

**City University of Hong Kong
Course Syllabus**

**offered by Department of Management
with effect from Semester B 2022 / 2023**

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: <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

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 the business environment, organization culture, and contemporary management practices across industries in a specific economy. Students will attend lectures by academics in the visiting city and visit a range of companies and meet with senior executives, functional experts and operational staff 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 lectures by course leader, pre-visit assignments, on-site company visits and lectures by academics in the visiting city, and a group project related to international market entry into the visiting country throughout the course. In the first two stages, students will attend preparation lectures, conduct research and study the information of the region, industries and companies to visit; and complete pre-visit assignments. During the trip (the third stage), students will attend lectures and make on-site company visits for a whole week to learn from academics in the visiting city and gather necessary information. The fourth stage of learning is throughout the course, students will work on a group project; and present their analysis and recommendations.

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.	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 tools for engaging in other global business activities	30%		✓	✓
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 (if applicable)
		1	2	3	4			
Lectures (pre-visit and on-site)	Provide students the essential knowledge about the 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, asking relevant questions, and being proactive in sharing their perspectives on the cases.	✓	✓	✓				
Pre-visit Assignments	Students are required to complete specific assignments in preparation for the academic lectures in the visiting institution.. In addition, students need to understand the business challenges facing the companies to visit and conduct background research on the companies and their industries.	✓						
Discovery visit and participation	Students will have a week-long discovery visit. Students are expected to be on-site for the entire discovery period to meet with executives, functional experts, and other related personnel, and attend daily debriefing sessions.		✓	✓	✓			
Analysis and presentation	Students are expected to develop an international expansion plan into the visiting country, integrating knowledge gained from pre-visit lectures and findings from the discovery trip. The analysis and recommendation will be submitted and presented to the course leader..		✓	✓	✓			

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%								
Individual assignments	✓	✓	✓	✓			30%	
Class participation		✓	✓	✓			30%	
Team projects and final reports	✓	✓	✓	✓			40%	The analysis will be presented orally and submitted in a 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.)

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)
1. Individual assignments	Ability to creatively, and accurately describe all key concepts; Ability to creatively, effectively and accurately present the report	As in B, but effectiveness of communication impresses with high degree of originality and persuasiveness	Demonstrate understanding of relevant concepts with good ability to apply the concepts in the report writing effectively or persuasively. Able to apply multiple arguments or persuasive techniques to communicate the desired message	Demonstrate understanding of relevant concepts, but only moderate ability to apply the concepts in the report or to contain relevant points.	Not even reaching marginal levels. Lack the understanding of relevant concepts, and fail to apply the principles in the report.
2. Class participation	Ability to make quality contributions to classroom discussion, Ability to creatively, effectively, efficiently and accurately present the report	Strong evidence of original thinking, applying concepts, frameworks, and tools and providing insights in the class discussion; evidence of extensive knowledge of the subject in the class discussion	Some evidence of critical capacity and analytic ability conducing to innovative application of concepts, frameworks and tools to solve problems. evidence of familiarity of the subject in the class discussion	Sufficient familiarity with the subject matter; ability to develop solutions to simple problems in the material.	Not even reaching marginal levels of class participation; little evidence of familiarity with the subject matter
3. Team projects and reports	Ability to creatively, and accurately describe all key concepts; Ability to work effectively and efficiently in a	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	The evidence presents a good appreciation of the business environment of the companies and issues faced by them. Good coverage with relevant and accurate support. A clear view of how various	Pieces of evidence are relevant and accurate, and cover a fair number of issues. However, there is little evidence of an overall view of the companies and issues faced by them.	Not even reaching marginal levels. Little evidence of familiarity with the companies and issues. Making irrelevant analysis and recommendations

	<p>team;</p> <p>Ability to creatively efficiently and accurately present the report</p>	<p>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>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 together with roles clarity, goals and timing; able make stand up presentation individually and as a team at ease</p>	<p>Demonstrates a moderate level of understanding of content but little application or integration of items. Fair justification of solutions or recommendations. Demonstrates fair communication and presentation skills.</p>	
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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)
1. Individual assignments	<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 relevant concepts with good ability to apply the concepts in the report writing effectively or persuasively. Able to apply multiple arguments or persuasive techniques to communicate the desired message	Demonstrate understanding of relevant concepts, but only moderate ability to apply the concepts in the report or to contain relevant points.	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 relevant concepts, and fail to apply the principles in the report.
2. Class participation	<p>Ability to make quality contributions to classroom discussion,</p> <p>Ability to creatively, effectively, efficiently and accurately present the report</p>	Strong evidence of original thinking, applying concepts, frameworks, and tools and providing insights in the class discussion; evidence of extensive knowledge of the subject in the class discussion	Some evidence of critical capacity and analytic ability conducing to innovative application of concepts, frameworks and tools to solve problems. evidence of familiarity of the subject in the class discussion	Sufficient familiarity with the subject matter; ability to develop solutions to simple 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 of class participation; little evidence of familiarity with the subject matter
3. Team projects and reports	Ability to creatively, and accurately describe	As in B, but with higher degree of originality and evidence of internalization	The evidence presents a good appreciation of the	Pieces of evidence are relevant and accurate, and cover	Pieces of evidence are relevant and accurate, but are	Not even reaching marginal levels. Little evidence of

	<p>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>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.</p> <p>Demonstrate the ability to present key concepts and recommendations clearly and confidently both individual and as a team</p>	<p>business environment of the companies 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 together with roles clarity, goals and timing; able make stand up presentation individually and as a team at ease</p>	<p>a fair number of issues. However, there is little evidence of an overall view of the companies and issues faced by them. Demonstrate a moderate level of understanding of content but little application or integration of items. Fair justification of solutions or recommendations. Demonstrate fair communication and presentation skills.</p>	<p>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>familiarity with the companies and issues. Making irrelevant analysis and recommendations</p>
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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.)

1.	
2.	
3.	
...	

2.2 Additional Readings

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

1.	
2.	
3.	
...	