

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Management  
with effect from Semester A 2017 / 18**

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**Part I Course Overview**

**Course Title:** Overseas Business Discovery

**Course Code:** MGT6904

**Course Duration:** One Semester

**Credit Units:** 3

**Level:** P6

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:** Nil  
(Course Code and Title)

**Precursors:** Nil  
(Course Code and Title)

**Equivalent Courses:** Nil  
(Course Code and Title)

**Exclusive Courses:** Nil  
(Course Code and Title)

## Part II Course Details

### 1. Abstract

This course aims to provide a first-hand opportunity for graduate students in the Global Business Management and other business graduate programs to acquire updated knowledge of business environment, organization culture, contemporary management practices across industries in a specific international city. Students will visit a range of companies and meet with senior executives, functional experts, operational staff, suppliers and customers to learn from the success and challenges these companies encounter. Students will gain a broader and deeper 360 degree view and understanding of the companies visited, and the unique challenges and opportunities faced by them. The course will achieve this objective by guiding students through four stages of learning: pre-visit preparation and proposal, on-site visit, after trip summary and presentation, and follow up. In the stage of pre-visit preparation and proposal, students will conduct research and study the information of the region and industries to visit; identify possible industry and managerial issues; define visit objective, scope and approach; develop a detailed on-site visit plan and questionnaires; define roles among team members; and develop contingency plan. In the second stage of on-site visit, students will visit for a whole week to gather necessary information; they will conclude the visit by delivering a preliminary findings. In the stage of after trip summary and presentation, students will focus on analysing and developing team and individual report of the visit; and develop presentation of the findings and proposals. In the follow up stage, students will gather further information and revise the proposal and presentation based on inputs from stage 3. In addition, students will compile an individual development plan to further develop expertise and competency of managing global business.

### 2. Course Intended Learning Outcomes (CILOs)

*(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)*

| No. | CILOs   | Weighting<br>(if applicable) | Discovery-enriched curriculum related learning outcomes (please tick where appropriate) |    |    |
|-----|---|------------------------------|---|----|----|
|     |   |                              | A1  | A2 | A3 |
| 1.  | Familiarize with the business practices of the country to visit, and gain an understanding of the business environment, culture and management practices that are important to doing business in this country and region. | 20%                          | ✓   |    |    |
| 2.  | Gain an in-depth understanding of the companies visited, as well as to critically evaluate the relevant opportunities and challenges of conducting business, and explore possible solutions to overcome the challenges.   | 30%                          | ✓   | ✓  |    |
| 3.  | Acquire an in-depth understanding of how to conduct necessary business practices and operations of the companies visited, and able to apply the learnt skills and   | 30%                          |   | ✓  | ✓  |

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|    | tools for engaging in other global business activities                             |      |  |   |   |
| 4. | Prepare and present the findings and recommendation related to the discovery visit | 20%  |  | ✓ | ✓ |
|    |  | 100% |  |   |   |

**A1: Attitude**

*Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*

**A2: Ability**

*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.*

**A3: Accomplishments**

*Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.*

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

| TLA                               | Brief Description  | CILO No. |   |   |   |  |  | Hours/week<br>(if applicable) |
|-----------------------------------|--|----------|---|---|---|--|--|-------------------------------|
|                                   |  | 1        | 2 | 3 | 4 |  |  |                               |
| Lectures                          | Provide students the essential knowledge about business environment, culture and management practices of the country and region to visit. During the lectures, students are expected to actively participate by responding to questions, ask relevant questions, and proactive in sharing their perspectives on the companies. | ✓        | ✓ | ✓ |   |  |  |                               |
| Visit proposal and preparation    | Students are required to define visit objective, scope, review the necessary background of the companies, and develop a detailed visit plan. Students need to understand the business challenges facing the companies to visit, review the related literature on the companies and their industries.                           | ✓        |   |   |   |  |  |                               |
| Discovery visit and participation | Students will execute their visit plans by taking a week-long discovery visit. Students are expected to be on-site for the entire discovery period to meet with executives, functional experts, suppliers, customers, other related personnel, and attend daily debriefing sessions.   |          | ✓ | ✓ | ✓ |  |  |                               |
| Analysis                          | Students are expected to develop   |          | ✓ | ✓ | ✓ |  |  |                               |

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| and presentation | visit reports by integrating their analysis and findings from the discovery trip. The summary and recommendation will be presented and measured against the visit plan. |  |  |  |  |  |  |  |
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#### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

| Assessment Tasks/Activities                      | CILO No. |   |   |   |  |  | Weighting | Remarks  |
|--|----------|---|---|---|--|--|-----------|--|
|  | 1        | 2 | 3 | 4 |  |  |           |  |
| Continuous Assessment: <b>100%</b>               |          |   |   |   |  |  |           |  |
| Individual report                                | ✓        | ✓ | ✓ | ✓ |  |  | 25%       |  |
| Company analysis and class participation         |          | ✓ | ✓ | ✓ |  |  | 25%       |  |
| Team projects and final reports                  | ✓        | ✓ | ✓ | ✓ |  |  | 50%       | The analysis will be presented orally and submitted in written report. |
| Examination: 0% (duration: Hours, if applicable) |          |   |   |   |  |  |           |  |
|  |          |   |   |   |  |  | 100%      |  |

**5. Assessment Rubrics**

*(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)*

| Assessment Task                             | Criterion   | Excellent<br>(A+, A, A-)  | Good<br>(B+, B, B-)  | Fair<br>(C+, C, C-)  | Marginal<br>(D)  | Failure<br>(F)   |
|---|---|---|--|--|--|--|
| 1. Individual report                        | <p>Ability to creatively, and accurately describe all key concepts;</p> <p>Ability to creatively, effectively and accurately present the report</p> | As in B, but effectiveness of communication impresses with high degree of originality and persuasiveness  | Demonstrate understanding of principles and concepts with good ability to apply the principles in the report writing effectively or persuasively. Able to apply multiple arguments or persuasive techniques to communicate the desired message both verbally and in written format | Demonstrate understanding of principles and concepts, but only adequate ability to apply the principles in the report effectively or persuasively. | Demonstrate understanding of principles and concepts at a minimally acceptable way. The report contains points which are relevant and accurate, but fail to apply key principles | Not even reaching marginal levels. Lack the understanding of principles and concepts, and fail to apply the principles in the report.                              |
| 2. Company analysis and class participation | <p>Ability to accurately describe the company and key issues;</p> <p>Ability to creatively, effectively, efficiently and</p>                        | Strong evidence of original thinking, ability to propose implementable solutions, and recommendations; good organization, capacity to analyze and synthesize; superior grasp of subject matter; evidence of extensive | Evidence of grasp of the subject, some evidence of critical capacity and analytic ability conducting to innovative application of theoretical  | Evidence of understanding of the subject; ability to develop solutions to problems in the material.  | Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.   | Not even reaching marginal levels. Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of |

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|                              | accurately present the report  | knowledge of the subject   | concepts to solve problems; evidence of familiarity of the background and literature  |   |   | literature and examples  |
| 3. Team projects and reports | <p>Ability to creatively, and accurately describe all key concepts;</p> <p>Ability to work effectively and efficiently in a team;</p> <p>Ability to creatively efficiently and accurately present the report</p> | <p>As in B, but with higher degree of originality and evidence of internalization into a personalized model of practice. Good evidence of reflection on own performance based on theory, conducive to creative views. Generalize relevant principles, models or practices to new and unfamiliar real-life contexts creatively. Demonstrate the ability to present key concepts and recommendations clearly and confidently both individual and as a team</p> | <p>The evidence presents a good appreciation of the general thrust of the companies visited and issues faced by them. Good coverage with relevant and accurate support. A clear view of how various aspects of the project integrate to form a thrust or purpose. Good evidence of application of course content to practice. Solutions or recommendations well justified, often innovatively. Demonstrate the ability for the team to work</p> | <p>The evidence is relevant, accurate and covers a fair number of issues. However, there is little evidence of an overall view of the companies visited and issues faced by them. Demonstrate declarative understanding of a reasonable amount of content. Able to discuss content meaningfully but little application or integration of items. Fair justification of solutions or recommendations. Demonstrate adequate communication and presentation</p> | <p>Pieces of evidence are relevant and accurate, but are isolated, addressing a limited number of issues. Demonstration of understanding in a minimally acceptable way. Weak analysis of the companies visited, issues and background; inadequate coverage, no originality, weak justification of solutions or recommendations.</p> | <p>Not even reaching marginal levels. Little evidence of familiarity with the companies and issues. Making irrelevant analysis and recommendations</p> |

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|  |  |  | together with<br>roles clarity,<br>goals and timing;<br>able make stand<br>up presentation<br>individually and<br>as a team at ease | skills. |  |  |
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**Part III Other Information** (more details can be provided separately in the teaching plan)

**1. Keyword Syllabus**

*(An indication of the key topics of the course.)*

Company analysis, discovery trip

**2. Reading List**

**2.1 Compulsory Readings**

*(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)*

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**2.2 Additional Readings**

*(Additional references for students to learn to expand their knowledge about the subject.)*

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