

**City University of Hong Kong**  
**Course Syllabus**

**offered by College of Business**  
**with effect from Semester A 2015 / 2016**

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**Part I Course Overview**

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|--|-------------|
| <b>Course Title:</b>   | MBA Project |
| <b>Course Code:</b>  | FB6700      |
| <b>Course Duration:</b>                                      | 13 weeks    |
| <b>Credit Units:</b>   | 3           |
| <b>Level:</b>  | P6          |
| <b>Medium of Instruction:</b>                                | English     |
| <b>Medium of Assessment:</b>                                 | English     |
| <b>Prerequisites:</b><br><i>(Course Code and Title)</i>      | Nil         |
| <b>Precursors:</b><br><i>(Course Code and Title)</i>         | Nil         |
| <b>Equivalent Courses:</b><br><i>(Course Code and Title)</i> | Nil         |
| <b>Exclusive Courses:</b><br><i>(Course Code and Title)</i>  | Nil         |

## Part II Course Details

### 1. Abstract

Modern notions of business education emphasize autonomous learning, independent critical thinking, and analytical capacity. This course aims to provide a vehicle for students to relate theory to practice and to demonstrate enhanced managerial competence through the investigation and analysis of a significant business problem in a chosen area of management operation or strategy, and by the implementation of appropriate proposals to tackle the business problem.

### 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.  | effectively analyse the inter-related and dynamic components of the business environment at the regional and global levels; |                              | X   | X  |    |
| 2.  | appreciate different approaches in case research and problem investigation;   |                              | X   | X  |    |
| 3.  | master different stages of case study process;  |                              | X   | X  | X  |
| 4.  | demonstrate ability for decisive problem solving in actionable research;  |                              | X   | X  | X  |
| 5.  | be able to make independent decisions and insights on the subject matter.   |                              | X   | X  | X  |
| ... |   |                              |   |    |    |

**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 (if applicable) |
|-----|---|----------|---|---|---|---|----------------------------|
|     |   | 1        | 2 | 3 | 4 | 5 |                            |
| 1.  | Workshops   | X        | X | X |   |   |                            |
| 2.  | Learning sets, group sharing, supervisor's coaching and individual work | X        | X | X | X | X |                            |
| 3.  | Individual work   | X        | X | X | X | X |                            |

**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 | 5 |  |           |  |
| Continuous Assessment: 100%                         |          |   |   |   |   |  |           |  |
| Participation                                       | X        | X | X | X | X |  | 25%       | Contribution in group meetings and quality of work in project charter, proposal and progress reports / presentation. |
| Final (Group) Project Presentation                  | X        | X | X | X | X |  | 15%       | 25-30 minutes presentation (including 5-10 minutes for Q&A).   |
| Final (Group) Project Report                        | X        | X | X | X | X |  | 35%       | Project report will typically consist of about 30 to 40 pages, excluding references and appendices.                  |
| Individual Report                                   | X        | X | X | X | X |  | 25%       | Individual report should be around 10-15 pages using single line spacing throughout.                                 |
| Examination: ____% (duration: _____, 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-)  | Adequate<br>(C+, C, C-)   | Marginal<br>(D)   | Failure<br>(F)  |
|----------------------------|---|--|--|---|---|---|
| Participation              | Regular consultation with supervisors on research proposal, presentation and report | Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base. | Evidence of original thinking; good organization, capacity to analyse and synthesize; good grasp of subject matter; evidence of good knowledge base. | Some evidence of original thinking; fair organization, capacity to analyse and synthesize; arrange to grasp of the subject matter; evidence of basic knowledge. | Little evidence of original thinking; fair organization, capacity to analyse and synthesize; grasp the basic of the subject matter. | No evidence of original thinking; fair organization, capacity to analyse and synthesize; unable to grasp of the subject matter. |
| Final (Group) Presentation |   |  |  |   |   |   |
| Final Group Project Report |   |  |  |   |   |   |
| Individual Report          | Ability to demonstrate integrated learning in the individual written report         | Demonstrate excellent ability to fully integrate learning in the individual written report.  | Demonstrate good ability to moderately integrate learning in the individual written report.  | Demonstrate fair ability to somewhat integrate learning in the individual written report.   | Demonstrate poor ability to integrate learning in the individual written report.  | Not able to demonstrate learning from this course in the individual written report.   |

**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.)*

- 1 The College will appoint a MBA Project Coordinator to coordinate the project/case study subjects and arrange supervisors.
  
- 2 A Project Supervisor will be appointed for each project case. S/he will be responsible inter-alia for the following matters:
  - (a) Ensuring that the proposed project meets the agreed criteria.
  - (b) Liaising with outside organizations as necessary.
  - (c) Providing appropriate supervision i.e. of the right quality and amount.
  - (d) Initial supervision and facilitating the operation of learning sets and/or project teams.
  - (e) Checking on students' progress.
  - (f) Assessment of the project report.

**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.)*

|     |     |
|-----|-----|
| 1.  | Nil |
| 2.  |     |
| 3.  |     |
| ... |     |

**2.2 Additional Readings**

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

|    |  |
|----|--|
| 1. | Yin, R. K. Applications of Case Study Research, 3rd ed, Sage, Newbury Park, 2012.  |
| 2. | Zikmun, W. G., Babin, B. J., Carr, J. C., and Griffin, M. Business Research Methods. 8th ed, Mason, OH: Thomson/South Western. 2011. |
| 3. | Booth, W. C., Colomb, G. G., & Williams, J. M. The craft of research. 3rd ed, Chicago: University of Chicago Press. 2008.            |
| 4. | Christensen, C., Garvin, D., and Sweet, A. Case Method, 3rd ed, Harvard Business School, 1994.                                       |
| 5. | Selected readings from books, journals, and magazines will be provided.  |