recommend this to future students." 5 of the 5 students replied positively. Below are some of the comments.

*I would definitely recommend the field study to other students because it involves hands-on learning and applying material from inside the classroom. The site visits are once in a lifetime opportunities and I enjoyed every minute of the trip! Students can also grasp a first-hand experience on the local culture, foods and lifestyles, which is truly amazing.*

*I believe the Asian Field Study is one of the only classes offered at Shidler to actually give students opportunities to see what local businesses in Asia are like onsite. Seeing is believing. I would highly recommend to any student who is interested in and/or being successful in business since I think it is almost necessary to deal with international dimensions in any kind of business in such a global age.*

*I feel like I learned a lot more by visiting these countries than I could by just studying them in the classroom. The countries we visited are countries not usually discussed in the classroom. The program definitely opened my eyes to new things and pushed me beyond what I’m used to in terms of analysis and thought in assignments and class discussions.*
Session #1 (May 27 - Wed. 4PM-7PM)
Foundational framework theories.
Group formation.
Logistical, travel orientation.
Guest Presenter: Dr. Jack Suyderhoud,
- HBS Country Analysis
- HBR Industry Analysis - Competitive Advantage of Nations - Porter
- Optional - IBR Industry Analysis Example - Double Diamond Korea & Singapore - Moon & Rugman
- Optional - HBR Industry Analysis - Clusters – Porter

Session #2 (May 30 - Sat. 9AM – 12 Noon)
East Asia Region Overview.
Japan Country Overview.
South Korea Country Overview.
- EIU Japan Country Report
- EIU South Korea Country Report
- Video Lecture, Mr. Robert Howe, (Geomatrix and Akamai Capital), “Japan’s Stock Market: The Last Samurai.”

Session #3 (May 30 - Sat. 1PM – 4PM)
China Country Overview
- EIU China Country Report
- Video Lecture, Dr. Paul Brewbaker, (Senior Economist, Bank of Hawaii): “Vibrations, Volatility and Influence: Where the Asian Economies Are Headed”
- Case: Tapping the World’s Innovation Hotspots

Session #4 (June 2 - Tues 4:15PM – 7:15PM)
Southeast Asia Region Overview
Guest Speaker, PALS Lecture, Dr. Malcolm Dowling, “Asian and the Global Economic Downturn”.

ASEAN Overview
Singapore Country Overview
- US ASEAN Economic Community – East West Center Website
- EIU Singapore Country Report
- Optional - EIU Singapore Country Profile
- Case: “Singapore Inc.”

Session #5 (June 6 - Sat. 9-Noon)
Malaysia Country Overview
- EIU Malaysia Country Report
- Optional - EIU Malaysia Country Profile
- Case: Malaysia: Halfway to 2020

Session #6 (June 6 - Sat. 1PM - 4PM)
Functional Overview
Finance/Risk
Management/Culture
Market Segmentation and Target Marketing
- Video Lecture, Richard Parson, Chairman, Citigroup, “The Global Financial Crisis, Origins and Solutions”.
- Podcast on iTunesU, Amb. Charles Salmon (ret.), “ Facing the Challenges: International Trade and Foreign Policy Issues for the New U.S. President”
- Research Paper on Triple Loop Cultural Learning

Session #7 (June 21 – Sun. in KL 9AM – 12 Noon)
Country Presentation
Industry/Firm Presentation

Session #8 (July 24 – Fri. 4PM – 7PM)
Reflection
Final
Papers Due
**Program Instructors:** To support the program goal and remain relevant, dynamic, and representative of the diverse Asian business environment, the program plans call for continually enhancing the curriculum. For 22 years, Dr. K.K. Seo provided excellent leadership and built the foundation for the program. In 2006, Dr. Llewellyn Howell contributed his scholarly knowledge of Southeast Asian and academic and commercial expertise in Political Risk. In 2007 and 2008 (and planned for 2010 and into the future), Dr. Jack Suyderhoud contributed his hands-on experience in Asia along with his background in finance, economics, and international business.

**Resident Faculty Director:** Dr. Jack P. Suyderhoud is Professor of Business Economics at the UHM, Faculty Director of the 2005-2007 Executive MBA program and served as chairperson of the curriculum committee. Dr. Suyderhoud was a Research Fellow for the Advisory Commission on Intergovernmental Relations in Washington, D.C. from 1974-1975. In 1983 he became the Executive Director for the Tax Review Commission for the State of Hawaii.

From 1988-1991 Dr. Suyderhoud served as the Chairman for the Department of Decision Sciences at the UHM. He became the Associate Dean for College of Business Administration at the UH in 1996 and was Acting Dean the Fall of 1999. He has published articles in several journals, including the Journal of Forensic Economics, Western Tax Review, Journal of the American Taxation Association, and Public Finance Quarterly. The UH has recognized Dr. Suyderhoud with a number of teaching awards, including the Kaizen Service Award in 1993 and 1995, the Presidential Citation for Meritorious Teaching in 1992, and the Graduate Business Student Association Professor of the Year Award in 1987 and 1996.

Dr. Suyderhoud is affiliated with the Academy of International Business, National Tax Association, American Economic Association, National Association of Forensic Economists, Western Economic Association, Hawaii Economic Association, Western Tax Association, American Statistical Association-Hawaii Chapter, Omicron Delta Epsilon, as an economics honorary, and Beta Gamma Sigma, as a business honorary. He received his B.S. in Economics and Mathematics, Jamestown College, 1971; M.S. in Economics, Purdue University, 1972; and Ph.D. in Economics, Purdue University, 1978.

**Program Coordinator:** Grant T. Kim is International Business Analyst at the UHM, Pacific Asian Management Institute. From 1987 through 1996, Mr. Kim was financial industry consultant for NCR/AT&T, working with Bank of Hawaii and First Hawaiian Bank on strategic business and information technology initiatives. He attained the AT&T Consistent Achiever Award. From 1997 until the present, Mr. Kim is founding principal in a business and information technology consulting firm specializing in Asian banks. He led the customer relationship, profitability and campaign management projects for Hana Bank (Seoul); managed the customer segmentation, profitability and global risk exposure projects at United Overseas Bank (Singapore); consulted on profitability, activity based costing, and transfer pricing with Bank Sinopac (Taipei); and led the re-engineering and modernization of AmBank’s (Kuala Lumpur) marketing department.

As the project manager for the UH Pacific Asian Consortium for International Business Education and Research (PACIBER) and international business analyst for the Center for International Business Education and Research (CIBER) federal grant program, he led the Asia faculty field study in 2004 and 2008 and Asia Field Study from 2006 through 2009. Mr. Kim graduated as the Outstanding MBA Student from the UHM in 2004 and received his BBA from the UHM in 1987.

Special gratitude goes to **Dr. K.K. Seo**, who for over two decades, devoted tremendous time and effort to establish a worldwide reputation for the UHM Asia Field Study Program.

Thanks go to all the site visit hosts, without whom, the field study would not be possible, and the students, who took the bold step forward to explore uncharted waters and withstood 90+ degree humidity in full business suits to pay respect to our site visit hosts and properly represent the university.

This program was sponsored by the UHM Pacific Asian Management Institute and the UHM CIBER.
Faculty Resources

It takes nineteen weeks of program coordinator resources and thirteen weeks of instructor resources throughout the year to run the traditional six-credit program, and fifteen weeks of program coordinator resources and ten weeks of instructor resources to run the three-credit program. The estimate is twenty-two weeks of program coordinator resources and fifteen weeks of instructor resources to run two sections of the new three-credit program.

- Course Outline & Application Development (Sept)
- Study Abroad Application Development & Submission (Oct)
- Program Marketing, Website Development (Nov-Dec)
- Application & Scholarship Processing & Notification (Feb)
- Program & Online Course Development (Mar-Apr)
- Pre-Trip Classes (May-Jun)
- Onsite in Asia (Jul)
- Post-Trip Classes (Jul)
- Program Finalization (Aug-Sept)

Program Expenses

The program is typically funded from three Shidler College of Business sources; PAMI/CIBER, Summer Allocation Account (from the Dean’s Office), and Executive Education. Due to the low demand and the inability for the college to cost justify the program, PAMI/CIBER solely funded the 2009 program to continue its 26 year tradition.

While actual expenses were under budget, a goal is to make the program self sustaining. EMBA tuition revenues offset the program expenses. In EMBA years, if full EMBA tuition revenues are allocated to the AFS program, it is self sustaining. With the introduction of the International Business Topics Course (BUS 475/675) course, which is a tuition generating course and a prerequisite to the International Business Field Experience Course (BUS 476/676), the program can recoup half of the program expenses. Supplementary funding is necessary in the non-EMBA years.

<table>
<thead>
<tr>
<th>PAMI/CIBER Program Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Travel Costs (Program Coordinator)</td>
</tr>
<tr>
<td>Gifts to Site Visit Hosts &amp; Misc Onsite Expense</td>
</tr>
<tr>
<td>Student Scholarships (via subsidies)</td>
</tr>
<tr>
<td>Course Costs</td>
</tr>
<tr>
<td>Student Shortage - Deficit in Asian Field Study Account</td>
</tr>
<tr>
<td><strong>PAMI/CIBER Program Total</strong></td>
</tr>
</tbody>
</table>

Note: PAMI/CIBER supplied the instructor in 2009 in lieu of the college supplying and funding instructor resources.

Student Expenses

<table>
<thead>
<tr>
<th>Student Actual Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Double Occupancy</strong></td>
</tr>
<tr>
<td>Airfare</td>
</tr>
<tr>
<td>Hotel &amp; Ground</td>
</tr>
<tr>
<td>Other (Cases, Visas, Insurance, UH/RCUH Fees)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

Contact Hours

<table>
<thead>
<tr>
<th>Direct Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>(6) 3-hour onsite pre-trip sessions</td>
</tr>
<tr>
<td>(11) Company site visits @ 2 hours/each</td>
</tr>
<tr>
<td>(2) 3-hour post-trip sessions</td>
</tr>
<tr>
<td>(4) Cultural site visits @ 3 hours/each</td>
</tr>
<tr>
<td><strong>Total Direct Contact Hours</strong></td>
</tr>
</tbody>
</table>
Future Recommendations

A goal of the program is to provide outreach to more students. Two newly created variable credit courses will allow the flexibility to offer more courses. The International Business Topics Course (BUS 475/675) will be the prerequisite to the variable credit International Business Field Experience Course (BUS 476/676). Recent student surveys have the following findings.

The 2009 BUS 475/476 and BUS 675/676 offerings were viewed to be almost a six credit course based on the workload, assignments, and contact hours. Solution: Until more of the pre-trip content is provided in the core curriculum, it will be too much of a sacrifice to reduce the content, thus making three credit offering infeasible. Five credits is more appropriate given the contact hours and course requirements, but students have found courses between three and six credits of minimal value toward their graduation requirements.

The 2008 BUS 477 and BUS 677 were viewed to be more work than six credits. Solution: The content will be reduced to allow students to choose between the industry report and the company report. The written peer feedback assignment will also be eliminated.

The plan for 2010 is to offer the traditional six credit Dynamics of Asian Business BUS 477/677 to the EMBA students during the summer, covering East Asia, Southeast Asia, and possibly South Asia. If demand warrants, one section of the BUS 475/675 and BUS 476/676 will be offered to the non-EMBA students. Based on the success of the inaugural 2009 Microfinance Field Study in South Asia, a credit based program will be considered for 2010.

Future plans beyond 2010 include expanding the courses year-round. The Business Field Experience BUS 476/676 course would be conducted during the winter break, spring break, and summer.

Greater involvement of Shidler College of Business faculty is required, preferably a tenure-track faculty for purposes of sustainability. Dr. Jack Suyderhoud was partially involved in the 2006 program, fully involved as the faculty director of the 2007 and 2008 programs, and stated his willingness to lead the 2010 program. Other ideas include collaborating with other UH departments and other business schools.

Asian Field Study Program – Proposal

The Study Abroad Center Director works with the Council on Study Abroad, its policy making body. Members of the Council are comprised of faculty who are appointed by the Manoa Faculty Senate Executive Committee to serve on the Council. The Council employs its considerable knowledge and experience to provide oversight, assessment of academic soundness, and evaluation of pedagogical achievements and ensures the Mission of the Study Abroad Center is achieved. Proposals for Summer programs are due on October 1.

The Asian Field Study program will keep abreast of the Study Abroad Center initiatives and training, but may forego the proposal process. The early application deadline does not coincide with the program’s development, is resource intensive, and the feedback received has been focused on a traditional semester/year study abroad classroom model rather than the Asian Field Study’s short term industry site visit model.

Program Marketing

Three main channels have been utilized to market the program, the UHM Shidler College of Business Office of Student Services, UHM Shidler College of Business Pacific Asian Management Institute, and the UHM Study Abroad Center, through student orientations, counseling, email, website, and brochures. The majority of the current applicants came from word of mouth referrals from past Asia Field Study participants. The demand and the targeted program size are currently in the twenties. The Shidler College of Business’ greater focus on international business may increase demand. If an international experience is added as a degree or major requirement, the demand will increase substantially and select sections will be contracted to business field study service providers.

Application Process and Scholarships

Students were accepted into the program based on the qualifications as stated in the application. The program application included a scholarship application. In 2009, two UH Shidler College of Business Fish Scholars received a full scholarship covering the Asia Field Study program costs. The remaining students received $400 in subsidized trip expenses from the UH Center for International Business Education and Research.