

CB3043: BUSINESS CASE ANALYSIS AND COMMUNICATION

Effective Term

Semester A 2024/25

Part I Course Overview

Course Title

Business Case Analysis and Communication

Subject Code

CB - College of Business (CB)

Course Number

3043

Academic Unit

Management (MGT)

College/School

College of Business (CB)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

CB2300 Management

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

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.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 app.)		DEC-A2	DEC-A3
1	Design business and strategic management process & implementation plans and apply these to improve organizational and organizational member performance.	20	x		
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		x	
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		x	
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 stakeholders, including the organization and its members.	40			x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

	LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Mini-lectures	Students will be equipped 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.	1, 2, 3, 4	
2	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.	1, 2, 3, 4	
3	Peer Review	Students will comment on the classroom contribution of fellow students in order to develop their comparison, analysis, and evaluation skills.	1, 2, 3, 4	
4	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.	1, 2, 3, 4	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Individual Assignment - An individual assignment that requires students to conduct an in-depth analysis on at least a given business case	1, 2, 3, 4	30	

2	Group Case Presentation - Students working in teams will present their analysis of a case using a case competition format.	1, 2, 3, 4	40	
3	Participation - Students are expected to actively contribute in the business case discussions.	1, 2, 3, 4	30	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

Individual Assignment

Excellent (A+, A, A-)

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.

Good (B+, B, B-)

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.

Fair (C+, C, C-)

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.

Marginal (D)

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.

Failure (F)

Failing to submit the Individual Assignment

Assessment Task

Group Case Presentation

Excellent (A+, A, A-)

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 analysis in the judgment of the marker.

Good (B+, B, B-)

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.

Fair (C+, C, C-)

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.

Marginal (D)

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.

Failure (F)

Do not join the group presentation.

Assessment Task

Participation

Criterion

Punctuality

Excellent (A+, A, A-)

Student is always punctual and attends full-time.

Good (B+, B, B-)

Student is frequently punctual and attends full-time.

Fair (C+, C, C-)

Student is occasionally late to class and/or leaves early.

Marginal (D)

Student is almost always late to class and/or leaves early.

Failure (F)

Student never attends class.

Assessment Task

Participation

Criterion

Preparation

Excellent (A+, A, A-)

Student is always prepared for class with assignments and required materials.

Good (B+, B, B-)

Student is frequently prepared for class with assignments and required materials.

Fair (C+, C, C-)

Student is occasionally prepared for class with assignments and other materials.

Marginal (D)

Student is almost never prepared for class with assignments and other materials.

Failure (F)

Student is never prepared for class and often turns in assignment after deadlines.

Assessment Task

Participation

Criterion

Engagement

Excellent (A+, A, A-)

Student almost always contributes to class by offering surprisingly good ideas and asking questions more than once per class.

Good (B+, B, B-)

Student frequently contributes to class by offering thought-provoking ideas and asking questions once per class.

Fair (C+, C, C-)

Student occasionally contributes to class by offering ideas and asking questions.

Marginal (D)

Student almost never contributes to class by offering ideas and asking questions.

Failure (F)

Student never participates in class discussion/team meetings.

Assessment Task

Participation

Criterion

Behavior

Excellent (A+, A, A-)

Student almost always displays facilitative behavior during class.

Good (B+, B, B-)

Student frequently displays facilitative behavior during class.

Fair (C+, C, C-)

Student sometimes displays facilitative behavior during class.

Marginal (D)

Student displays disruptive behavior during class.

Failure (F)

Student almost always displays disruptive behavior during class.

Part III Other Information

Keyword Syllabus

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.

Reading List

Compulsory Readings

Title	
1	Customized Textbook: Case Package (jointly prepared by MGT and MKT).

Additional Readings

Title	
1	Ellet, W. (2018). The Case Study Handbook, Revised Edition: A Student's Guide. . Boston: Harvard Business Press.
2	Advanced textbooks on IB, HRM, marketing, and strategy.
3	Online Resources: 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. Business Periodicals: Relevant current and previous issues of periodicals and websites such as Business Week, Fortune, Asian Wall Street Journal, and Harvest Business Review. Wall Street Journal – Asia edition http://asia.wsj.com/home-page Business Week www.businessweek.com Forbes www.forbes.com Fortune www.fortune.com Harvard Business Review www.hbsp.harvard.edu Bloomberg Asia http://www.bloomberg.com/news/asia/ BBC Asia Business News http://www.bbc.co.uk/news/business/asia_business/