

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

**Global Business in Asia: New Horizons
Summer Institute 2012**

FBEC 2001 – China Business and Marketing

I. Information on Instructors:

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II. Course Description and Objectives

Course Description

This course provides participants with an in-depth understanding and first-hand experience of the current business environment in China, with the focus in two of the foremost international business centers in Asia: Hong Kong and Shanghai.

After China's accession to the WTO, more and more international corporations decide to enter and expand their businesses in the greater China market. During the past 10 years, China has been going through dramatic growth, changing from a low value-added manufacturing and export-based country to a servicing and domestic demand focus market. Nowadays, many local and international firms have to use a new mindset if they want to be competitive in such a huge, diverse and fast changing environment.

The course is designed to equip students with a deep understanding of the business environment of the fastest-growing economy in the world through its two most important and open business centers. Students will have close contact with guest speakers from senior management of leading companies in the two cities. They will also acquire personal experience of a variety of Chinese culture and society, and develop truly international perspectives with an exposure to China market.

Course objectives

- to develop students' understanding of business management issues involving culture, social, economic, political and environmental aspects in Mainland China;
- to enhance students' knowledge of Chinese consumer behavior and corresponding marketing strategy required;
- 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 China business management issues; and
- to allow students to experience Chinese business environment and culture via onsite company visits and interaction with senior management of leading companies in Hong Kong and Shanghai.

Textbook

Chow, Holbert, Kelly and Yu, Business Strategy, An Asia-Pacific Focus, 2nd Ed., Pearson Prentice Hall, 2008.

Reference Book

Marieke de Mooij, Consumer Behavior and Culture, 2nd Ed., SAGE, 2011.

III. Course Learning Outcomes (CLOs)

Upon completing this course, students should be able to:

- CLO1.** Understand the role of Hong Kong and Shanghai in the advancement of China's manufacturing and servicing industries;
- CLO2.** Realize the development of various industry sectors in China after its WTO accession;
- CLO3.** Recognize the local consumer behavior and business practice; acquire the practical skills to develop and implement effective marketing strategies in China market;
- CLO4.** Understand the current major business management issues and the corresponding techniques to tackle them;
- CLO5.** Identify the key success factors of local and international firms in Mainland China.
- CLO6.** Demonstrate effective written and verbal communication and teamwork skills through group project presentations and reports.

Alignment of Program and Course Learning Outcomes

Program Learning Outcomes (PLOs)	Course Learning Outcomes (CLOs)
1. Acquisition and internalization of knowledge of the programme discipline	CLO1, CLO2, CLO3
2. Application and integration of knowledge	CLO4, CLO5
3. Inculcating professionalism and leadership	CLO4
4. Developing global outlook	CLO1, CLO2, CLO3
5. Mastering communication skills	CLO6

IV. Teaching and Learning Activities (TLAs)

TLA1: Interactive Lectures, Guest Lectures and Firm Visits

The major part of the course consists of formal classes taught by HKU academic staff, with wide use of course readings and practical cases. Students are expected to spend sufficient time in studying and preparing the readings, and are strongly encouraged to undertake further research about marketing and business management issues in Hong Kong and China and to share useful resources they may find.

Various topics related to marketing and business management and their applications to Mainland China market will be elaborated in details. Practical case discussions will be utilized as the core part of the learning process, with guest lectures on various current issues by business leaders, analysts and policymakers, to share how foreign companies operate and succeed in China and how to be entrepreneurial in a free market environment like that of Hong Kong.

There will be numerous site visits to local and foreign companies and institutions in Hong Kong and Shanghai, as well as ample opportunities for city exploration and cultural exposure to reinforce students' thorough understanding of China business environment. Group activities such as sightseeing will also be arranged to broaden the participants' exposure.

One key feature of the course is the diversity of the student body. Aside from the formal course work, students will learn from each other through all kinds of discussion both inside and outside the classroom over the four weeks.

TLA2: Group Project (Presentation and Report)

Students will form groups of four to investigate a particular corporation in China, make presentation at the end of the program and submit a written report afterwards. This project will allow students to go through the steps of analyzing a corporation using business perspectives by integrating the learned marketing and management concepts/skills in an applied business situation.

Major goals

- to promote students' active learning
- to develop students' skills on critical thinking, analytical, and problem-solving
- to stimulate students' application of learnt marketing and management concepts
- to enhance students' skills on communication, presentation, and teamwork

Project Background and Requirements

Assuming that you are a group of junior consultants in a business consulting firm, your group is responsible for analyzing the business situation of that particular corporation in China market, and develop a strategic business plan to provide recommendation in improving their coming business strategy.

The expectations of your client on your proposed strategic business plan include:

- Analyze the company's current business and market situation
- Identify macro and micro environmental factors, competitors, customer trends, etc., as well as potential opportunities and threats that may have impacts on the company
- Recommend business strategy to help the company to stay profitable, competitive, and sustainable.

Each group will first select a company and then conduct analysis by collecting and analyzing relevant information, and make recommendations on business strategy for the company.

Each group is required to (1) make a 20-minutes group presentation in class followed by a 10-minutes Q&A session and (2) submit a group written strategic business plan report. Individual groups can seek instructor's feedback on its presentation performance and areas for improvement after the completion of group presentation.

V. Course Assessment

Assessment Tasks (ATs)

Each student will be assessed by a combination of the group works (50%) and individual works (50%):

AT1: Participation in class, guest lectures and site visits	20%
AT2: Test (at the end of the 2nd week in HK before going to Shanghai)	30%
AT3: Group project presentation	20%
Group project written report	30%
Total	100%

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.

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%

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	AT1	AT2	AT3
CLO1	✓	✓	✓	✓	✓
CLO2	✓	✓	✓	✓	✓
CLO3	✓	✓	✓	✓	✓
CLO4	✓	✓	✓	✓	✓
CLO5	✓	✓	✓	✓	✓
CLO6		✓			✓

Assessment Criteria and Marking Rubrics

AT1: Participation in class, guest lectures and site visits (20%)

Each student is expected to prepare for each class, guest lecture and site visit by completing pre-class assigned reading materials and works and actively participate and contribute to the discussions and activities.

If a student has missed a class, guest lecture or site 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 with a possible total score of 100 will be assessed against the following assessment criteria and rubrics indicated in the table below:

Performance Level (with Score Range)	Assessment Criteria for <u>Class Participation</u> (100%) <ul style="list-style-type: none"> ➤ Clarity and accuracy of the critical aspects ➤ Frequency and quality of contribution ➤ Reflection on the self and group process with improvement suggestions
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 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 others' 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 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 others' 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 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 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 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.

AT2: Test (30%)

The test will be cumulative and closed-book. Students are responsible for all the materials covered in the course during the first 2 weeks in Hong Kong. The test will be used to assess students' (1) understanding of key marketing and business principles/concepts, (2) application of the learned knowledge and skills to identify critical marketing and business issues and recommend solutions relevant to the contexts, and (3) the effectiveness of written communication.

The test consists of essay questions. Essay questions will be used to evaluate students' ability to integrate and apply the learned knowledge and skills to identify business problems and critical issues, compare, contrast, and evaluate alternatives, and/or recommend business solutions relevant to the contexts. The responses to the essay questions will be assessed against the accuracy, thoroughness, clarity, and organization of the responses to the required questions.

The marking rubrics for the written test are indicated in the table below:

Performance Level (with Score Range)	Assessment Rubrics for <u>Written Test</u> (100%)
A+, A, A-	<ul style="list-style-type: none"> ▪ All or almost all of the required questions are clearly and accurately responded. ▪ All or almost all of the responses are well organized, clear, fluent, and with sufficient elaboration.
B+, B, B-	<ul style="list-style-type: none"> ▪ Most of the required questions are clearly and accurately responded. ▪ Most of the responses are well organized, clear, fluent, and with sufficient elaboration.
C+, C, C-	<ul style="list-style-type: none"> ▪ Some of the required questions are clearly and accurately responded. ▪ Some of the responses are well organized, clear, fluent, and/or with sufficient elaboration.
D+, D	<ul style="list-style-type: none"> ▪ Few of the required questions are clearly and accurately responded. ▪ Few of the responses are well organized, clear, fluent, and/or with sufficient elaboration.
F	<ul style="list-style-type: none"> ▪ Very few of the required questions are clearly and accurately responded. ▪ Very few of the responses are well organized, clear, fluent, and/or with sufficient elaboration.

AT3: Group Project (50%)

Group project will be used to assess students' ability to (1) obtain and integrate relevant information to understand and analyze business situations, (2) identify critical issues, problems, and opportunities in ill-defined/novel situations, and (3) apply relevant findings and appropriate marketing and management approaches/tools to recommend implementation plans of business strategies specific to the contexts. The effectiveness of presentation and written communication will also be assessed.

The group project consists of oral presentation (20%) and written report (30%), each with a possible total score of 100, will be assessed against the following criteria with specific weightings indicated in the table below:

Assessment Criteria for Group Strategic Business Plan Project	Group Oral Presentation (100%)	Group Written Report (100%)
1. Executive summary	---	10%
2. Market and business analysis	35% (a summary of key analyses)	40% (full version with details)
3. Recommendations on business strategy	35%	40%
4. Effectiveness of presentation/writing	30%	10%
Total Score:	100%	100%

Detailed explanations for the required contents and assessment criteria of the strategic business plan presentation and report are provided below:

Explanations for Required Contents	Explanations for Assessment Criteria
<p><u>Executive summary</u></p> <ul style="list-style-type: none"> ▪ Provide a synopsis /abstract of the entire strategic business plan 	<p><u>Executive summary</u></p> <ul style="list-style-type: none"> ▪ Thoroughness and Precision ▪ Clarity and fluency ▪ Consistency
<p><u>Situation analysis</u></p> <p>A. Macro and micro environmental analysis</p> <p>B. Competitor analysis</p> <p>C. Customer analysis</p> <p>D. SWOT analysis</p> <ul style="list-style-type: none"> ▪ Analyze the company's <u>current</u> situations with relevant and reliable primary and/or secondary research supports. ▪ Review and evaluate (A) customer needs and characteristics, (B) key competitors and company's strengths and weaknesses in relation to key competitors, and (C) market and industry characteristics and trends that will impact on the company, and opportunities and threats faced by the companies in the industry, and (D) summarize and prioritize the company's strengths, weaknesses, opportunities, and threats in its internal and external marketing environments. ▪ Overall, the findings/conclusions of this situation analysis are to provide the evidence to support the needs for your recommended business strategy. 	<p><u>Situation analysis</u></p> <ul style="list-style-type: none"> ➤ Identification of critical issues of the company's current situation ➤ 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
<p><u>Recommendations of business strategy</u></p> <p>A. Business Objectives</p> <ul style="list-style-type: none"> ▪ Define the business objectives of the strategic business plan with rationales <p>B. Business Strategy</p> <ol style="list-style-type: none"> 1. Corporate level 2. Business level 3. Functional level <ul style="list-style-type: none"> ▪ Apply the company's business competitive edges and recommend coming business strategies for the targeted market segments. ▪ Make sure your recommendations are: <ul style="list-style-type: none"> ✓ Aligned to your proposed business objectives ✓ Consistent with the findings of the situation and SWOT analysis ✓ Aligned to the client company's expectations - to help the company stay <i>profitable, competitive, and sustainable</i>. 	<p><u>Recommendations</u></p> <ul style="list-style-type: none"> ➤ Breadth , depth, clarity, and consistency of the proposed business strategies ➤ 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 of the strategic business plan to the objectives - profitability, competitiveness, and sustainability.
<p><u>Group Oral Presentation</u></p> <ul style="list-style-type: none"> ▪ Each group will conduct a 20-mins group presentation followed by a 10-mins Q&A ▪ Each group is expected to submit a hardcopy of its presentation powerpoint slides before your presentation starts 	<p><u>Effectiveness of Presentation</u></p> <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
<u>Group Written Report</u> <ul style="list-style-type: none"> ▪ Submit a written report with a page limit of 25 pages (excluding cover page, appendix, reference list) ▪ Typed; A4-size paper, 1” margins, 1.5 line spacing, font size 12 point ▪ Consult at least 10 different reliable reference sources and follow professional formats for referencing and citations 	<u>Effectiveness of Writing</u> <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

The group presentation and report, each with a possible total score of 100, will be assessed against the following criteria with specific weightings and marking rubrics indicated in the table below:

Performance Level (with Score Range)	Assessment Rubrics for <u>Group Marketing Plan Presentation (P) and Report (R)</u>
A+, A, A-	<p><u>Executive Summary</u> (R: 10%)</p> <ul style="list-style-type: none"> ▪ The executive summary is thorough, precise, articulated with clarity and fluency, and consistent with the analyses and recommendations followed. <p><u>Situation analysis</u> (P: 35%; R: 40%)</p> <ul style="list-style-type: none"> ▪ All or almost all critical issues of the company’s current situation are clearly and accurately identified. ▪ 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. ▪ The overall situation analysis demonstrates a profound understanding of the company’s current situation and generates insightful overall findings by sophisticatedly synthesizing across analyses. <p><u>Recommendations</u> (P: 35%; R: 40%)</p> <ul style="list-style-type: none"> ▪ 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 overall recommendations of the business strategy are closely aligned to all of the objectives - profitability, competitiveness, and sustainability – and explicitly and clearly addressed. <p><u>Effectiveness of Presentation</u> (P: 30%)</p> <ul style="list-style-type: none"> ▪ The presentation is well organized with clear coherence, smooth progression of ideas, articulated and polished with clarity and fluency, effective use of presentation aids, and appropriate length, pace, and tone. ▪ The presentation group skillfully engages the audience and demonstrates consistently high level of creativity, confidence, enthusiasm, and capability of handling Q&A session. <p><u>Effectiveness of Writing</u> (R: 10%)</p> <ul style="list-style-type: none"> ▪ 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-	<p><u>Executive Summary</u> (R: 10%)</p> <ul style="list-style-type: none"> ▪ The executive summary is generally thorough, precise, clear, fluent, and consistent with the analyses and recommendations followed. <p><u>Situation analysis</u> (P: 35%; R: 40%)</p>

	<ul style="list-style-type: none"> ▪ Most critical issues of the company’s current situation 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 situation analysis demonstrates a good understanding of the company’s current situation and a capability of generating overall findings with some insights by synthesizing across analyses. <p><u>Recommendations</u> (P: 35%; R: 40%)</p> <ul style="list-style-type: none"> ▪ Recommendations are generally clear, logical, consistent, responsive, feasible, and innovative. ▪ Most pros and cons of alternatives are sufficiently examined. ▪ The overall recommendations of the business strategy are aligned to most of the objectives - profitability, competitiveness, and sustainability – and clearly addressed. <p><u>Effectiveness of Presentation</u> (P: 30%)</p> <ul style="list-style-type: none"> ▪ The presentation is well organized with coherence, generally effective use of presentation aids, generally clear and fluent, and appropriate length, pace, and tone. ▪ The presentation group is generally able to engage audience and demonstrated creativity, confidence, enthusiasm, and capability of handling Q&A session. <p><u>Effectiveness of Writing</u> (R: 10%)</p> <ul style="list-style-type: none"> ▪ 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-	<p><u>Executive Summary</u> (R: 10%)</p> <ul style="list-style-type: none"> ▪ The executive summary is moderately thorough, precise, clear, fluent, and consistent with the analyses and recommendations followed. <p><u>Situation analysis</u> (P: 35%; R: 40%)</p> <ul style="list-style-type: none"> ▪ Some critical issues of the company’s current situation 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 situation analysis demonstrates a moderate understanding of the company’s current situation and progress in generating overall findings with developing skills in synthesizing across analyses. <p><u>Recommendations</u> (P: 35%; R: 40%)</p> <ul style="list-style-type: none"> ▪ 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 overall recommendations of the business strategy are aligned to some of the objectives - profitability, competitiveness, and sustainability – and addressed. <p><u>Effectiveness of Presentation</u> (P: 30%)</p> <ul style="list-style-type: none"> ▪ The presentation is organized with some coherence, moderately clear and fluent, moderately effective use of presentation aids, and some inappropriate length, pace, or tone. ▪ The presentation group shows attempts to engage audience and moderate creativity, confidence, enthusiasm, and/or capability of handling Q&A session. <p><u>Effectiveness of Writing</u> (R: 10%)</p> <ul style="list-style-type: none"> ▪ The report shows attempts to arouse and maintain interests and is organized with some coherence and progression of ideas, moderately clear introduction and conclusion,

	<p>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.</p>
<p>D+, D</p>	<p><u>Executive Summary</u> (R: 10%)</p> <ul style="list-style-type: none"> ▪ The executive summary is adequately thorough, precise, clear, fluent, and consistent with the analyses and recommendations followed. <p><u>Situation analysis</u> (P: 35%; R: 40%)</p> <ul style="list-style-type: none"> ▪ Few critical issues of the company’s current situation 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 situation analysis demonstrates a limited understanding of the company’s current situation and needs further work to generate overall findings by synthesizing across analyses. <p><u>Recommendations</u> (P: 35%; R: 40%)</p> <ul style="list-style-type: none"> ▪ 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. ▪ Limited alignment of overall recommendations of the business strategy to the objectives - profitability, competitiveness, and sustainability - is shown. <p><u>Effectiveness of Presentation</u> (P: 30%)</p> <ul style="list-style-type: none"> ▪ The presentation group shows adequate effort to engage audience, creativity, confidence, enthusiasm, and/or capability of handling Q&A session. <p><u>Effectiveness of Writing</u> (R: 10%)</p> <ul style="list-style-type: none"> ▪ 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.
<p>Fail < 50</p>	<p><u>Executive Summary</u> (R: 10%)</p> <ul style="list-style-type: none"> ▪ The executive summary is missing most important parts, imprecise, unclear, halting, and/or inconsistent with the analyses and recommendations followed. <p><u>Situation analysis</u> (P: 35%; R: 40%)</p> <ul style="list-style-type: none"> ▪ All or almost all issues of the company’s current situation 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 situation analysis does not demonstrate an understanding of the company’s current situation and any work to generate overall findings by synthesizing across analyses. <p><u>Recommendations</u> (P: 35%; R: 40%)</p> <ul style="list-style-type: none"> ▪ 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 alignment of overall recommendations of the business strategy to objectives - profitability, competitiveness, and sustainability - is not shown. <p><u>Effectiveness of Presentation</u> (P: 30%)</p> <ul style="list-style-type: none"> ▪ The presentation group shows no or little effort to engage audience, creativity, confidence, enthusiasm, and/or capability of handling Q&A session. <p><u>Effectiveness of Writing</u> (R: 10%)</p>

	<ul style="list-style-type: none"> ▪ 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.
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VI. 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 = Accumulative score of all assessment tasks obtained (100%)

Course Final Grade = Participation (20%) + Test (30%) + Group Strategic Business Plan Presentation (20%) + Group Strategic Business Plan Report (20%)

The conversion of the accumulative score to the course final grade is summarized below:

Course Final Grade	Accumulative Score of All Assessment Tasks Obtained
A+, A, A-	100% – 80%
B+, B, B-	79% – 70%
C+, C, C-	69% – 60%
D+, D	59% – 50%
F	< 50%

VII. Course Policies 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 following HKU links for details:

- “What is Plagiarism?”: <http://www0.hku.hk/plagiarism/>
- “Plagiarism and How to Avoid it”: <http://www4.caes.hku.hk/plagiarism/>
- “HKU Policies on Plagiarism”: http://lib.hku.hk/turnitin/turnitin_plagiarism.html

Students should also be familiar with the HKU regulations and policies particularly on attendance, absence, examination, and copyright. Useful HKU links are provided below for your reference:

- “HKU Undergraduate Student Handbook”: <http://www.asa.hku.hk/HBFT.pdf>
- “Examination Regulations and Important Notices”: <http://hku.hk/exam/>
- “Copyright in Teaching and Learning at HKU”: <http://lib.hku.hk/copyright/index.html>

VIII. Course Schedule

The course will consist of about 24 hours of classes (8 meetings of 3 hours each) and around 12 hours of guest lectures and site visits. In general, the mornings are devoted to classes with lectures and discussion while the afternoons are left for guest speeches, site visits and group projects.

For the first two weeks in Hong Kong, classes will provide basic understanding of China's business environment, and the role of Hong Kong in these regards. These will serve as background knowledge to facilitate student understanding after they arrive in Shanghai.

For the next two weeks in Shanghai, classes will provide more in-depth analysis of particular sectors and industries in China. Students will study business, branding and marketing strategies in China, as well as the development of Shanghai as a business and financial center.

Lecture	Topics / Items	Readings Preparation	Tasks Due
Hong Kong Session			
1	Hong Kong and Mainland China – business management and market structure	<p><u>Textbook Reading:</u> Chapters 19, 30</p> <p><u>Case Preparation:</u> “Hong Kong Disneyland” (Rev: August 2007) Michael N. Young and Donald Liu, Richard Ivey School of Business, The University of Western Ontario</p>	Discussion Group Formulation
2	Business environment and macro-/micro-environmental analysis of China market	<p><u>Textbook Reading:</u> Chapters 1, 2, 3</p> <p><u>Reference Book Reading:</u> Chapter 3</p> <p><u>Case Preparation:</u> “Shanghai Tang: The First Global Chinese Luxury Brand?” (Rev: February 2009) Dr. Bennett Yim, The Asian Case Research Centre, The University of Hong Kong</p>	
3	Chinese business practice and cultural values	<p><u>Reference Book Reading:</u> Chapter 2</p> <p><u>Articles Reading:</u></p>	

		<p>“Cross-Cultural Management: Transformation and Adaptations”, Business Horizons, Jan-Feb 1989, Rose Knotts</p> <p>http://findarticles.com/p/articles/mi_m1038/is_n1_v32/ai_7393085</p> <p>“Culture Difference”, “World Corporate Culture” website</p> <p>http://wccep.com</p>	
4	Consumer behavior in China	<p><u>Reference Book Reading:</u></p> <p>Chapter 5</p> <p><u>Case Preparation:</u></p> <p>“Jadelink and The Luxury Goods Market in China”</p> <p>(Rev: July 2008)</p> <p>Prof. Kevin Au, Richard Ivey School of Business, The University of Western Ontario</p>	
Shanghai Session			
5	Opportunities and difficulties – China’s transition from manufacturing focus to service orientated	<p><u>Case Preparation:</u></p> <p>“Shanghai Interior Automotive Door System: Running a Manufacturing Operation in China”</p> <p>(Rev: 2011)</p> <p>Dr. Neale O’Connor, The Asian Case Research Centre, The University of Hong Kong</p> <p>“Mattel’s China Experience: A Crisis in Toyland”</p> <p>(Rev: 2008)</p> <p>Prof. Mary B. Teagarden, Thunderbird School of Global Management</p>	Group Project Group Formulation
6	Branding and marketing strategies to target China’s domestic market – Part 1	<p><u>Textbook Reading:</u></p> <p>Chapters 4, 5</p> <p><u>Case Preparation:</u></p> <p>“Geely’s Acquisition of Volvo: Challenges and Opportunities”</p> <p>(Rev: June 2010)</p> <p>David Conklin, Richard Ivey School of Business, The University of Western</p>	

		Ontario	
7	Branding and marketing strategies to target China's domestic market – Part 2	<p><u>Case Preparation:</u></p> <p>“Ports: China’s Walk on The Global Luxury Fashion Boulevard”</p> <p>(Rev: 2008)</p> <p>Dr. Gerald Yong Gao, Dr. Jiangyong Lu and Prof. Hung-gay Fung, The Asian Case Research Centre, The University of Hong Kong</p>	
8	Designing and implementing marketing research in China	<p><u>Reference Book Reading:</u></p> <p>Chapters 7, 8</p>	