

# MGT6904: OVERSEAS BUSINESS DISCOVERY

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## Effective Term

Semester B 2024/25

## Part I Course Overview

### Course Title

Overseas Business Discovery

### Subject Code

MGT - Management

### Course Number

6904

### Academic Unit

Management (MGT)

### College/School

College of Business (CB)

### Course Duration

One Semester

### Credit Units

3

### Level

P5, P6 - Postgraduate Degree

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

Nil

### Precursors

Nil

### Equivalent Courses

Nil

### Exclusive Courses

Nil

## Part II Course Details

### 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.

### Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Discuss 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	x		
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 justify and apply possible solutions to overcome the challenges.	30	x	x	
3	Explain how to conduct necessary business practices and operations of the companies visited and apply the learnt skills and tools for engaging in other global business activities	30		x	x
4	Prepare and present the findings and recommendation related to the discovery visit	20		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 real-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.

### Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	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.	1, 2, 3
2	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.	1
3	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.	2, 3, 4
4	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.	2, 3, 4

#### Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Individual assignments	1, 2, 3, 4	30	
2	Class participation	2, 3, 4	30	
3	Team projects and final reports	1, 2, 3, 4	40	The analysis will be presented orally and submitted in a written report.

**Continuous Assessment (%)**

100

**Assessment Rubrics (AR)****Assessment Task**

Individual assignments (for students admitted before Semester A 2022/23 and in Semester A 2024/25 &amp; thereafter)

**Criterion**

Ability to creatively, and accurately describe all key concepts;  
 Ability to creatively, effectively and accurately present the report

**Excellent**

(A+, A, A-) As in B, but effectiveness of communication impresses with high degree of originality and persuasiveness

**Good**

(B+, B, B-) 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

**Fair**

(C+, C, C-) Demonstrate understanding of relevant concepts, but only moderate ability to apply the concepts in the report or to contain relevant points.

**Marginal**

(D) 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

**Failure**

(F) Not even reaching marginal levels. Lack the understanding of relevant concepts, and fail to apply the principles in the report.

**Assessment Task**

Class participation (for students admitted before Semester A 2022/23 and in Semester A 2024/25 &amp; thereafter)

**Criterion**

Ability to make quality contributions to classroom discussion  
 Ability to creatively, effectively, efficiently and accurately present the report

**Excellent**

(A+, A, A-) 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

**Good**

(B+, B, B-) 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

**Fair**

(C+, C, C-) Sufficient familiarity with the subject matter; ability to develop solutions to simple problems in the material.

**Marginal**

(D) Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.

**Failure**

(F) Not even reaching marginal levels of class participation; little evidence of familiarity with the subject matter

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**Assessment Task**

Team projects and reports (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

**Criterion**

Ability to creatively, and accurately describe all key concepts;  
Ability to work effectively and efficiently in a team;  
Ability to creatively efficiently and accurately present the report

**Excellent**

(A+, A, 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 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

**Good**

(B+, B, B-) 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 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

**Fair**

(C+, C, C-) 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. 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.

**Marginal**

(D) 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.

**Failure**

(F) Not even reaching marginal levels. Little evidence of familiarity with the companies and issues. Making irrelevant analysis and recommendations

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**Assessment Task**

Individual assignments (for students admitted from Semester A 2022/23 to Summer Term 2024)

**Criterion**

Ability to creatively, and accurately describe all key concepts;  
Ability to creatively, effectively and accurately present the report

**Excellent**

(A+, A, A-) As in B, but effectiveness of communication impresses with high degree of originality and persuasiveness

**Good**

(B+, B) 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

**Marginal**

(B-, C+, C) Demonstrate understanding of relevant concepts, but only moderate ability to apply the concepts in the report or to contain relevant points.

**Failure**

(F) Not even reaching marginal levels. Lack the understanding of relevant concepts, and fail to apply the principles in the report.

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**Assessment Task**

Class participation (for students admitted from Semester A 2022/23 to Summer Term 2024)

**Criterion**

Ability to make quality contributions to classroom discussion  
Ability to creatively, effectively, efficiently and accurately present the report

**Excellent**

(A+, A, A-) 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

**Good**

(B+, B) Some evidence of critical capacity and analytic ability conducive to innovative application of concepts frameworks and tools to solve problems. evidence of familiarity of the subject in the class discussion

**Marginal**

(B-, C+, C) Sufficient familiarity with the subject matter; ability to develop solutions to simple problems in the material.

**Failure**

(F) Not even reaching marginal levels of class participation; little evidence of familiarity with the subject matter

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**Assessment Task**

Team projects and reports (for students admitted from Semester A 2022/23 to Summer Term 2024)

**Criterion**

Ability to creatively, and accurately describe all key concepts;  
Ability to work effectively and efficiently in a team;  
Ability to creatively efficiently and accurately present the report

**Excellent**

(A+, A, 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 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

### **Good**

(B+, B) 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 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

### **Marginal**

(B-, C+, C) 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. 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.

### **Failure**

(F) Not even reaching marginal levels. Little evidence of familiarity with the companies and issues. Making irrelevant analysis and recommendations

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## **Additional Information for AR**

### **CODE OF CONDUCT IN CLASS**

Developing our students into business professionals is one of the missions of the Department of Management. To be treated as professionals, our graduates must behave appropriately. The Department feels a special responsibility to instill habits of behavior that are appropriate for managers. In particular, the Department demands attendance, punctuality, and a business-like demeanor. The Code of Student Conduct is formulated to guide student behavior while in class so that professional behavior can become habits before students graduate.

The Department of Management expects students:

1. to come to class well-prepared,
2. to actively participate in class by making worthwhile contributions to class discussions,
3. to observe common courtesies and respect, and
4. not to distract others around them with idle talk, disruptive behavior, and audible mobile phone or paging signals.

Passing mark for this class is 60.

### **Attendance**

- In order to ensure a successful and fulfilling learning experience, it is crucial that all students actively participate in all class lectures, class activities and discussions. Therefore, an attendance policy is in place.
- We intend to promote discipline, responsibility, and the development of good habits that will benefit you both during your time of taking this course and in your future endeavours.
- We understand that unforeseen circumstances may arise, leading to occasional absences.
- Reasonable excused absences include documented medical reason or extenuating circumstance.
- Your attendance is crucial, specifically during all pre-visit classes and throughout the overseas visits and dinners as outlined in the program. Unjustified absences will have an adverse effect on your final grade.

## **Part III Other Information**

### **Keyword Syllabus**

Company analysis, discovery trip market entry strategy, business practices

### **Reading List**

### **Compulsory Readings**

Title	
1	Hill, J. S. (2008). International business: Managing globalization. Sage publications.
2	Peng, M. W., Meyer, K., & Meyer, K. (2011). International business. London: Cengage Learning.
3	Rugman, A. M., & D'cruz, J. R. (1993). The "double diamond" model of international competitiveness: The Canadian experience. MIR: Management International Review, 17-39.

### Additional Readings

Title	
1	Hill, C. W., & Hult, G. T. M. (2017). International Business: Competing in the Global Marketplace, 11e.
2	Jin, B., & Moon, H. C. (2006). The diamond approach to the competitiveness of Korea's apparel industry: Michael Porter and beyond. Journal of Fashion Marketing and Management: An International Journal, 10(2), 195-208.
3	Bakan, I., & Do#an, #. F. (2012). Competitiveness of the industries based on the Porter' s diamond model: An empirical study. International Journal of Research and Reviews in Applied Sciences, 11(3), 441-455.