



BUSI2816
Transformative Business Immersion
in Developing Economies

GENERAL INFORMATION
<p>Instructor: Beau Lefler</p> <p>Email: blefler@hku.hk Office: KKL1310 Phone: 3917-4218 Consultation times: By appointment</p> <p>Teaching Assistant: Lucia Lopusova</p> <p>Course Website: Course portal will be provided upon registration. Other important details: This is an experiential learning course, the majority of which takes place outside of Hong Kong.</p>
COURSE DESCRIPTION
<p>This course is a total immersion experience into unfamiliar geography, economy, sociality and environment. After a preparation period on campus at HKU, students will travel to a country in the developing world. Students will live with local families and work with local small and micro-enterprises. Students will work with these enterprises to improve their prospects and outcomes, focusing on basic principles in areas such as good record keeping and effective promotion.</p> <p>This course is designed to be mutually beneficial to both the students and to the families and communities where they live and work. Students will gain experience in the practical application of business theory, will forge new friendships with people they would never otherwise meet, will gain a greater appreciation for the constraints and limitations in the development of emerging economies, and will hopefully make a lasting difference in the lives of newfound friends and colleagues.</p> <p>Pre-requisite(s): Students are selected individually by the instructor Co-requisite(s): None Mutually exclusive: N/A</p>
COURSE OBJECTIVES
<ol style="list-style-type: none">1. Learn to work cooperatively and effectively in an unfamiliar environment, with people of different backgrounds.2. Develop experience in applying theoretical knowledge learned in university classes to real-life situations.3. Gain a deep and broad understanding, both at a micro-business level and macro-community level, how businesses and people interrelate in a setting unfamiliar to students.4. Through active critical reflection of their worldview, build through this transformative experience a broader perspective on the dynamics working among richer and poorer countries and people.
FACULTY LEARNING GOALS (FLGs)
<p>FLG1: Acquisition and internalization of knowledge of the programme discipline FLG2: Application and integration of knowledge FLG3: Inculcating professionalism FLG4: Developing global outlook FLG5: Mastering communication skills FLG6: Cultivating leadership</p>
COURSE LEARNING OUTCOMES (CLOs)

Course Learning Outcomes		Aligned Faculty Learning Goals (FLGs)	
CLO1: Perform a detailed analysis of a small or micro-enterprise in the context of a developing economy.		FLG1,2,4	
CLO2: Apply theoretical knowledge learned in past courses to approach, in an innovative way, weaknesses or inefficiencies that surface in the analysis.		FLG1,2	
CLO3: Work with community and business leaders to discuss the analysis and potential solutions, together coming up with practical means of implementing the solutions.		FLG3,5,6	
CLO4: Develop a deeper, more thoughtful understanding of the culture, economy and environment through daily interaction with host families.		FLG4,5	
CLO...:			
COURSE TEACHING AND LEARNING ACTIVITIES			
Course Teaching and Learning Activities		Expected Study Hours	Study Load (% of study)
T&L1: Self-study		20	15%
T&L2: Class and small-group discussions		10	9%
T&L3: Interviews and meetings		60	46%
T&L: Analysis and report writing		40	30%
Total		130	
Assessment Methods	Brief Description (Optional)	Weight	Aligned Course Learning Outcomes
A1: Pre-trip course attendance	3 class meetings in March, April and May	5%	CLO4
A2: Professionalism	Students will interact with business clients, homestay families and classmates in a professional, mature manner. (individually assessed)	20%	CLO3,4
A3: Business Analysis and Solutions Report	Students are required to produce a detailed report on an enterprise, along with their ideas for solutions or improvements. (pair-based project)	25%	CLO1,3,4
A4: Video Report	Students will prepare a photographic and/or video report of their time abroad. (team-based project)	25%	CLO3,4
A5: Reflective blogging	Students will actively contribute to a group blog that will share their experiences with the homestay and with their selected business projects. (individually assessed)	25%	CLO4
Total		100%	
Coursework / Examination Ratio: <u>100</u> % / <u>0</u> %			
STANDARDS FOR ASSESSMENT			
Course Grade Descriptors			

A+, A, A-	Demonstrate evidence of original thought, strong analytical and critical abilities as well as a thorough grasp of the principles from background reading and analysis; should demonstrate excellent organizational, rhetorical and presentational skills. Demonstrates a willingness to interact and share on an equal footing with members of the local community.
B+, B, B-	Demonstrate evidence of critical and analytical thinking but not necessarily original in their thinking; show adequate grasp of the principles from background reading and analysis; should demonstrate strong organizational, rhetorical and presentational skills. Demonstrates a reluctant willingness to interact and share on an equal footing with members of the local community.
C+, C, C-	Demonstrate evidence of a reasonable grasp of their subject but most of their information is derivative, with rather little evidence of critical thinking; should demonstrate fair organizational, rhetorical and presentational skills. Demonstrates an unwillingness to interact and share on an equal footing with members of the local community.
D+, D	Demonstrate evidence of being able to assemble the bare minimum of information, poorly digested and not very well organized in presentation. There is no evidence of critical thinking. Demonstrates an aversion to interact and share on an equal footing with members of the local community. Remains isolated and/or exhibits evidence of disruptive and unfair treatment of the local community or host families.
F	Demonstrate evidence of poor knowledge and understanding of the subject, a lack of coherence and organization, and answers are largely irrelevant. Work fails to reach degree level. Demonstrates an extreme aversion to interact and share on an equal footing with members of the local community. Remains isolated and exhibits evidence of disruptive and unfair treatment of the local community or host families. Disrupts the experience for other students.

Assessment Rubrics for Each Assessment (Please provide us the details in a separate file if the space here is not enough)

Assessment rubrics are provided separately.

COURSE CONTENT AND TENTATIVE TEACHING SCHEDULE

Schedule

This course is held over four weeks. The first week will be at the main campus at HKU, held over the course of the semester prior to the trip abroad. The remaining three weeks will be spent abroad.

Hong Kong

We will meet during the first week to prepare for our time abroad. Preparation for this week is vital. You will be given a reading list that you are required to complete before this week begins. It will be crucial to our discussions in these sessions that you have a background already in place. Failure to complete the readings will be cause for final grade reduction.

Philippines

At the beginning of the second week, we will fly from Hong Kong to our destination. For approximately three weeks, you will live and work abroad. You will always work in teams both to ensure safety and to increase the effectiveness and efficiency of your work. Although your time abroad cannot be rigidly planned, the structure of your stay will generally be:

First week: You will use this week as an intensive information gathering and investigation period. Spend this learning how the business operates, what constraints they face, what the potential market is, etc. Inform this with interaction among the people you meet and with whom you live. This will require a strong effort at being social, friendly, and engaging.

Second week: This is the time that you will take the information gathered in the first week to pinpoint a particular issue or issues you would like to work on. Be rigorous in your continued information gathering and analysis. Take the time to be holistic in your approach, start with giving the benefit of the doubt to the local people. This should be an iterative process, where you bring your ideas to the business owner to ask further questions and work out the feasibility of your ideas. During this week you will hand in the descriptive part of your report.

Third week: In this week you will continue to fine-tune your solutions, interfacing with the business manager/owner. Make sure that your proposed solution has been one arrived at by consensus with the owner. At the end of this week, you will finish the prescriptive part of your report and present it to the business.

During each week abroad, each student will contribute one post to a course blog. This post will be reflective in nature, meaning the student will discuss what they have done during the week, things they learned (about business, life in that country, about themselves, etc.), and what their plan is for the upcoming week. On an ongoing basis, the students should be documenting their trip through photographs and video, for use in the video report. The video report will be due one week after returning to Hong Kong. The report will be hosted on a public site and will be linked to the course blog.

Throughout the time you are abroad, you will be working with your team. The course instructor will meet regularly and formally with groups and individuals and will be available every day for consultation.

REQUIRED/RECOMMENDED READINGS & ONLINE MATERIALS (e.g. journals, textbooks, website addresses etc.)

Economic development

Required: Poor Economics - Abhijit V. Banerjee and Esther Duflo (provided)

Consulting:

Required: The Five Most Important Questions (provided)

Philippines Culture:

Strongly suggest: At least one book in The Rosales Saga (3 novels, provided)

MEANS/PROCESSES FOR STUDENT FEEDBACK ON COURSE

- conducting mid-term survey in addition to SETL around the end of the semester
- Online response via Moodle site
- Others: _weekly meetings with instructor_ (please specify)

COURSE POLICY (e.g. plagiarism, academic honesty, attendance, etc.)

Academic Honesty and Integrity

You are expected to do your own work whenever you are supposed to. Incident(s) of academic dishonesty will NOT be tolerated. Cheating or plagiarism of any kind may result in an automatic F grade for the course plus strict enforcement of all Faculty and/or University regulations regarding such behavior.

The University Regulations on academic dishonesty will be strictly enforced! Please check the University Statement on plagiarism on the web: <http://www.hku.hk/plagiarism/>.

Academic dishonesty is a behavior in which a deliberately fraudulent misrepresentation is employed in an attempt to gain undeserved intellectual credit, either for oneself or for another. It includes, but is not necessarily limited to, the following types of cases:

- a. **Plagiarism** - The representation of someone else's ideas as if they are your own. Where the arguments, data, designs, etc., of someone else are being used in a paper, report, oral presentation, or similar academic project, this fact must be made explicitly clear by citing the appropriate

references. The references must fully indicate the extent to which any parts of the project are not one's own work. Paraphrasing of someone else's ideas is still using someone else's ideas, and must be acknowledged.

b. ***Unauthorized Collaboration on Out-of-Class Projects*** - The representation of work as solely one's own when in fact it is the result of a joint effort.

c. ***Cheating on In-Class Exams*** - The covert gathering of information from other students, the use of unauthorized notes, unauthorized aids, etc.

d. ***Unauthorized Advance Access to Assessment Materials*** - The representation of materials prepared at leisure, as a result of unauthorized advance access (however obtained), as if it were prepared under the rigors of the exam setting. This misrepresentation is dishonest in itself even if there are not compounding factors, such as unauthorized uses of books or notes.

ADDITIONAL COURSE INFORMATION (e.g. e-learning platforms & materials, penalty for late assignments, etc.)