

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Management and Department of Marketing  
with effect from Semester A 2021/22**

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**Part I Course Overview**

<b>Course Title:</b>	<b>Business Case Analysis &amp; Communication</b>
<b>Course Code:</b>	<b>CB3043</b>
<b>Course Duration:</b>	<b>One Semester</b>
<b>Credit Units:</b>	<b>3</b>
<b>Level:</b>	<b>B3</b>
<b>Proposed Area:</b> <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
<b>Medium of Instruction:</b>	<b>English</b>
<b>Medium of Assessment:</b>	<b>English</b>
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	<b>CB2300 Management</b>
<b>Precursors:</b> <i>(Course Code and Title)</i>	<b>Nil</b>
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	<b>Nil</b>
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	<b>Nil</b>

## Part II Course Details

### 1. Abstract

*(A 150-word description about the course)*

This inter-disciplinary course aims to help students achieve the core competencies that stem from a Discovery Enriched Curriculum (DEC) in a business context. Accordingly, the aims of the course are to facilitate students doing the following:

- Create new knowledge by cross-fertilizing functional knowledge into workable solutions for real business cases.
- Develop critical thinking skills independently and collaboratively in order to analyze and evaluate business and strategic issues in local and global business operations
- Communicate, orally and in writing, by providing students with the opportunities to communicate their creative solutions and action plans for implementing solutions to business and management problems
- Become life-long learners through the acquisitions of a range of generic transferable skills, including application of theories, principles and real-world knowledge, case analysis, communication and oral as well as written language, teamwork and leadership, to enable them to work individually and in teams as they make challenging business and management decisions.

### 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.	Understand and develop business and strategic management process & implementation plans and then apply these to improve organizational and organizational member performance.	20%	✓		
2.	Critically analyze and evaluate an organization's external and internal environment as well as its capabilities, including human capital, to gain a thorough understanding of the organization's external context and internal situation.	20%		✓	
3.	Describe, explain and integrate conceptual models & theories in business, management and marketing to appreciate the essential factors and criteria of assessment preceding formulating and implementing solutions to organizational problems.	20%		✓	
4.	Apply knowledge developed through comparison, analysis, evaluation, and integration to create solutions appropriate to an organization's external context and internal situation, and devise way to innovatively implement these solutions for the greater benefit of the	40%			✓

	stakeholders, including the organization and its members.				
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\* If weighting is assigned to CILOs, they should add up to 100%.

100%

# 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	4	
Mini-lectures	Equip students with knowledge about international/local business issues as well management, marketing, and other business topics. During the lectures, students will be expected to actively participate by responding to and answering questions and by sharing their understanding and critique of the course readings to facilitate explanation, evaluation, analysis and comparison, application, and communication.	✓	✓	✓	✓	
Case Analysis Discussion	Students will demonstrate their critical thinking by comparing, analysing, and evaluating a firm's context and situation and providing customized solutions to the firm.	✓	✓	✓	✓	
Peer Review	Students will comment on the classroom contribution of fellow students in order to develop their comparison, analysis, and evaluation skills.	✓	✓	✓	✓	
Student Case Presentation	Students will give presentations of a case in which they have to apply, communicate and demonstrate their knowledge, integration	✓	✓	✓	✓	

	and analytical skills.					
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#### 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		
<b>Continuous Assessment: 100%</b>						
<u>Individual Assignment</u>  An individual assignment that requires students to conduct an in-depth analysis on at least a given business case	✓	✓	✓	✓	<b>30%</b>	
<u>Group Case Presentation</u>  Students working in teams will present their analysis of a case using a case competition format.	✓	✓	✓	✓	<b>35%</b>	
<u>Attendance and participation</u>  Attendance is mandatory. Failure to meet 70% of class sessions will result in a grade of F. Students are also expected to actively contribute in the business case discussions.	✓	✓	✓	✓	<b>35%</b>	
<b>Examination: 0%</b>						
					<b>100%</b>	

\* The weightings should add up to 100%.

## 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)
<u>Individual Assignment</u>		As in B, but with higher degree of originality and even good evidence of reflection on own performance based on theory. Generalizes principles, models or practices to new and unfamiliar real-life contexts.	The evidence presents a good appreciation of the general thrust of the case with relevant and accurate support of concepts taught in class. A clear view of how various aspects of the case integrate to form a purpose. Solutions or recommendations well justified.	The evidence is relevant, accurate. However, there is little evidence of an overall extensive view of the case issues. Able to discuss content meaningfully but little application or integration of items. Fair justification of solutions or recommendations.	Pieces of evidence are relevant and accurate, but analyses are isolated, addressing a limited number of issues. Demonstration of understanding in a minimally acceptable way. Insufficient coverage, little originality, weak justification of solutions or recommendations.	Failing to submit the Individual Assignment
<u>Group Case Presentation</u>		Interesting and suitably complex account of analysis/solution demonstrating original contribution, going well beyond standard resources/ references / concepts, stating a point of view in one's own voice. Suitably impresses with critical	As in C, but also shows logical progression and possibly new and original insights. Most/all relevant points drawn from prevalent models or conceptual frameworks, uses appropriate structure to resolve issues with convincing arguments and discussion.	Presentation describes topic, refers to what is proposed to be done. More relevant points drawn from prevalent models or conceptual frameworks, evidence of grasp of issues but has some difficulty in finding resolution or engaging in critical analysis.	Presents enough to describe what the issues are about. Some relevant points, however only re-describes the factual elements in a wooden manner, mainly pro and con. Uses a few mainstream references and applies correct concepts.	Do not join the group presentation.

		analysis in the judgment of the marker.				
<u>Attendance and participation</u>	<b>Punctuality</b>	Student is <b>always</b> punctual and attends full-time.	Student is <b>frequently</b> punctual and attends full-time.	Student is <b>occasionally</b> late to class and/or leaves early.	Student is <b>almost always</b> late to class and/or leaves early.	Student <b>never</b> attends class.
	<b>Preparation</b>	Student is <b>always</b> prepared for class with assignments and required materials.	Student is <b>frequently</b> prepared for class with assignments and required materials.	Student is <b>occasionally</b> prepared for class with assignments and other materials.	Student is <b>almost never</b> prepared for class with assignments and other materials.	Student is <b>never</b> prepared for class and often turns in assignment after deadlines.
	<b>Engagement</b>	Student <b>almost always</b> contributes to class by offering surprisingly good ideas and asking questions <b>more than once</b> per class.	Student <b>frequently</b> contributes to class by offering thought-provoking ideas and asking questions <b>once</b> per class.	Student <b>occasionally</b> contributes to class by offering ideas and asking questions.	Student <b>almost never</b> contributes to class by offering ideas and asking questions.	Student <b>never</b> participates in class discussion/team meetings.
	<b>Behavior</b>	Student <b>almost always</b> displays <b>facilitative</b> behavior during class.	Student <b>frequently</b> displays <b>facilitative</b> behavior during class.	Student <b>sometimes</b> displays <b>facilitative</b> behavior during class.	Student displays <b>disruptive</b> behavior during class.	Student almost always displays disruptive behavior during class.

### 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 provides students with an opportunity to refine the critical skills of **effective oral and written presentation, decisiveness, and business / management expertise**. The course focuses on **learning-by-doing**. Students will **compare, analyse, and evaluate in order to recommend creative solutions and devise action plans to implement solutions to business and management problems. In so doing, student can develop** their abilities to present and **defend** their recommendations in an impactful and effective manner. There is a strong emphasis on **collaborative learning** through in-class case discussions and **teamwork** throughout the course.

#### 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 (jointly prepared by MGT and MKT).
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##### 2.2 Additional Readings

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

1.	Ellet, W. (2018). <i>The Case Study Handbook, Revised Edition: A Student's Guide</i> . . Boston: Harvard Business Press.														
2.	Advanced textbooks on IB, HRM, marketing, and strategy.														
3.	<p><u>Online Resources:</u></p> <p>Information resources are freely available from the Internet. Students are encouraged to make use of the links to various business corporations and reports of relevant environmental impact on the corporations or their branch establishments in various countries. Numerous business periodical are also available on the internet.</p> <p><u>Business Periodicals:</u></p> <p>Relevant current and previous issues of periodicals and websites such as <i>Business Week, Fortune, Asian Wall Street Journal, and Harvest Business Review</i>.</p> <table><tr><td>Wall Street Journal – Asia edition</td><td><a href="http://asia.wsj.com/home-page">http://asia.wsj.com/home-page</a></td></tr><tr><td>Business Week</td><td><a href="http://www.businessweek.com">www.businessweek.com</a></td></tr><tr><td>Forbes</td><td><a href="http://www.forbes.com">www.forbes.com</a></td></tr><tr><td>Fortune</td><td><a href="http://www.fortune.com">www.fortune.com</a></td></tr><tr><td>Harvard Business Review</td><td><a href="http://www.hbsp.harvard.edu">www.hbsp.harvard.edu</a></td></tr><tr><td>Bloomberg Asia</td><td><a href="http://www.bloomberg.com/news/asia/">http://www.bloomberg.com/news/asia/</a></td></tr><tr><td>BBC Asia Business News</td><td><a href="http://www.bbc.co.uk/news/business/asia_business/">http://www.bbc.co.uk/news/business/asia_business/</a></td></tr></table>	Wall Street Journal – Asia edition	<a href="http://asia.wsj.com/home-page">http://asia.wsj.com/home-page</a>	Business Week	<a href="http://www.businessweek.com">www.businessweek.com</a>	Forbes	<a href="http://www.forbes.com">www.forbes.com</a>	Fortune	<a href="http://www.fortune.com">www.fortune.com</a>	Harvard Business Review	<a href="http://www.hbsp.harvard.edu">www.hbsp.harvard.edu</a>	Bloomberg Asia	<a href="http://www.bloomberg.com/news/asia/">http://www.bloomberg.com/news/asia/</a>	BBC Asia Business News	<a href="http://www.bbc.co.uk/news/business/asia_business/">http://www.bbc.co.uk/news/business/asia_business/</a>
Wall Street Journal – Asia edition	<a href="http://asia.wsj.com/home-page">http://asia.wsj.com/home-page</a>														
Business Week	<a href="http://www.businessweek.com">www.businessweek.com</a>														
Forbes	<a href="http://www.forbes.com">www.forbes.com</a>														
Fortune	<a href="http://www.fortune.com">www.fortune.com</a>														
Harvard Business Review	<a href="http://www.hbsp.harvard.edu">www.hbsp.harvard.edu</a>														
Bloomberg Asia	<a href="http://www.bloomberg.com/news/asia/">http://www.bloomberg.com/news/asia/</a>														
BBC Asia Business News	<a href="http://www.bbc.co.uk/news/business/asia_business/">http://www.bbc.co.uk/news/business/asia_business/</a>														