

**City University of Hong Kong
Course Syllabus**

**offered by College of Business
with effect from Semester A 2022/23**

Part I Course Overview

Course Title:	MBA Enterprise Diagnostic Residential Trip
Course Code:	FB6701
Course Duration:	One Semester/Term (approx. 10 days)
Credit Units:	3
Level:	P6
Medium of Instruction:	As the course will be conducted off-campus at the host organization, the language of instruction and interaction will depend on the predominant language in use in the host organization setting and it will be English and other languages appropriate to the host organization setting.
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

The MBA Enterprise Diagnostic Residential Trip is an action learning course that provides an excellent opportunity for students to think creatively and work in multi-disciplinary groups when time and resources are limited under a new and ambiguous environment outside Hong Kong. MBA students will be grouped into several teams with varied levels of required skills and experience. Each team will analyze a real business problem facing with the host company and develop an action plan for the consideration of the company. Under the guidance of the assigned supervisors, MBA participants are expected to apply appropriate theories and use appropriate research methodologies, such as interview and questionnaire survey with relevant parties (e.g., managers, frontline staff, vendors of the host organization, and even customers), analyze the problems, develop alternative solutions, and produce presentation and written report for the host organization. It provides participants the opportunity to explore and master their business knowledge from the hands on experiences.

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 (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	deepen their managerial problem solving skills and demonstrates a high level of competence by applying business knowledge in a new and unfamiliar setting;		✓	✓	✓
2.	appreciates the importance of diversity, champions teamwork and cooperation throughout the adverse, unknown and stressful situation;		✓	✓	
3.	applies proven theories and methodologies to solve business problems;			✓	✓
4.	delivers a practical and persuasive suggestions to the host company.		✓	✓	✓
		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 (if applicable)
		1	2	3	4			
1. Proposal Development	Problem identification and investigation	✓	✓	✓	✓			
2. Project Execution	Research and fieldworks	✓	✓	✓	✓			
3. Project Wrap-up	Presentation and written report of recommendation and implementation plan	✓	✓	✓	✓			

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: 100%								
Final Group Presentation	✓	✓	✓	✓			30%	The language of presentation will depend on the predominant language in use in the host organization and may be English and/or Chinese (Putonghua and Cantonese).
Group Written Report	✓	✓	✓	✓			35%	
Individual Learning Report			✓	✓			15%	
Participation	✓	✓	✓	✓			20%	
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.)

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
Final Group Presentation	Ability to present in a logistical sequence and respond to questions in a fluent and precise way in the presentation	<ul style="list-style-type: none"> • Demonstrates a cogent ability to present business plan and findings so that ideas are communicated in the most effective way. Able to respond questions in a fluent and precise way with relevant examples. Able to deal thoughtfully with supplementary questions 	<ul style="list-style-type: none"> • Effectively communicate business plan and findings in the presentation. Able to respond questions in a precise way with relevant examples 	<ul style="list-style-type: none"> • Most of the ideas in the business plan are communicated accurately. Able to respond questions in a relevant way that demonstrates command of the facts 	<ul style="list-style-type: none"> • Some of the ideas in the business plan are communicated accurately. Responds to questions in ways that are not always relevant or do not demonstrate command of the facts
Group Written Report	Ability to demonstrate integrated learning in the report	<ul style="list-style-type: none"> • Demonstrate excellent ability to fully integrate learning in the report 	<ul style="list-style-type: none"> • Demonstrate good ability to moderately integrate learning in the report 	<ul style="list-style-type: none"> • Demonstrate fair ability to somewhat integrate learning in the report 	<ul style="list-style-type: none"> • Demonstrate poor ability to integrate learning in the report
Individual Learning Report	Effort in learning	<ul style="list-style-type: none"> • Demonstrate excellent effort in learning from this course 	<ul style="list-style-type: none"> • Demonstrate good effort in learning from this course 	<ul style="list-style-type: none"> • Demonstrate fair effort in learning from this course 	<ul style="list-style-type: none"> • Demonstrate poor effort in learning from this course
Participation	Active participation	<ul style="list-style-type: none"> • Listening attentively in all sharing sessions • Actively participate in all discussions and exercises 	<ul style="list-style-type: none"> • Listening attentively in most sharing sessions • Actively participate in most discussions and exercises 	<ul style="list-style-type: none"> • Listening attentively in some sharing sessions • Actively participate in some discussions and exercises 	<ul style="list-style-type: none"> • Listening attentively in few sharing sessions • Actively participate in few discussions and exercises

Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Final Group Presentation	Ability to present in a logistical sequence and respond to questions in a fluent and precise way in the presentation	<ul style="list-style-type: none"> • Demonstrates a cogent ability to present business plan and findings so that ideas are communicated in the most effective way. Able to respond questions in a fluent and precise way with relevant examples. Able to deal thoughtfully with supplementary questions 	<ul style="list-style-type: none"> • Effectively communicate business plan and findings in the presentation. Able to respond questions in a precise way with relevant examples 	<ul style="list-style-type: none"> • Most of the ideas in the business plan are communicated accurately. Able to respond questions in a relevant way that demonstrates command of the facts 	<ul style="list-style-type: none"> • Some of the ideas in the business plan are communicated accurately. Responds to questions in ways that are not always relevant or do not demonstrate command of the facts 	<ul style="list-style-type: none"> • None of the ideas in the business plan are communicated accurately. Not able to respond to questions in relevant ways
Group Written Report	Ability to demonstrate integrated learning in the report	<ul style="list-style-type: none"> • Demonstrate excellent ability to fully integrate learning in the report 	<ul style="list-style-type: none"> • Demonstrate good ability to moderately integrate learning in the report 	<ul style="list-style-type: none"> • Demonstrate fair ability to somewhat integrate learning in the report 	<ul style="list-style-type: none"> • Demonstrate poor ability to integrate learning in the report 	<ul style="list-style-type: none"> • Not able to demonstrate learning from this course in the report
Individual Learning Report	Effort in learning	<ul style="list-style-type: none"> • Demonstrate excellent effort in learning from this course 	<ul style="list-style-type: none"> • Demonstrate good effort in learning from this course 	<ul style="list-style-type: none"> • Demonstrate fair effort in learning from this course 	<ul style="list-style-type: none"> • Demonstrate poor effort in learning from this course 	<ul style="list-style-type: none"> • Does not demonstrate effort made in learning from this course
Participation	Active participation	<ul style="list-style-type: none"> • Listening attentively in all sharing sessions • Actively participate in all discussions and exercises 	<ul style="list-style-type: none"> • Listening attentively in most sharing sessions • Actively participate in most discussions and exercises 	<ul style="list-style-type: none"> • Listening attentively in some sharing sessions • Actively participate in some discussions and exercises 	<ul style="list-style-type: none"> • Listening attentively in few sharing sessions • Actively participate in few discussions and exercises 	<ul style="list-style-type: none"> • Does not participate

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.)

This course will take the form of a field study of approximately 10 days outside Hong Kong, normally in the Chinese mainland. Potential companies will be approached regarding any problems they have relating to management operation and strategy. From the problem situations presented, a field study will be identified, and students will work on it in small groups. Before the field study itself is undertaken, students will have to clarify exactly what the client's requirements are. They will first do any appropriate research that it is possible to do from Hong Kong and plan thoroughly how they will carry out the field study during the period outside Hong Kong. They will then undertake the visit, accompanied by R-trip supervisors.

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
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2.2 Additional Readings

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

1.	Nil
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