

**THE UNIVERSITY OF HONG KONG
FACULTY OF BUSINESS AND ECONOMICS**

SCHOOL OF BUSINESS

**BUSI3001A/BUSI3808A Global Analysis Team Project
Semester 1, 2016-2017**

Course Syllabus

I. Information on Instructors:

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II. Course Description and Objectives

Course Description

Global Analysis Team Project (GATP) is an interactive course developed for International Business and Global Management (IBGM) students at the University of Hong Kong, together with selected business students from other overseas universities.

The course is designed to equip students with a practical understanding of various international business and global management approaches, while allowing them to apply their academic knowledge to explore and tackle global / international issues. It allows the students to work together as “international business team” across country boundaries, which gives them a very practical environment to develop their international perspectives, as well as to relate their academic knowledge to a global business scenario.

Course Objectives

- To develop students’ understanding of strategic issues involving business, economic, social, political and environmental aspects in the global arena;
- To allow students to carry out teamwork and develop practical skills to work under a cross-boundary and multi-cultural environment;
- To enable students to acquire research tools and skills for exploring and addressing specific global / international issues.

III. Course Learning Outcomes (CLOs)

Upon completing this course, students should be able to:

- CLO1.** Understand various cross-cultural and country issues with key concerns to the international community;
- CLO2.** Appreciate those business frameworks and techniques involved in dealing with practical scenarios of international market;
- CLO3.** Apply research methodology to analyze real-world business issues, obtain strategic findings and generate recommendations;
- CLO4.** Demonstrate effective written and verbal communication and teamwork skills through group project presentations and reports by a “global business team”.

Programme Learning Outcomes (PLOs)

The description of programme learning outcomes is as below:

PLO1: Acquisition and internalization of knowledge of the programme discipline

PLO2: Application and integration of knowledge

PLO3: Inculcating professionalism and leadership

PLO4: Developing global outlook

PLO5: Mastering communication skills

Alignment of Program and Course Learning Outcomes

Course Learning Outcomes	Aligned Program Learning Outcomes
CLO1. Understand various cross-cultural and country issues with key concerns to the international community.	PLO1,2,4
CLO2. Appreciate those business frameworks and techniques involved in dealing with practical scenarios of international market.	PLO1,2,4
CLO3. Apply research methodology to analyze real-world business issues, obtain strategic findings and generate recommendations.	PLO1,2,3
CLO4. Demonstrate effective written and verbal communication and teamwork skills through group project presentations and reports by a “global business team”.	PLO2,3,5

IV. Teaching and Learning Activities (TLAs)

Teaching and Learning Activities	Expected Contact Time (approximate)	Study Load (approximate)
TLA1. Interactive Lectures, Outside Class Discussion, Guest Lectures and/or Firm Visits	39 hours	29%
TLA2. Group Project (Proposal, Presentation and Written Report)	60 hours	45%
TLA3. Case Study	14 hours	11%
TLA4. Self Study	20 hours	15%
Total	133 hours	100%

TLA1: Interactive Lectures, Outside Class Discussion, Guest Lectures and/or Firm Visits

This course is conducted with an integration of lecture, case analysis and outside-class discussion. Industry speakers and/or company visits will also be included during the course to enrich practical understanding of global business management.

Throughout the course, various topics related to international issues and strategies and their applications to global market will be elaborated in details. Scenario analysis and practical case discussion will be utilized as core part of the learning process, with senior industry experts’ sharing for specific topics to reinforce students’ overall understanding of various industries under a global arena.

Students are expected to have pre-class reading and preparations and encouraged to share their views and experience actively in class discussions to deepen their learning. Students are expected to address issues posted in these class exercises and share their thoughts inside and outside class. Verbal / written feedback from lecturer, peer and / or self will be used to facilitate continuous learning.

TLA2: Group Project (Proposal, Presentation and Written Report)

Group project will be used to assess students' ability to (1) obtain and integrate relevant information to understand and analyze global business scenario, (2) identify critical items, problems, and opportunities in global issues, and (3) apply research technique to obtain relevant findings and to provide recommendations. The effectiveness of presentation and written communication will also be assessed.

Major goals

- to promote students' active learning
- to develop students' skills on critical thinking and problem solving
- to enrich student's practical understanding of research techniques
- to stimulate students' application of learnt global business / management concepts and understand how to apply them in a real-world's global scenario
- to enhance students' skills on communication, presentation and teamwork under a cross-cultural global team environment

Project Background and Requirements

The project requires students to form cross-university / cultural "global business teams", with 6-8 members in each team in charge of a team project to explore an identified interested global issue.

The students need to submit an initial project proposal mentioning the background of the global issue and actions on how the exploration of the issue will be conducted. The students are required to identify external resource and advice to explore the issue as much as they can.

A final report and presentation is required to cover comprehensive research study, findings and analysis, as well as viable actions and recommendations to solve / address the global issue.

TLA3: Case Study

Case study will assess students' (1) analytical skill to identify critical issues and problems, (2) application of relevant global framework to analyze the situations and provide recommendations, and (3) the effectiveness of written communication.

TLA4: Self Study

Students are expected to have pre-class reading and preparations for inside and outside class discussions / activities. They are also expected to review and integrate the learned global business / management topics for their individual and group projects.

V. Assessment Tasks (ATs)

Each student will be assessed by a combination of the group works (60%) and individual works (40%):

AT1: Participation in class, outside class discussion, guest lectures and/or firm visits	20%
AT2: Individual assignment	20%
AT3: Group project proposal	10%
Group presentation	15%
<u>Group written report</u>	35%
Total	100%

Alignment of Course Learning Outcomes, Teaching & Learning Activities, and Assessment Tasks

Course Learning Outcomes (CLOs)	Teaching and Learning Activities (TLAs)				Assessment Tasks (ATs)		
	TLA1	TLA2	TLA3	TLA4	AT1	AT2	AT3
CLO1	✓	✓	✓	✓	✓	✓	✓
CLO2	✓	✓	✓	✓	✓	✓	✓
CLO3	✓	✓	✓	✓	✓	✓	✓
CLO4	✓	✓	✓	✓	✓	✓	✓

Peer Evaluation for Group Work

In normal cases, each individual group member receives the same total score for his / her group work. However, in some cases, individual group members' scores will be adjusted depending on their efforts, performance, and contributions to the group work.

At the end of the semester, each student is required to evaluate her- / himself and other group members independently and submit the *Self and Peer Evaluation Form*. The group's overall peer evaluation results will be used as one of the references for determining an individual student's total score of group work.

Assessment Criteria

AT1: Participation in class, outside class discussion, guest lectures and/or firm visits (20%)

Each student is expected to prepare for each class, guest lectures and/or firm visits by completing pre-class assigned reading materials and works and actively participate and contribute to the discussions and activities. Students' active involvement in outside class discussion is one important required exercise of this course.

If a student has missed a class, guest lecture or firm visit, s/he is responsible for everything taught or announced on the day of their absence. No make-up arrangement can be made for any missing work and activity.

With the purpose of continuous learning and improvement, the assessment of participation is regarded in this course as an assessment for learning. Each student is expected to (1) prepare for the work by studying and integrating the learned knowledge in class and assigned readings, and (2) reflect on the self-learning strategy and effectiveness in the group process in the mid and/or end of the course.

Class participation will be assessed against the following criteria: (1) clarity and accuracy of responses during inside and outside class discussions / activities and (2) frequency and quality of contribution.

AT2: Individual Assignment (20%)

The individual assignment is a case study that requires students to examine the issues surrounding a selected case / company. In their discussions, students are expected to study how macro and micro environment, institutions and events external to the firm can play a pivotal role in shaping a firm's performance and the opportunities and risks faced by managers. Analysis should be based on these external forces operating at three main levels: industry, nation-state and international.

When preparing for the assignment, students should note that the underlying industry conditions (e.g. scale economics, industry globalization drivers) shape firm-level opportunities and risks, and these industry conditions need to be understood as being dynamic (e.g. technological change) and at least

partly endogenous (firms themselves shape industry conditions). In addition, a firm's behavior and industry conditions are shaped by actors and institutions at the nation-state level, especially by governments.

Students are required to work individually on this assignment. The details of the assignment including the case and assignment questions will be released in week 3 of the semester. **The due date of the assignment is week 9 of the semester.**

The answers should be in written essay format, and the written report should be **within 8 pages (1.5 line spacing and Times New Roman font size of 12)** with comprehensive arguments / discussions included.

The individual report will be assessed against the following criteria with specific weightings indicated in the table below:

Problem Identification and Analysis (40%)	Recommendation (40%)	Effectiveness of Writing (20%)
<ul style="list-style-type: none"> - Clarity of important global business / management problems, key managerial decisions, and/or critical issues identified under an international arena. - Breadth, depth, and consistency of critical analysis and evaluation of the problems with supports of sufficient, relevant, and reliable facts / data and application of appropriate concepts / techniques. 	<ul style="list-style-type: none"> - Clarity, logical flow, consistency, feasibility, and innovativeness of recommendation. - Evaluation of alternative solutions. - Ability to link recommendation to analysis and findings. 	<ul style="list-style-type: none"> - Organization, coherence, fluency, appropriate length and tone, and writing accuracy.

AT3: Group Project (60%) – Proposal (10%), Presentation (15%) and Written Report (35%)

The group project consists of 3 components: project proposal, presentation and written report.

The project proposal has to cover the background of the global issue and actions on how the exploration of the issue will be conducted. The students are required to identify external resource and advice to explore the issue as much as they can. They are also required to conduct comprehensive research study, carry out analysis and propose viable actions and recommendations to solve / address the global issue.

This exercise is designed to enable individuals within the team to develop and demonstrate their interpersonal, personal leadership, negotiation, and organizational skills in addition to their academic qualities under a “simulated” cross-cultural and international environment. The “global business teams” will be formed in week 2 of the semester. Each group needs to submit a sheet including the UID and full name of each group member.

Potential global issues to be discussed include how knowledge management affecting the change of the financial tsunami, impact of oil price fluctuation on the global economy, impact of RMB appreciation, corporate social responsibility, environmental protection & sustainability, global trade and WTO issue, China's growth and impact to the region / world, wealth and poverty, consumerism and individualism, crisis management, etc. This course strikes to simulate a multi-cultural working environment in the “real” business world for students.

Course activities to facilitate the development of project ideas will be organized both within and outside the classroom. Classroom activities include instructor-led discussions on multi-cultural concerns, macro-environmental analysis, research methodology and design, etc. Senior industry experts will also be invited as speakers to facilitate students' understanding of specific global topics.

Outside the classroom, students are encouraged to seek advice actively from instructor to enrich their project. Besides, students will be expected to engage in online discussion and collaboration to complete their team projects within the “global team”. They are strongly encouraged to make use of communication and collaboration tools to participate in instructor-led discussions and peers learning.

A **project proposal** for the group project should be submitted in week 6. The proposal should include a brief overview of the global issue, areas of interest with this topic, research objectives and research methodology / design. The written proposal should be no more than 5 pages in length (1.5 line spacing and Times New Roman font size of 12).

During weeks 12, 13 and 14, each group will be required to conduct a **presentation** of 30 minutes (plus a Q&A session of 10 minutes) covering a summary of global issue / topic, research methodology, analysis, key findings and recommendation.

The due date of the **written report** is week 14. It should be no more than 50 pages in length (1.5 line spacing and Times New Roman font size of 12; excluding appendix). The report should also contain enough research support and references from relevant books, academic journals, Internet sources, etc.

The project proposal, presentation and written report will be assessed against the following criteria with specific weightings indicated in the table below:

Assessment Criteria for Group Project	Project Proposal	Presentation	Written Report
1. Relevancy of the selected topic	25%	15%	10%
2. Research objectives	20%	10%	10%
3. Research methodology	45%	20%	15%
4. Analysis and Findings	0%	15%	30%
5. Conclusion and Recommendations	0%	15%	25%
6. Effectiveness of presentation / writing	10%	25%	10%
Total Score	100%	100%	100%

Detailed explanations for the required contents and assessment criteria of the group project proposal, presentation and written report are provided below:

Assessment Criteria	Explanations for Assessment Criteria
Relevancy of the selected topic	<ul style="list-style-type: none"> ▪ Feasibility and interest of the selected topic ▪ Global level of the selected topic
Research objectives	<ul style="list-style-type: none"> ▪ Clear identification of required information ▪ Connection to research interested areas of the global topic ▪ Potential to generate in-depth insights ▪ Clarity and consistency
Research methodology	<ul style="list-style-type: none"> ▪ Identification of relevant theories and approaches to explore the issue ▪ Adoption of an appropriate methodology for gathering and assessing information ▪ Clarification of research limitations

Analysis and Findings	<ul style="list-style-type: none"> ▪ Identification of critical issues of the global topic ▪ Breadth, depth, clarity, and consistency of the analysis ▪ Supports of sufficient, relevant, and reliable facts/data ▪ Application of appropriate concepts/ techniques/examples ▪ Overall understanding and insightfulness of the overall findings generated by synthesizing across analyses
Conclusion and Recommendations	<ul style="list-style-type: none"> ▪ Breadth , depth, clarity, and consistency of the conclusion and recommendations ▪ Relevancy, logical, responsiveness, feasibility, and innovativeness of recommendations ▪ Supports of sufficient, relevant, and reliable facts/data or findings ▪ Application of appropriate concepts/techniques/examples ▪ Evaluations of alternatives and/or trade-offs ▪ Alignment of overall recommendations with the analysis and research objectives
Presentation	<ul style="list-style-type: none"> ▪ Organization and coherence ▪ Clarity and fluency ▪ Effective use of presentation aids ▪ Appropriate length, pace, and tone ▪ Engagement of audience ▪ Creativity, confidence, and enthusiasm shown ▪ Handling of Q&A
Project Proposal and Written Report	<ul style="list-style-type: none"> ▪ Ability to arouse and maintain interests ▪ Organization and coherence ▪ Introduction and conclusion ▪ Clarity and fluency ▪ Appropriate length and tone ▪ Accuracy ▪ Proper and consistent referencing and citation style

VI. Standard for Assessment

Course Final Grade:

Individual student's final grade for the course will be assigned according to the accumulative score that s/he has obtained from all of the assessment tasks:

Course Final Grade = Class Participation (20%) + Individual Assignment (20%) + Group Project Proposal (10%) + Group Presentation (15%) + Group Written Report (35%)

Course Final Grade	Description
A+, A, A-	Consistently demonstrate a thorough grasp of the subject as evidenced by achieving an outstanding performance in understanding of global business / management principles and concepts, critical analysis and synthesis, application of knowledge, formulation of solutions, written and verbal communication and teamwork skills.
B+, B, B-	Frequently demonstrate a substantial grasp of the subject as evidenced by achieving a proficient performance in understanding of global business / management principles and concepts, critical analysis and evaluation, application of knowledge, formulation of solutions, written and verbal communication and teamwork skills.
C+, C, C-	Occasionally demonstrate a general grasp of the subject as evidenced by achieving a moderate performance in understanding of global business / management principles and concepts, analysis and evaluation, application of

	knowledge, formulation of solutions, written and verbal communication and teamwork skills.
D+, D	Demonstrate a partial grasp of the subject as evidenced by achieving an adequate performance in understanding of global business / management principles and concepts, analysis and evaluation, application of knowledge, formulation of solutions, written and verbal communication and teamwork skills.
F	Demonstrate a poor grasp of the subject as evidenced by achieving a poor performance in understanding of global business / management principles and concepts, analysis and evaluation, application of knowledge, formulation of solutions, written and verbal communication and teamwork skills.

Assessment Rubrics for Each Assessment Task:

AT1: Class Participation (20%):

Performance Level	Assessment Rubrics for Class Participation
A+, A, A-	<ul style="list-style-type: none"> ▪ All or almost all oral/written responses are clear, accurate, and/or with sufficient elaboration as required. ▪ Consistently actively contribute to the inside / outside class discussions and activities by providing relevant and helpful examples and analyses, suggesting creative and insightful solutions, raising thoughtful questions, synthesizing across readings and discussions, appropriately challenging assumptions and perspectives, expanding the class's perspective, and/or reflecting the group process and individual contributions to the group work with thoughtful improvement suggestions in the future.
B+, B, B-	<ul style="list-style-type: none"> ▪ Most oral/written responses are clear, accurate, and/or with sufficient elaboration as required. ▪ Actively contribute to the inside / outside class discussions and activities by providing relevant examples and analyses, suggesting creative solutions, raising some thoughtful questions, occasionally synthesizing across readings and discussions, appropriately challenging assumptions and perspectives, expanding the class's perspective, and/or reflecting the group process and individual contributions to the group work with good improvement suggestions in the future.
C+, C, C-	<ul style="list-style-type: none"> ▪ Some oral/written responses are clear, accurate, and/or with sufficient elaboration as required. ▪ Contribute to the inside / outside class discussions and activities by providing some relevant examples and analyses, suggesting solutions but lacking of creativity, raising questions for clarification, sharing ideas only based on required readings, and/or describing the group process and individual contribution to the group work with limited improvement suggestions in the future.
D+, D	<ul style="list-style-type: none"> ▪ Few oral/written responses are clear, accurate, and/or with sufficient elaboration as required. ▪ Contribute to the inside / outside class discussions and activities by providing limited relevant examples and analyses, suggesting incomplete solution, raising questions and sharing ideas not closely related to the topic being discussed, and/or including incomplete descriptions of the group process and individual contribution to the group work without improvement suggestions in the future.
F	<ul style="list-style-type: none"> ▪ Very few or no oral/written responses are clear, accurate, and/or with sufficient elaboration as required. ▪ Do not contribute or have limited contribution to the inside / outside class discussions and activities by providing irrelevant examples, analyses, and solutions, raising questions and sharing ideas unrelated to the topic being discussed, and failed to reflect

	on the group process and individual contribution to the group work and to suggest improvement in the future or the reflection is unrelated to the objectives.
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AT2: Individual Assignment (20%):

Performance Level	Assessment Rubrics for Individual Assignment
A+, A, A-	<ul style="list-style-type: none"> ▪ All or almost all important global business / management problems, key managerial decisions, and/or critical issues are accurately identified and clearly addressed. ▪ The analysis is insightful, critical, thorough, systematic, consistent, with sufficient supports of relevant and helpful facts/data, and effective application of appropriate concepts/techniques which are nicely integrated to the analysis. ▪ Recommendations are well thought-out and well-articulated with logical flow, consistent, feasible, and highly innovative. ▪ Almost all pros and cons of alternatives are thoroughly and critically evaluated. ▪ The report is well organized with clear coherence and smooth progression of ideas, appropriate length and tone, and free of most writing errors.
B+, B, B-	<ul style="list-style-type: none"> ▪ Most important global business / management problems, key managerial decisions, and/or critical issues are accurately identified and clearly addressed. ▪ The analysis critical, thorough, systematic, and consistent with supports of relevant and helpful facts/data and application of appropriate concepts /techniques. ▪ Recommendations are generally clear, logical, consistent, feasible, and innovative. ▪ Most pros and cons of alternatives are sufficiently examined. ▪ The report is well organized with coherence and progression of ideas, appropriate length and tone, and generally free of most writing errors.
C+, C, C-	<ul style="list-style-type: none"> ▪ Some important global business / management problems, key managerial decisions, and/or critical issues are accurately identified and clearly addressed. ▪ The analysis is systematic, with insufficient elaboration, some inconsistency, supported by relevant facts/data but not directly helpful to the analysis, and application of some appropriate concepts/techniques. ▪ Recommendations are logical, consistent, with insufficient depth of thoughts and elaborations, and showing attempts to look for feasible and innovative solutions. ▪ Some pros and cons of alternatives are examined with some elaboration. ▪ The report is generally organized with some coherence and progression of ideas, appropriate length and tone, and a few noticeable writing errors.
D+, D	<ul style="list-style-type: none"> ▪ Less important global business / management problems/managerial decisions and/or basic issues are identified and addressed. ▪ The analysis lacked of a clear focus, insufficient consistency, largely descriptive, with limited support of helpful and relevant facts/data and application of appropriate concepts/techniques. ▪ Recommendations are basically logical, but with insufficient thoughts and elaborations, some inconsistency, and showing only adequate attempt to look for feasible and innovative solutions. ▪ Some pros and cons of alternatives are identified with limited elaborations. ▪ The report is adequately organized with some lapses in coherence or progression of ideas, inappropriate length and/or tone, and/or some noticeable writing errors.
F	<ul style="list-style-type: none"> ▪ Global business / management problems, managerial decisions, and/or issues identified are superficial inadequate, irrelevant, or absent. ▪ The analysis is missing or descriptive with no or little supports of relevant facts/data and application of appropriate concepts/techniques. ▪ Recommendations are not well thought-out, lack of logical flow, inconsistent, impractical, not innovative, and/or even biased. ▪ Very few or no pros and cons of alternatives are identified. ▪ The report is poorly organized with serious problems in coherence or progression of ideas, inappropriate length and tone, and writing errors so serious that meaning is

	obscured.
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AT3: Group Project (60%) – Proposal (10%), Presentation (15%) and Written Report (35%):

Performance Level	Assessment Rubrics for Group Project Proposal
A+, A, A-	<ul style="list-style-type: none"> ▪ The research objectives and methodology are thorough, precise, articulated with clarity and fluency. ▪ Demonstrates a profound understanding of the global topic. ▪ The topic is skillful at arousing and maintaining interests, well organized with clear coherence and smooth progression of ideas.
B+, B, B-	<ul style="list-style-type: none"> ▪ The research objectives and methodology are generally thorough, precise, clear and fluent. ▪ Most critical issues of the global topic are clearly and accurately identified. ▪ The topic is generally able to arouse and maintain interests, well organized with coherence and progression of ideas.
C+, C, C-	<ul style="list-style-type: none"> ▪ The research objectives and methodology are moderately thorough, precise, clear and fluent. ▪ Some critical issues of the global topic are clearly and accurately identified. ▪ The topic shows attempts to arouse and maintain interests and is organized with some coherence and progression of ideas.
D+, D	<ul style="list-style-type: none"> ▪ The research objectives and methodology are adequately thorough, precise, clear and fluent. ▪ Few critical issues of the global topic are clearly and accurately identified. ▪ The topic shows adequate effort to arouse and maintain interests and is adequately organized with some lapses in coherence or progression of ideas.
F	<ul style="list-style-type: none"> ▪ The research objectives and methodology are missing most important parts, imprecise, unclear, halting, and/or inconsistent. ▪ All or almost all issues of the global topic identified are uncritical and irrelevant. ▪ The topic shows no or little effort to arouse and maintain interests and is poorly organized with serious problems in coherence or progression of ideas.

Performance Level	Assessment Rubrics for Group Presentation
A+, A, A-	<ul style="list-style-type: none"> ▪ Identifies and addresses the global topic and issues clearly, including their subsidiary, embedded or implicit aspects. ▪ Consistent perceptive and critical engagement with the global topic and issues based on comprehensive understanding of relevant concepts and theories, with effective analysis, synthesis and application of knowledge. ▪ Demonstrates a comprehensive command of existing arguments relevant to the topic, and examines the issues from all important perspectives. ▪ The arguments fit together logically and build a compelling case. ▪ The presentation has a succinct outline, structure and conclusion, with clear transition between different parts (by different presenters). ▪ Presenters show full command and understanding of the presented contents (e.g., powerpoint files, if any), which are predominantly their own writing. ▪ Presenters engage the audience at all times through good communication skills (e.g., eye contact, gestures and variation in tone) and adhere strictly to the set time limits.
B+, B, B-	<ul style="list-style-type: none"> ▪ Identifies and addresses the global topic and issues, but not all of the subsidiary, embedded or implicit aspects. ▪ Generally perceptive and critical engagement with the global topic and issues based on good understanding of relevant concepts and theories, as well as effective analysis, synthesis and application of knowledge. ▪ Demonstrates a good command of existing arguemnts relevant to the topic, and

	<p>examines the issues with regard to some important perspectives.</p> <ul style="list-style-type: none"> ▪ The arguments fit to form a clear own position, but some arguments are underdeveloped and some considerations overlooked. ▪ The presentation has a succinct outline, structure and conclusion, with clear transition between different parts (by different presenters). ▪ Presenters show good command and understanding of the presented contents (e.g., powerpoint files, if any), which are mostly their own writing. ▪ Presenters engage the audience through good communication skills (e.g., eye contact, gestures and variation in tone) most of the time and adhere to the set time limits.
C+, C, C-	<ul style="list-style-type: none"> ▪ Identifies and addresses the global topic and issues, but not the subsidiary, embedded or implicit aspects. ▪ Only occasional perceptive and critical engagement with the global topic and issues reflecting mostly superficial understanding of relevant concepts and theories, with some inaccurate analysis, synthesis and application of knowledge. ▪ Demonstrates insufficient command of existing arguments relevant to the topic, and not all main arguments or counter-arguments examined. ▪ Offers own position but the reasoning is sometimes impaired by weak, emotive or inconsistent argumentation. ▪ The presentation has an outline, structure and conclusion, but the transition between different parts (by different presenters) is not clear. ▪ Presenters show insufficient command and understanding of the presented contents (e.g., powerpoint files, if any), which are mostly not their own writing. ▪ Some presenters engage the audience relatively ineffectively and some are slightly off the set time limits.
D+, D	<ul style="list-style-type: none"> ▪ Identifies and addresses the global topic and issues only partially. ▪ Very limited critical engagement with the global topic and issues, rarely goes beyond reproduction of relevant concepts and theories, and with some inaccuracies even doing so. ▪ Demonstrates a lack of understanding of existing arguments relevant to the topic. ▪ Offers own position but the arguments are poorly made and not well supported. ▪ The presentation is not well structured, and the transition between different parts (by different presenters) is not clear. ▪ Presenters show little understanding of the presented contents (e.g., powerpoint files, if any), which are mostly not their own writing. ▪ Some presenters fail to engage the audience and some are off the set time limits.
F	<ul style="list-style-type: none"> ▪ Failure to identify and address any global topic and issue. ▪ No critical engagement with any issue, little mentioning and application of relevant concepts and theories, and with some inaccuracies when doing so. ▪ Demonstrates a lack of understanding of existing arguments relevant to the topic. ▪ No coherent own position and the arguments are confused and flawed. ▪ The presentation is not structured, and the transition between different parts (by different presenters) is illogical. ▪ Presenters show little understanding of the presented contents (e.g., powerpoint files, if any), which are not their own writing. ▪ The presenters fail to engage the audience and some are off the set time limits.

Performance Level	Assessment Rubrics for Group Written Report
A+, A, A-	<ul style="list-style-type: none"> ▪ The research objectives are thorough, precise, articulated with clarity and fluency, and consistent with the proposed analyses and recommendations followed. ▪ Demonstrates a profound understanding of the global issue and generates insightful overall findings by sophisticatedly synthesizing across analyses. ▪ The analysis is insightful, critical, thorough, systematic, consistent, with sufficient supports of relevant and helpful fact/data, and effective application of appropriate concepts/techniques/examples which are nicely integrated to the analysis.

	<ul style="list-style-type: none"> ▪ The overall analysis demonstrates a profound understanding of the global issue and generates insightful overall findings by sophisticatedly synthesizing across analyses. ▪ Recommendations are well thought-out and well-articulated with logical flow, consistent, responsive, feasible, and highly innovative. ▪ Almost all pros and cons of alternatives are thoroughly and critically evaluated. ▪ The report is skillful at arousing and maintaining interests, well organized with clear coherence and smooth progression of ideas, very effective introduction and conclusion, articulated with clarity and fluency, appropriate length and tone, free of most writing errors, and proper and consistent referencing and citations without errors.
B+, B, B-	<ul style="list-style-type: none"> ▪ The research objectives are generally thorough, precise, clear, fluent, and consistent with the analyses and recommendations followed. ▪ Most critical issues of the global issue are clearly and accurately identified. ▪ The analysis is critical, thorough, systematic, and consistent with supports of relevant and helpful fact/data and application of appropriate concepts /techniques/examples. ▪ The overall analysis demonstrates a good understanding of the global issue and a capability of generating overall findings with some insights by synthesizing across analyses. ▪ Recommendations are generally clear, logical, consistent, responsive, feasible, and innovative. ▪ Most pros and cons of alternatives are sufficiently examined. ▪ The report is generally able to arouse and maintain interests, well organized with coherence and progression of ideas, good introduction and conclusion, generally clear and fluent, appropriate length and tone, generally free of most writing errors, and consistent referencing and citations with only a few minor mistakes.
C+, C, C-	<ul style="list-style-type: none"> ▪ The research objectives are moderately thorough, precise, clear, fluent, and consistent with the analyses and recommendations followed. ▪ Some critical issues of the global issue are clearly and accurately identified. ▪ The analysis is systematic, with insufficient elaboration, some inconsistency, supported by relevant fact/data but not directly helpful to the analysis, and application of some appropriate concepts /techniques/examples. ▪ The overall analysis demonstrates a moderate understanding of the global issue and progress in generating overall findings with developing skills in synthesizing across analyses. ▪ Recommendations are logical, consistent, with insufficient depth of thoughts and elaborations, and showing attempts to look for responsive, feasible, and innovative solutions ▪ Some pros and cons of alternatives are examined with some elaboration. ▪ The report shows attempts to arouse and maintain interests and is organized with some coherence and progression of ideas, moderately clear introduction and conclusion, moderately clear and fluent, some inappropriate length or tone, a few noticeable writing errors, and some inconsistent referencing and citations with a few noticeable mistakes.
D+, D	<ul style="list-style-type: none"> ▪ The research objectives are adequately thorough, precise, clear, fluent, and consistent with the analyses and recommendations followed. ▪ Few critical issues of the global issue are clearly and accurately identified. ▪ The analysis lacks of a clear focus, with insufficient elaboration, insufficient consistency, largely descriptive, with limited support of helpful and relevant data/facts and application of appropriate concepts/techniques/examples. ▪ The overall analysis demonstrates a limited understanding of the global issue and needs further work to generate overall findings by synthesizing across analyses. ▪ Recommendations are basically logical, but with insufficient thoughts and elaborations, some inconsistency, and showing only adequate attempt to look for responsive, feasible, and innovative solutions ▪ Some pros and cons of alternatives are identified with limited elaborations. ▪ The report shows adequate effort to arouse and maintain interests and is adequately

	organized with some lapses in coherence or progression of ideas, introduction and conclusion with some inconsistency, adequately clear and fluent, inappropriate length and/or tone, some noticeable writing errors, and/or inconsistent referencing and citations with some noticeable mistakes.
F	<ul style="list-style-type: none"> ▪ The research objectives are missing most important parts, imprecise, unclear, halting, and/or inconsistent with the analyses and recommendations followed. ▪ All or almost all issues of the global issue identified are uncritical and irrelevant. ▪ The analysis is missing or descriptive with no or little supports of relevant data/facts and application of appropriate concepts/techniques/examples. ▪ The overall analysis does not demonstrate an understanding of the global issue and any work to generate overall findings by synthesizing across analyses. ▪ Recommendations are not well thought-out, lack of logical flow, inconsistent, not responsive, impractical, not innovative, and/or even biased. ▪ Very few or no pros and cons of alternatives are identified. ▪ The report shows no or little effort to arouse and maintain interests and is poorly organized with serious problems in coherence or progression of ideas, missing introduction and/or conclusion, unclear, halting, inappropriate length and tone, writing errors so serious that meaning is obscured, and/or many inconsistent referencing and citations with a number of noticeable mistakes.

VII. Course Policies

Late Assignment Penalty:

- All assignments are required to be submitted on or before the specified due date and time to the assignment submission destination. The penalty policy for any late assignments will be as follows:

<u>No. of days later than the due date</u>	<u>Deduction of the total point</u>
1 day	deduct 25%
2 days	deduct 50%
3 days	deduct 100%

HKU Regulations on Academic Dishonesty:

The University Regulations on academic dishonesty will be strictly enforced.

- Academic dishonesty includes, but is not necessarily limited to, the following types: plagiarism, paraphrasing of someone else's ideas, unauthorized collaboration on out-of-class projects, cheating on in-class exams, and unauthorized advance access to an exam.
- Students are expected to be aware of what plagiarism is and how to avoid it. Please refer to the HKU policies on plagiarism.
- Students should also be familiar with the HKU regulations and policies particularly on attendance, absence, examination, and copyright. Please refer to the HKU Undergraduate Student Handbook and HKU Examination Unit webpage.

VIII. Course Schedule

Week	Topics / Items	Tasks Due
Week 1	<ul style="list-style-type: none"> - Explain course structure and requirements of assignments and presentation. - Review topics of macro-environmental impact to global business, international business management, knowledge management, corporate governance, etc. Explain how these issues are important to successful global business management. 	
Week 2	<ul style="list-style-type: none"> - Review topics of cross-cultural management. Explain how these issues are important to successful global business management. 	
Week 3	<ul style="list-style-type: none"> - Discuss various research techniques and research methodologies. - Explore application of research study to analyze and solve global issues. 	
Week 4	<ul style="list-style-type: none"> - <u>No in-class lecture</u> during week 4. 	Students are expected to start preparing their group project proposals, and consult their lecturer via <u>outside-class face-to-face meetings and/or online discussions.</u>
Week 5	<ul style="list-style-type: none"> - <u>No in-class lecture</u> during week 5. 	Students are expected to start preparing their group project proposals, and consult their lecturer via <u>outside-class face-to-face meetings and/or online discussions.</u>
Week 6	Student teams present their project proposals to the class.	<ul style="list-style-type: none"> - <i>Group Project Proposal Submission</i> - <i>Proposal Presentation Session:</i> each group is required to present a 10 minutes' presentation of their project proposal during class, followed by a 5 minutes' Q&A session challenged by lecturer and classmates.
Week 7	Reading Week	
Week 8	<ul style="list-style-type: none"> - <u>No in-class lecture</u> during week 8. 	
Week 9	<ul style="list-style-type: none"> - Study the critical success factors in building and managing a successful cross-cultural business team. - Case study of e-book technology and its impact to the traditional printing industry. Student teams present their insights and findings during class. 	<ul style="list-style-type: none"> - <i>Individual Assignment Submission</i> - <i>Student Presentation Session:</i> students will study the concepts of CSFs and value innovation. They will be required to perform a scenario analysis of how value innovations can affect the CSFs of the traditional printing industry, as well as the corresponding impacts to its industry curve. Students are also required to work in a group approach to present their insights and findings.
Week 10	<ul style="list-style-type: none"> - <u>No in-class lecture</u> during week 10. - <u>Guest Lecture or Firm Visit</u> 	<ul style="list-style-type: none"> - <i>Student Preparation:</i> students are required to identify and study articles / readings related to the topic of the guest speaker or firm visit. - Students are expected to work heavily on the analysis and research for their group written report, and consult their lecturer via <u>outside-class face-to-face meetings and/or online discussions.</u>
Week 11	<ul style="list-style-type: none"> - <u>No in-class lecture</u> during week 11. 	Students are expected to work heavily on the analysis and research for their group written report, and consult their lecturer via <u>outside-class face-to-face meetings and/or online</u>

		<u>discussions.</u>
Week 12	<ul style="list-style-type: none"> - Student teams present their project results to the class. - Each group will present for 30 minutes (plus Q&A for 10 minutes) about their researched topic, research methodology, key findings and recommendation. 	<i>Group Presentation</i>
Week 13	<ul style="list-style-type: none"> - Student teams present their project results to the class. - Each group will present for 30 minutes (plus Q&A for 10 minutes) about their researched topic, research methodology, key findings and recommendation. 	<i>Group Presentation</i>
Week 14	<ul style="list-style-type: none"> - Student teams present their project results to the class. - Each group will present for 30 minutes (plus Q&A for 10 minutes) about their researched topic, research methodology, key findings and recommendation. 	<ul style="list-style-type: none"> - <i>Group Written Report Submission</i> - <i>Group Presentation</i>

Note: Subjected to changes upon the discretion of the lecturer which will be announced during class