

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

**IIMT3622 Business Transformation**

**Course Syllabus**

**I. Information on Instructor:**

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**II. Course Description and Objectives**

**Course Description**

Business transformation has shortened business transaction cycles, expanded market reach, and allowed companies to build and manage customer relationship more effectively. Today almost every company is trying to find out how best to deploy business transformation throughout its value chain to improve operational effectiveness, entrench strategic position, and ultimately create sustainable competitive advantage. Transformational initiatives, however, are difficult to implement and prone to fail as companies must grapple with a whole host of strategic, cultural, organizational, people, technical and increasingly global issues.

This course will focus on the study of digital transformation under a cross-cultural context, and how this plays an important role for business transformation within an organization. We will build on the principles of business and management frameworks to examine the role of digital transformation as a strategic necessity. It provides a roadmap for transforming companies into infrastructures to link customers, suppliers, partners and employees to create superior business value.

Creation of a digital culture within an organization, establishment of governance and steering committees for digital transformation, development of digital leadership including Chief Digital Officer and Digital Champions, formulation of Shared Digital Units, etc. will be explored in details. Discussion on how to manage internal staffs with diverse cultural background, as well as the techniques to build / manage cross-cultural digital team will also be made.

**Course Objectives**

- To review the business and management frameworks related to digital transformation.
- To explore the processes and obstacles to deploying digital transformation within an organization.
- To understand the roles of a business consultant in digital transformation projects.
- To acquire the necessary skills to developing a practical consultancy report for digital transformation of an organization.

### III. Course Learning Outcomes (CLOs)

<b>A. PROGRAMME LEARNING OUTCOMES</b>		
PLO 1.	Acquisition and internalization of business knowledge and skills in key functional areas	
PLO 2.	Application of business knowledge to solve business problems	
PLO 3.	Inculcating professional ethics and competency in business	
PLO 4.	Development of global outlook	
PLO 5.	Mastering communication skills	
PLO 6.	Development of managerial leadership	
<b>B. COURSE LEARNING OUTCOMES</b>		
<p><b>CLO1.</b> Understand various cross-cultural management issues with key concerns to their impacts to digital transformation within an organization</p> <p><b>CLO2.</b> Appreciate the major business frameworks and techniques involved in dealing with practical scenarios of cross-cultural management and digital transformation</p> <p><b>CLO3.</b> Understand how digital transformation is related to corporate culture, organizational structure, business strategy, people management, technology deployment and process enhancement; identify the specific attributes of an organization that can be digitally transformed</p> <p><b>CLO4.</b> Apply research methodology to analyze real-world cross-cultural management/business/marketing issues, explore change management via digital transformation, obtain strategic findings and generate recommendations</p> <p><b>CLO5.</b> Demonstrate effective written and verbal communication and teamwork skills through group project presentations and reports</p>		
<b>Course Learning Outcomes</b>		<b>Aligned Programme Learning Outcomes (PLOs)</b>
CLO1	Understand various cross-cultural management issues with key concerns to their impacts to digital transformation within an organization	PLOs 1, 2, 4
CLO2	Appreciate the major business frameworks and techniques involved in dealing with practical scenarios of cross-cultural management and digital transformation	PLOs 1, 2, 3, 6
CLO3	Understand how digital transformation is related to corporate culture, organizational structure, business strategy, people management, technology deployment and process enhancement; identify the specific attributes of an organization that can be digitally transformed	PLOs 1, 2, 3, 4, 6
CLO4	Apply research methodology to analyze real-world cross-cultural management/business/marketing issues, explore change management via digital transformation, obtain strategic findings and generate recommendations	PLOs 1, 3, 6
CLO5	Demonstrate effective written and verbal communication and teamwork skills through group project presentations and reports	PLO 5

<b>COURSE TEACHING AND LEARNING ACTIVITIES</b>			
Course Teaching and Learning Activities		Expected Study Hours	Study Load (% of study)
T&L1: Lecture with interactive presentation		35	40
T&L2: Guest forum		5	10
T&L3: Case-based study and analysis		30	25
T&L4: Self-study		60	25
Total		130	
Assessment Methods	Brief Description (Optional)	Weight	Aligned Course Learning Outcomes
A. Class participation		20%	CLOs 1, 2, 3
B. Individual reflection paper		20%	CLOs 1, 3, 4
C. Group project proposal		5%	CLOs 1, 2, 5
D. Group presentation		20%	CLOs 1, 2, 3, 4, 5
E. Group written report		35%	CLOs 1, 2, 3, 4, 5
Total		100%	

## IV. Method of Instruction and Assessment

### ***1. Interactive Lectures, Guest Lectures and Company Visits***

Digital transformation and its concepts and practical applications will be elaborated in details. Case study will be utilized as one of the core components of the learning process.

Another core component of this course is to include senior industry practitioners / representatives from specific industry sectors to conduct talks and company visits to enrich students' practical understanding. This course has a strong emphasis on guest lectures, company visits and case analysis to ensure the latest market changes and corporate needs are embedded inside the course content.

Students are expected to have pre-class reading and preparation to study the presented companies, and encouraged to share their views and experience actively in class discussion to deepen their learning.

Reflective learning is a very important component during the learning process of this course. Verbal / written feedback from lecturer and guest lecturers will be used to facilitate continuous learning.

### ***2. Individual Reflection Paper***

The individual reflection paper requires students to examine the company of one of the guest lectures or company visits. Students are expected to analyze industry transformation, competition, market and consumption pattern changes, technology impacts, as well as opportunities and challenges faced by the selected company.

The reflection paper will be in written essay format. The written report should be within 1,200 words (1.5 line spacing and Times New Roman font size of 12) with comprehensive arguments / discussions included. **The due date of the reflection paper is the last week of the semester.**

### ***3. Group Project (Proposal, Presentation and Written Report)***

Students will form groups of 3-4 persons to investigate a selected technology company of their interest, such as Tesla, Alibaba, Tencent, Uber, AirBnB, Amazon, etc., and write a report about how digital transformation is brought by the selected company to a specific / selected industry.

Students are required to study external factors of the selected industry including industry condition and transformation, globalization influence, government policy, technological advancement and impact to the industry, market and customer changes, etc., as well as internal factors of the technology company including technology competitiveness, corporate culture, organizational structure, leadership style, product and service scopes, business and marketing strategies, etc.

The report is required to provide a detail analysis of the internal company and external industry factors. Analysis should also be conducted to discuss those supporting and resisting factors faced by the selected technology company when bringing digital transformation to the industry.

Besides, the report requires students to provide recommendations to the selected company to take advantage of the supporting factors as well as how to face the resisting factors in order to maximize their impact to facilitating digital transformation within the selected industry.

Each group is required to make a presentation by the end of the course and submit a written report afterwards. This project will allow students to go through the steps of analyzing a particular technology company of their interest and its influence to a specific industry, with the integration of the learned concepts and skills of digital transformation in an applied practical situation.

### **Major goals**

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

A **project proposal** for the group project should be submitted in week 6. The proposal should include a brief overview of the selected technology company, affected industry situation, research methodology, and areas of study for digital transformation, etc. The written proposal should be no more than 500 words in length (1.5 line spacing and Times New Roman font size of 12).

During weeks 12 and 13, each group will be required to conduct a **presentation** of 30 minutes (plus a Q&A session of 5 minutes) covering a summary of company and industry background, research methodology, analysis, key findings and recommendations.

The due date of the **written report** is the last week of the semester. It should be no more than 5,000 words in length (1.5 line spacing and Times New Roman font size of 12; excluding appendix). The report should contain enough research support and references from relevant books, academic journals, Internet sources, etc.

*The group 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. Situation of the selected company and industry	60%	25%	15%
2. Research methodology	20%	10%	10%
3. Analysis and Findings	0%	40%	35%
4. Conclusion and Recommendations	0%	5%	30%
5. Effectiveness of presentation / writing	20%	20%	10%
<b>Total Score</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

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

Assessment Criteria	Explanations of Assessment Criteria
<b>Situation of the selected company and industry</b>	<ul style="list-style-type: none"><li>▪ Feasibility and interest of the selected technology company</li><li>▪ Company background, business nature and selected industry environment</li><li>▪ Internal company and external industry factors faced by the selected company</li></ul>
<b>Research methodology</b>	<ul style="list-style-type: none"><li>▪ Identification of relevant theories and approaches to explore the selected company and industry</li><li>▪ Adoption of an appropriate methodology for gathering and assessing information</li><li>▪ Clarification of research limitations</li></ul>

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

## V. Assessment Tasks (ATs)

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

<b>AT1</b>	<b>Participation in class, guest lectures and company visits</b>	<b>20%</b>
<b>AT2</b>	<b>Individual reflection paper</b>	<b>20%</b>
<b>AT3</b>	<b>Group project proposal</b>	<b>5%</b>
<b>AT4</b>	<b>Group presentation</b>	<b>20%</b>
<b>AT5</b>	<b>Group written report</b>	<b>35%</b>
<b>Total</b>		<b>100%</b>

## 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 Reflection Paper (20%) + Group Project Proposal (5%) + Group Presentation (20%) + Group Written Report (35%)

<b>Course Final Grade</b>	<b>Description</b>
A+, A, A-	Consistently demonstrate a thorough grasp of the subject as evidenced by achieving an outstanding performance in understanding of digital transformation 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 digital transformation 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 digital transformation principles and concept, 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 digital transformation 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 digital transformation 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%):**

<b>Performance Level</b>	<b>Assessment Rubrics for Class Participation</b>
A+, A, A-	<ul style="list-style-type: none"><li>▪ All or almost all oral/written responses are clear, accurate, and/or with sufficient elaboration as required.</li><li>▪ Consistently actively contribute to the 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' perspective, and/or reflecting the group process and individual contributions to the group work with thoughtful improvement suggestions in the future.</li></ul>
B+, B, B-	<ul style="list-style-type: none"><li>▪ Most oral/written responses are clear, accurate, and/or with sufficient elaboration as required.</li><li>▪ Actively contribute to the 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' perspective, and/or reflecting the group process and individual contributions to the group work with good improvement suggestions in the future.</li></ul>
C+, C, C-	<ul style="list-style-type: none"><li>▪ Some oral/written responses are clear, accurate, and/or with sufficient elaboration as required.</li><li>▪ Contribute to the 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.</li></ul>
D+, D	<ul style="list-style-type: none"><li>▪ Few oral/written responses are clear, accurate, and/or with sufficient elaboration as required.</li><li>▪ Contribute to the 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.</li></ul>
F	<ul style="list-style-type: none"><li>▪ Very few or no oral/written responses are clear, accurate, and/or with sufficient elaboration as required.</li><li>▪ Do not contribute or have limited contribution to the 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.</li></ul>

### **AT2: Individual Reflection Paper (20%)**

<b>PerformanceLevel</b>	<b>Assessment Rubrics for Individual Reflection Paper</b>
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A+, A, A-	<ul style="list-style-type: none"><li>▪ All or almost all important problems and/or critical issues are accurately identified and clearly addressed.</li><li>▪ 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.</li></ul>
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	<ul style="list-style-type: none"> <li>▪ Reflected learnings are well thought-out and well-articulated with logical flow, consistent, feasible, and highly innovative.</li> <li>▪ The report is well organized with clear coherence and smooth progression of ideas, appropriate length and tone, and free of most writing errors.</li> </ul>
B+, B, B-	<ul style="list-style-type: none"> <li>▪ Most important problems and/or critical issues are accurately identified and clearly addressed.</li> <li>▪ The analysis critical, thorough, systematic, and consistent with supports of relevant and helpful facts/data and application of appropriate concepts/techniques.</li> <li>▪ Reflected learnings are generally clear, logical, consistent, feasible, and innovative.</li> <li>▪ The report is well organized with coherence and progression of ideas, appropriate length and tone, and generally free of most writing errors.</li> </ul>
C+, C, C-	<ul style="list-style-type: none"> <li>▪ Some important problems and/or critical issues are accurately identified and clearly addressed.</li> <li>▪ 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.</li> <li>▪ Reflected learnings are logical, consistent, with insufficient depth of thoughts and elaborations, and showing attempts to look for feasible and innovative solutions.</li> <li>▪ The report is generally organized with some coherence and progression of ideas, appropriate length and tone, and a few noticeable writing errors.</li> </ul>
D+, D	<ul style="list-style-type: none"> <li>▪ Less important problems and/or basic issues are identified and addressed.</li> <li>▪ 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.</li> <li>▪ Reflected learnings are basically logical, but with insufficient thoughts and elaborations, some inconsistency, and showing only adequate attempt to look for feasible and innovative solutions.</li> <li>▪ 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.</li> </ul>
F	<ul style="list-style-type: none"> <li>▪ Problems and/or issues identified are superficial inadequate, irrelevant, or absent.</li> <li>▪ The analysis is missing or descriptive with no or little supports of relevant facts/data and application of appropriate concepts/techniques.</li> <li>▪ Reflected learnings are not well thought-out, lack of logical flow, inconsistent, impractical, not innovative, and/or even biased.</li> <li>▪ 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.</li> </ul>

**AT3: Group Project Proposal (5%):**

<b>Performance Level</b>	<b>Assessment Rubrics for Group Project Proposal</b>
A+, A, A-	<ul style="list-style-type: none"> <li>▪ The content is thorough, precise, articulated with clarity and fluency.</li> <li>▪ Demonstrates a profound understanding of the company.</li> <li>▪ The company is skillful at arousing and maintaining interests, well organized with clear coherence and smooth progression of ideas.</li> </ul>
B+, B, B-	<ul style="list-style-type: none"> <li>▪ The content is generally thorough, precise, clear and fluent.</li> <li>▪ Most critical issues of the company are clearly and accurately identified.</li> <li>▪ The company is generally able to arouse and maintain interests, well organized with coherence and progression of ideas.</li> </ul>

C+, C, C-	<ul style="list-style-type: none"><li>▪ The content is moderately thorough, precise, clear and fluent.</li><li>▪ Some critical issues of the company are clearly and accurately identified.</li><li>▪ The company shows attempts to arouse and maintain interests and is organized with some coherence and progression of ideas.</li></ul>
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D+, D	<ul style="list-style-type: none"> <li>▪ The content is adequately thorough, precise, clear and fluent.</li> <li>▪ Few critical issues of the company are clearly and accurately identified.</li> <li>▪ The company shows adequate effort to arouse and maintain interests and is adequately organized with some lapses in coherence or progression of ideas.</li> </ul>
F	<ul style="list-style-type: none"> <li>▪ The content is missing most important parts, imprecise, unclear, halting, and/or inconsistent.</li> <li>▪ All or almost all issues of the company identified are uncritical and irrelevant.</li> <li>▪ The company shows no or little effort to arouse and maintain interests and is poorly organized with serious problems in coherence or progression of ideas.</li> </ul>

**AT4: Group Presentation (20%):**

<b>Performance Level</b>	<b>Assessment Rubrics for Group Presentation</b>
A+, A, A-	<ul style="list-style-type: none"> <li>▪ Consistent perceptive and critical engagement with the company and issues based on comprehensive understanding of relevant concepts and theories, with effective analysis, synthesis and application of knowledge.</li> <li>▪ Demonstrates a comprehensive command of existing arguments relevant to the company, and examines the issues from all important perspectives.</li> <li>▪ The arguments fit together logically and build a compelling case.</li> <li>▪ The presentation has a succinct outline, structure and conclusion, with clear transition between different parts (by different presenters).</li> <li>▪ Presenters show full command and understanding of the presented contents (e.g., powerpoint files, if any), which are predominantly their own writing.</li> <li>▪ 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.</li> </ul>
B+, B, B-	<ul style="list-style-type: none"> <li>▪ Generally perceptive and critical engagement with the company and issues based on good understanding of relevant concepts and theories, as well as effective analysis, synthesis and application of knowledge.</li> <li>▪ Demonstrates a good command of existing arguments relevant to the company, and examines the issues with regard to some important perspectives.</li> <li>▪ The arguments fit to form a clear own position, but some arguments are underdeveloped and some considerations overlooked.</li> <li>▪ The presentation has a succinct outline, structure and conclusion, with clear transition between different parts (by different presenters).</li> <li>▪ Presenters show good command and understanding of the presented contents (e.g., powerpoint files, if any), which are mostly their own writing.</li> <li>▪ 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.</li> </ul>
C+, C, C-	<ul style="list-style-type: none"> <li>▪ Only occasional perceptive and critical engagement with the company and issues reflecting mostly superficial understanding of relevant concepts and theories, with some inaccurate analysis, synthesis and application of knowledge.</li> <li>▪ Demonstrates insufficient command of existing arguments relevant to the company, and not all main arguments or counter-arguments examined.</li> <li>▪ Offers own position but the reasoning is sometimes impaired by weak, emotive or inconsistent argumentation.</li> <li>▪ The presentation has an outline, structure and conclusion, but the transition between different parts (by different presenters) is not clear.</li> <li>▪ Presenters show insufficient command and understanding of the presented contents (e.g., powerpoint files, if any), which are mostly not their own writing.</li> <li>▪ Some presenters engage the audience relatively ineffectively and some are slightly off the set time limits.</li> </ul>

D+, D	<ul style="list-style-type: none"><li data-bbox="381 136 1455 231">▪ Very limited critical engagement with the company and issues, rarely goes beyond reproduction of relevant concepts and theories, and with some inaccuracies even doing so.</li></ul>
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	<ul style="list-style-type: none"> <li>▪ Demonstrates a lack of understanding of existing arguments relevant to the company.</li> <li>▪ Offers own position but the arguments are poorly made and not well supported.</li> <li>▪ The presentation is not well structured, and the transition between different parts (by different presenters) is not clear.</li> <li>▪ Presenters show little understanding of the presented contents (e.g., powerpoint files, if any), which are mostly not their own writing.</li> <li>▪ Some presenters fail to engage the audience and some are off the set time limits.</li> </ul>
F	<ul style="list-style-type: none"> <li>▪ No critical engagement with any issue, little mentioning and application of relevant concepts and theories, and with some inaccuracies when doing so.</li> <li>▪ Demonstrates a lack of understanding of existing arguments relevant to the company.</li> <li>▪ No coherent own position and the arguments are confused and flawed.</li> <li>▪ The presentation is not structured, and the transition between different parts (by different presenters) is illogical.</li> <li>▪ Presenters show little understanding of the presented contents (e.g., powerpoint files, if any), which are not their own writing.</li> <li>▪ The presenters fail to engage the audience and some are off the set time limits.</li> </ul>

### AT5: Group Written Report (35%):

Performance Level	Assessment Rubrics for Group Written Report
A+, A, A-	<ul style="list-style-type: none"> <li>▪ Demonstrates a profound understanding of the issue and generates insightful overall findings by sophisticatedly synthesizing across analyses.</li> <li>▪ 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.</li> <li>▪ The overall analysis demonstrates a profound understanding of the issue and generates insightful overall findings by sophisticatedly synthesizing across analyses.</li> <li>▪ Recommendations are well thought-out and well-articulated with logical flow, consistent, responsive, feasible, and highly innovative.</li> <li>▪ 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.</li> </ul>
B+, B, B-	<ul style="list-style-type: none"> <li>▪ Most critical issues of the issue are clearly and accurately identified.</li> <li>▪ The analysis is critical, thorough, systematic, and consistent with supports of relevant and helpful fact/data and application of appropriate concepts /techniques/examples.</li> <li>▪ The overall analysis demonstrates a good understanding of the issue and a capability of generating overall findings with some insights by synthesizing across analyses.</li> <li>▪ Recommendations are generally clear, logical, consistent, responsive, feasible, and innovative.</li> <li>▪ 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.</li> </ul>

C+, C, C-	<ul style="list-style-type: none"><li>▪ Some critical issues of the issue are clearly and accurately identified.</li><li>▪ 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.</li><li>▪ The overall analysis demonstrates a moderate understanding of the issue and progress in generating overall findings with developing skills in synthesizing across analyses.</li><li>▪ Recommendations are logical, consistent, with insufficient depth of thoughts and elaborations, and showing attempts to look for responsive, feasible, and innovative solutions.</li><li>▪ The report shows attempts to arouse and maintain interests and is organized with</li></ul>
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	<p>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.</p>
D+, D	<ul style="list-style-type: none"> <li>▪ Few critical issues of the issue are clearly and accurately identified.</li> <li>▪ 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.</li> <li>▪ The overall analysis demonstrates a limited understanding of the issue and needs further work to generate overall findings by synthesizing across analyses.</li> <li>▪ 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.</li> <li>▪ 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.</li> </ul>
F	<ul style="list-style-type: none"> <li>▪ All or almost all issues of the issue identified are uncritical and irrelevant.</li> <li>▪ The analysis is missing or descriptive with no or little supports of relevant data/facts and application of appropriate concepts/techniques/examples.</li> <li>▪ The overall analysis does not demonstrate an understanding of the issue and any work to generate overall findings by synthesizing across analyses.</li> <li>▪ Recommendations are not well thought-out, lack of logical flow, inconsistent, not responsive, impractical, not innovative, and/or even biased.</li> <li>▪ 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.</li> </ul>



## 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 10%
3 days	deduct 30%
7 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 CONTENT AND TENTATIVE TEACHING SCHEDULE

Week	Teaching Content
1	<ul style="list-style-type: none"> <li>- Understand the new game rules for business disruption</li> <li>- Overview of digital transformation</li> <li>- Capstone case study one: traditional media and new media</li> </ul>
2	<ul style="list-style-type: none"> <li>- Exploring digital transformation</li> <li>- Study the concept of digital mastery</li> <li>- Transformation towards digital masters</li> <li>- Group discussion and case analysis of digital transformation in various industries</li> </ul>
3	<ul style="list-style-type: none"> <li>- Building digital capabilities: transforming customer experience, transforming operation, reinventing business models</li> </ul>
4	<ul style="list-style-type: none"> <li>- Building leadership capabilities: create a transformative vision, engage employees to make vision a reality, governing the transformation, building technology leadership capabilities</li> </ul>
5	<ul style="list-style-type: none"> <li>- The digital transformation compass: framing the digital challenge, focusing investment, mobilizing the organization, sustaining the digital transformation</li> </ul>
6	<ul style="list-style-type: none"> <li>- Capstone case study two: digital transformation in insurance industry</li> <li>- Group discussion and case analysis of digital transformation in various industries</li> </ul>
7	<ul style="list-style-type: none"> <li>- An alternative digital transformation framework: the 4-stage maturity model</li> <li>- Capstone case study three: digital transformation brought by autonomous vehicles</li> <li>- Understand how culture, organizational behavior and people can influence digital transformation deployment</li> <li>- Study culture and the three distinct layers of culture</li> </ul>
8	<ul style="list-style-type: none"> <li>- Explore major cultural academic models</li> <li>- Discussion of the model of Seven Value Dimensions</li> <li>- Discussion of the model of Hofstede's Five Dimensions</li> </ul>
9	<ul style="list-style-type: none"> <li>- Organizational culture and team culture</li> <li>- Belbin's team roles and culture</li> <li>- Group discussion and case analysis of how culture can affect digital transformation</li> </ul>
10	<ul style="list-style-type: none"> <li>- GET2 trait test and digital transformation</li> <li>- Capstone case study four: digital transformation of TownGas</li> <li>- Discuss the CEO action plan for digital transformation</li> </ul>
11	<ul style="list-style-type: none"> <li>- Technologies review for digital transformation and explore a new technology stack</li> <li>- Final capstone case study: how digital transformation affects different corporations in sales, customer support, digital marketing, business analytics, etc.</li> </ul>
12, 13	<ul style="list-style-type: none"> <li>- Student presentation of group project</li> </ul>

