

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Management Sciences and Information Systems  
with effect from Semester   B   2017 / 2018**

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**Part I    Course Overview**

**Course Title:**            Advanced Seminar on Business Case Analysis

**Course Code:**            CB3045

**Course Duration:**        1 semester

**Credit Units:**            3 units

**Level:**                    B3

Arts and Humanities

**Proposed Area:**         Study of Societies, Social and Business Organisations

*(for GE courses only)*

Science and Technology

**Medium of Instruction:**    English

**Medium of Assessment:**    English

**Prerequisites:**  
*(Course Code and Title)*    CB2201 Operations Management, CB2500 Information Management

**Precursors:**  
*(Course Code and Title)*    CB3043 Business Case Analysis and Communication

**Equivalent Courses:**  
*(Course Code and Title)*    N/A

**Exclusive Courses:**  
*(Course Code and Title)*    N/A

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

The primary goal of this course is to teach students how to give an effective presentation in a business case competition context. In particular, in this course, students will be required to give presentations according to the format of the prestigious annual HSBC/HKU Asia Pacific Business Case Competition, i.e., students are not allowed to refer to outside material, and students are only allowed to use transparency slides (Powerpoint slides are not allowed).

The course has the following aims:

- The course will provide students with opportunities to experience and critically examine business problems faced by managers in different aspects of business operations. Through the supervised case analysis practice, students are trained in application of business frameworks and theories.
- The course will provide an environment for team-based, timed, solution-driven business case analysis. Students will learn how to organize work with limited information, limited time, and limited human resources to deliver the best possible solution in simulated business environments.
- The course will focus on the art and science of business case presentations. Students will be given multiple opportunities to analyse a business case study, identify the problems faced by a company, come up with creative solutions, and to organize their thoughts into a coherent business case presentation.

### 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 <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Evaluate a company's business model, the problems faced by the company, and identify the customers' needs/wants	30%	✓		
2.	How to generate creative solutions to solve the problems faced by a company, how to evaluate the solutions critically, and how to develop a comprehensive strategic proposal	40%		✓	
3.	Develop students' presentation skills, so that they will be able to present their strategy clearly, and respond confidently to questions or challenges raised by listeners	30%			✓
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

<sup>#</sup> Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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				
Mini-lectures	Equip students with essential knowledge about the theory and practice applicable to business consulting and problem solving.	✓	✓	✓				
Guest lectures and sharing sessions	Esteemed guests (experienced professionals; professors; etc.) would be invited to share their experiences and opinions on the latest development of solution driven business analysis and business competitions. They would also serve as the external judges for mini-competitions.	✓	✓	✓				
Individual executive summaries	Students will submit a one-page executive summary for each business case study, where they will have to demonstrate their analysis of the case	✓	✓	✓				2 hours per week
Individual reflection	Students will have to write reflections on what they have learned and how they will improve in future presentations	✓	✓	✓				4 hours per semester
Group Case Presentation	Students will give business case presentations, where they will have to demonstrate their mastery of the analytical and presentation skills taught in this course.  External judges would be invited to share their thoughts on the case analysis and presentation.	✓	✓	✓				6 hours per case, about 4 times per semester
Peer Review	Students will comment on the presentations by their fellow students in order to develop their comparison, analysis and evaluation skills.	✓	✓	✓				

#### 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				
Continuous Assessment: 100%							
Group presentations	✓	✓	✓			50%	Students will form groups of 4 students per group. Each group will make 4 or more presentations over the duration of the course. Students will be required to submit an evaluation of their team members' contributions.
Individual assignments	✓	✓	✓			40%	Individual assignments include individual presentations, self-reflection, and executive summaries of cases.
Attendance and participation	✓	✓	✓			10%	Attendance is mandatory. Failure to meet 70% of class sessions will result in a grade of F. Students will have the opportunity to evaluate the presentations of their fellow students, and to ask questions. Their participation marks will be based on how well they engage other students' presentations.
Examination: 0%							

\* The weightings should add up to 100%.

100%
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## 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Assessing Group presentations	Presentation	Tells a <b>clear and compelling</b> story. The presentation shows a <b>wholistic understanding</b> of the company's situation, and offers <b>very creative and insightful ideas</b> .	Tells a story that is <b>generally interesting and easy to follow</b> . The presentation shows a <b>generally correct understanding</b> of the company's situation, and offers <b>some creative and insightful ideas</b> .	Tells a story which <b>requires substantial effort for the listener to follow</b> . The presentation shows a <b>limited understanding</b> of the company's situation, and offers <b>unoriginal and simple ideas</b> .	Tells a story which is <b>extremely difficult for the listener to follow</b> . The presentation shows a <b>very poor understanding</b> of the company's situation, and the offers <b>illogical and infeasible ideas</b> .	Student did not take part
	Peer evaluation	Student <b>always</b> actively participated and contributed to the group presentation	Student <b>frequently</b> actively participated and contributed to the group presentation	Student <b>occasionally</b> actively participated and contributed to the group presentation	Student <b>almost never</b> actively participated and contributed to the group presentation	Student did not take part in the case presentation
2. Assessing individual assignments	Presentation	Same as in "Group presentations → presentation"	Same as in "Group presentations → presentation"	Same as in "Group presentations → presentation"	Same as in "Group presentations → presentation"	Same as in "Group presentations → presentation"
	Executive case summaries	Same as in "Group presentations → presentation"	Same as in "Group presentations → presentation"	Same as in "Group presentations → presentation"	Same as in "Group presentations → presentation"	Same as in "Group presentations → presentation"
	Reflection essay	Insightful analysis of the strengths and weaknesses of group/self presentation	Adequate analysis of the strengths and weaknesses of group/self presentation	Limited analysis of the strengths and weaknesses of group/self presentation	Poor analysis of the strengths and weaknesses of group/self presentation	Did not submit reflection essay
3. Assessing attendance and participation	Attendance	Student always attends classes on time	Student frequently attends classes on time	Student occasionally attends classes on time	Student almost never attends classes on time	Student did not attend any classes on time
	Participation and peer feedback	Student asks questions and offers feedback that is extremely insightful and helpful	Student asks questions and offers feedback that is moderately insightful and helpful	Student asks questions and offers feedback that is not very insightful and helpful	Student asks questions and offers feedback that is confusing and unhelpful	Student does not ask any questions nor offer any feedback

**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.)*

Oral presentations, design of presentation slides, body language, network effect, quality control, supplier relationship management, vertical integration, switching costs, customer analysis, public relations crisis management, software as a service, cloud computing

**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.	Customized Textbook: Case Package (e.g. Harvard Business Review, Asia Case Research Centre)
2.	Duarte, N. (2012). <i>HBR Guide to Persuasive Presentations</i> . Boston: Harvard Business Press
3.	Ellet, W. (2007). <i>The Case Study Handbook: How to Read, Discuss and Write Persuasively About Cases</i> . Boston: Harvard Business Press
4.	Brannock, J. (2012). <i>Business Case Analysis: Examples, Concepts and Techniques</i> . STS Publications

**2.2 Additional Readings**

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

N/A