FB6874P: BUSINESS STRATEGY OF SUSTAINABLE GROWTH IN THE DIGITAL ERA

Effective Term

Semester B 2024/25

Part I Course Overview

Course Title

Business Strategy of Sustainable Growth in the Digital Era

Subject Code

FB - College of Business (FB)

Course Number

6874P

Academic Unit

College of Business (CB)

College/School

College of Business (CB)

Course Duration

Non-standard Duration

Other Course Duration

Intensive mode: 2 Days

Credit Units

1

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

Chinese (Putonghua)

Medium of Assessment

Chinese

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to:

(1) Help students identify core competitive advantages and discover growth opportunities in the digital age;

(2) Help students acquire the ability to design digital business models;

(3) Help students understand what a digital strategy is and how to build a digital ecosystem.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identify the major barriers to sustainable growth	20	x	x	
2	Identify growth opportunities and growth strategies	20	x	x	x
3	Apply growth models to design growth strategies and paths	30	x	x	x
4	Effectively apply tools to design digital business models	30	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 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:	Provide students with guidance on their readings as well as help them discover and acquire state-of-the art knowledge in digital strategy and business model concepts, models, theories, and practices Help students discover and develop analytical and critical capabilities related to solving growth strategy problems in their work context The lectures will be supplemented by real-life cases to help students apply the knowledge, framework, and tools learned to solve real-life strategy problems effectively and creatively.	1, 2, 3, 4	
2	Group discussion and sharing:	Expose students to real-life management cases and best practices to help them discover and grasp major growth strategy concepts and practices	1, 2, 3, 4	
3	Individual presentation and report	Help students to acquire good management practices and the ability to apply growth framework to solve real-life growth problems effectively and creatively.	1, 2, 3, 4	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Class participation and Individual Contribution	1, 2, 3, 4	20	
2	Individual presentation	2, 3, 4	20	
3	Individual report	2, 3, 4	40	
4	Group presentation	1, 2, 3, 4	20	

Continuous Assessment (%)

100

Assessment Rubrics (AR)

Assessment Task

1. Class Participation and Individual Contribution (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Individual contribution in the class.
Test students' understanding of major growth strategy concepts, models, and theories, and their relationship with major business model issues and solutions encountered in the real world.

Excellent

(A+, A, A-) Provides interesting, complex, and creative arguments, cases, and conclusions to relevant topics in class, as in Good but stating a point of view in own voice and with originality, thoroughly grounded in the arguments and generating new issues. Excellent presentation skills.

Good

(B+, B, B-) Provides well-rounded arguments, cases, and conclusions to relevant topics in class, good grasp of theory/ conceptual framework and what questions need to be asked. Arguments balanced, creative, well-structured and convincing, leading to a well-reasoned conclusion. Effective presentation skills.

Fair

(C+, C, C-) Provides some arguments, cases, and conclusions to relevant topics in class, refers to related theory/ conceptual framework and the relevance to real-life situations. Draws on points from prevalent models or conceptual frameworks, but has difficulty in coming to a convincing conclusion. Satisfactory presentation skills.

Marginal

(D) Provides fragmented arguments, cases, and conclusions to relevant topics in class. Some points made but descriptive in nature, arguments unconvincing. Unsatisfactory presentation skills.

Failure

(F) Fail to participate in class

Assessment Task

2. Individual Presentation and Report (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Test students' ability to demonstrate a sound knowledge of growth problems and solutions and how that knowledge can be applied to solve real-world growth problems encountered in their work context effectively and creatively

Excellent

(A+, A, A-) As in Good but with a higher degree of originality and internalization to form a well-defined perspective on the issues. Strong evidence of reflection on own position based on a comprehensive understanding of theory/conceptual framework and the contemporary context. Generalizes principles, models or practices to generate new insights and questions. A soundly structured assignment with balanced and compelling conclusions thoroughly grounded in the arguments presented.

Good

(B+, B, B-) The arguments demonstrate a good appreciation of the issues, theory/ conceptual framework and the contemporary context with indications of reflection on own position. Some new insights and questions offered with clear evidence of learning from the assignment and of the ability to apply it. A well-structured, original assignment with conclusions properly grounded in the arguments and convincingly justified.

Fair

(C+, C, C-) The arguments are relevant, accurate but they fall short of a comprehensive understanding of the issues, theory/ conceptual framework and the contemporary context. Some evidence of learning from the assignment and of the ability to apply it. Fair justification of arguments and conclusions but little originality demonstrated. Assignment structure needs improvement.

Marginal

(D) The arguments are relevant and accurate but isolated, addressing the issues only in part and lacking both a strong grounding in theory/conceptual framework and understanding of the contemporary context. No originality, weak justification of conclusions and poorly structured.

Failure

(F) Little evidence of familiarity with the subject matter; Fail to submit the PPT

Assessment Task

3. Group Presentation (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Test students' ability to understand major growth framework and strategy concepts, models, and theories, and apply them to understand and address a range of growth issues effectively and creatively.

Excellent

(A+, A, A-) Interesting, complex, and creative account of key issues and its relevance to real-life situations, excellent grasp of related theory/conceptual framework and what questions need to be asked. As in Good but stating a point of view in own voice and with originality. Conclusion leads to a novel conclusion, thoroughly grounded in the arguments and generating new issues. Excellent presentation skills including outstanding eye-contact with audience, verbal delivery, visual aids and time management.

Good

(B+, B, B-) A well-rounded account of the key issues and its relevance to real-life situations, good grasp of theory/conceptual framework and what questions need to be asked. Most/all relevant points drawn from prevalent models or conceptual frameworks, arguments balanced, creative, well-structured and convincing, leading to a well-reasoned conclusion. Effective presentation skills including good eye contact with audience, verbal delivery, visual aids and time management.

Fair

(C+, C, C-) Describes the key issues, refers to related theory/conceptual framework and the relevance to real-life situations. Draws on points from prevalent models or conceptual frameworks, presents some arguments but has difficulty in finding a resolution and in coming to a convincing conclusion. Satisfactory presentation skills including reasonable eye-contact with audience, verbal delivery, visual aids and time management.

Marginal

(D) Presents enough to describe what the key issues are about. Some points made but descriptive in nature, arguments unconvincing. Conclusion is incomprehensive and lacking in balance. Unsatisfactory presentation skills including poor eye contact with audience, verbal delivery, visual aids and time management.

Failure

(F) Fail to participate in class for the assignments

Assessment Task

1. Class Participation and Individual Contribution (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

70% attendance.

Individual contribution in the class.
Test students' understanding of major growth strategy concepts, models, and theories, and their relationship with major business model issues and solutions encountered in the real world.

Excellent

(A+, A, A-) Provides interesting, complex, and creative arguments, cases, and conclusions to relevant topics in class, as in Good but stating a point of view in own voice and with originality, thoroughly grounded in the arguments and generating new issues. Excellent presentation skills.

Good

(B+, B) Provides well-rounded arguments, cases, and conclusions to relevant topics in class, good grasp of theory/ conceptual framework and what questions need to be asked. Arguments balanced, creative, well-structured and convincing, leading to a well-reasoned conclusion. Effective presentation skills.

Marginal

(B-, C+, C) Provides fragmented arguments, cases, and conclusions to relevant topics in class. Some points made but descriptive in nature, arguments unconvincing. Unsatisfactory presentation skills.

Failure

(F) Fail to participate in class

Assessment Task

2. Individual Presentation and Report (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Test students' ability to demonstrate a sound knowledge of growth problems and solutions and how that knowledge can be applied to solve real-world growth problems encountered in their work context effectively and creatively

Excellent

(A+, A, A-) As in Good but with a higher degree of originality and internalization to form a well-defined perspective on the issues. Strong evidence of reflection on own position based on a comprehensive understanding of theory/conceptual framework and the contemporary context. Generalizes principles, models or practices to generate new insights and questions. A soundly structured assignment with balanced and compelling conclusions thoroughly grounded in the arguments presented.

Good

(B+, B) The arguments demonstrate a good appreciation of the issues, theory/ conceptual framework and the contemporary context with indications of reflection on own position. Some new insights and questions offered with clear evidence of learning from the assignment and of the ability to apply it. A well-structured, original assignment with conclusions properly grounded in the arguments and convincingly justified.

Marginal

(B-, C+, C) The arguments are relevant and accurate but isolated, addressing the issues only in part and lacking both a strong grounding in theory/conceptual framework and understanding of the contemporary context. No originality, weak justification of conclusions and poorly structured.

Failure

(F) Little evidence of familiarity with the subject matter; Fail to submit the PPT

Assessment Task

3. Group Presentation (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Test students' ability to understand major growth framework and strategy concepts, models, and theories, and apply them to understand and address a range of growth issues effectively and creatively.

Excellent

(A+, A, A-) Interesting, complex, and creative account of key issues and its relevance to real-life situations, excellent grasp of related theory/conceptual framework and what questions need to be asked. As in Good but stating a point of view in own voice and with originality. Conclusion leads to a novel conclusion, thoroughly grounded in the arguments and generating new issues. Excellent presentation skills including outstanding eye-contact with audience, verbal delivery, visual aids and time management.

Good

(B+, B) A well-rounded account of the key issues and its relevance to real-life situations, good grasp of theory/conceptual framework and what questions need to be asked. Most/all relevant points drawn from prevalent models or conceptual frameworks, arguments balanced, creative, well-structured and convincing, leading to a well-reasoned conclusion. Effective presentation skills including good eye contact with audience, verbal delivery, visual aids and time management.

Marginal

(B-, C+, C) Provides fragmented arguments, cases, and conclusions to relevant topics in class. Some points made but descriptive in nature, arguments unconvincing. Unsatisfactory presentation skills.

Failure

(F) Fail to participate in class for the assignments

Part III Other Information

Keyword Syllabus

Organizational Change
Growth Strategy
Business Model
Core Competitive Advantage
Digital Strategy
Digital Ecosystem

Reading List

Compulsory Readings

	Title
1	曹仰锋，《第四次管理革命》，中信出版社，2019.
2	曹仰锋，《组织韧性：如何穿越危机持续增长》，中信出版社，2020.
3	曹仰锋，《黑海战略》，中信出版社，2021.
4	丽塔·麦格拉思（Rita McGrath），《拐点：如何预见未来商业变革创造竞争优势》，中信出版社，2021.

Additional Readings

	Title
1	Nil