

THE UNIVERSITY OF HONG KONG
FACULTY OF BUSINESS AND ECONOMICS
BUSI1805 – International Field Trip

GENERAL INFORMATION		
Instructor: Dr. LANDAIS Clotilde Email: clandais@hku.hk Office: KKL 913 Phone: 3917-1683 Consultation times: by appointment		
COURSE DESCRIPTION		
BUSI1805 International Field Trip is a required course for the BBA(IBGM) students aimed at providing students with opportunity to gain international exposure and acquire the first-hand knowledge of international business and global management. In this course, students will study and explore a country with emerging international business opportunities. Cultural activities and firm visits will be arranged during the course period (Reading Week) to engage students, raise awareness about cultural diversity, and enhance an understanding of how culture impacts business practices in a particular country. Students will write reflections regarding their new cultural experiences and what they have learned. Based on the research theme of the year, students will work in a group to conduct research analyses through literature review, firm visits, and interviews to explore global topics related to the selected country. They will present their findings or recommendations on the issues related to international business and global management.		
COURSE OBJECTIVES		
1. Provide students with an opportunity to gain various cultural exposure and explore global topics related to the selected country 2. Raise students' awareness regarding cultural diversity and enhance their understanding of how culture impacts business practices 3. Acquire knowledge about the international business environment and global management issues		
FACULTY LEARNING GOALS (FLGs)		
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		
COURSE LEARNING OUTCOMES (CLOs)		
Course Learning Outcomes	Aligned Faculty Learning Goals (FLGs)	
<ul style="list-style-type: none"> • CLO1. Acquire knowledge of international business and global management • CLO2. Develop cultural sensitivity and enhance awareness of how culture impacts business practices • CLO3. Conduct international business research and analysis through desk research, firm visits, and interviews • CLO4. Apply learned knowledge to identify opportunities and challenges and make recommendations • CLO5. Develop skills in oral presentation and report writing 	FLG1; FLG3; FLG4 FLG1; FLG2; FLG3; FLG4 FLG1; FLG2; FLG3; FLG4 FLG2; FLG3; FLG5; FLG6 FLG3; FLG5; FLG6	
COURSE TEACHING AND LEARNING ACTIVITIES		
Course Teaching and Learning Activities	Expected Study Hours	Study Load (% of study)
<i>Pre-Trip:</i> T&L1. Class activities	30	21.4%
<i>During the Field Trip:</i> T&L2. Firm visits and cultural activities T&L3. Field trip journal	80	57.2%
<i>Post-Trip:</i> T&L4. Group Culture & Company analysis presentations	30	21.4%
Total	140 hours	100%

Assessment Methods	Due Date	Weight	Aligned Course Learning Outcomes
A1. Individual Attendance and Participation	During class	10%	CLO1; CLO2; CLO4
A2. Individual Field Trip Journal	10-15 October 2022	30%	CLO1; CLO2; CLO5
A3. Group Culture & Company Analysis Presentation	1 & 2 November 2022	30%	CLO1; CLO2; CLO3; CLO4; CLO5
A4. Group Culture & Company Analysis Report	18 November 2022	30%	CLO1; CLO2; CLO3; CLO4; CLO5
	Total	100%	

STANDARDS FOR ASSESSMENT

Course Grade Descriptors

A+, A, A-	Student has consistently demonstrated an excellent grasp of international business and cultural concepts, as evidenced by original or exceptionally astute analysis and synthesis of student work.
B+, B, B-	Student has demonstrated a substantial grasp of international business and cultural concepts, as evidenced by above average performance in analysis and synthesis of student work.
C+, C, C-	Student has demonstrated a fair grasp of international business and cultural concepts, as evidenced by average performance in analysis and synthesis of student work.
D+, D	Student has demonstrated limited grasp of international business and cultural concepts, as evidenced by barely satisfactory performance in analysis and synthesis of student work.
F	Student has demonstrated very limited grasp of international business and cultural concepts, as evidenced by poor performance in analysis and synthesis of student work.

Peer Evaluation for Group Work

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

All written work for the class should follow these guidelines: Times New Roman, 12 pt font, double-spaced, APA style for references, 2cm margins all around, except where otherwise noted.

Assessment Rubrics for Each Assessment

A1. Individual Attendance & Participation

Attendance will be taken for the lectures and presentations. Discussion and sharing in class will also be considered in assigning points for attendance and individual participation.

CLO	CLO1; CLO2; CLO4
A+, A, A-	Extremely well-prepared for class discussions, active in sharing views, and attends at least 90% of classes
B+, B, B-	Partially prepared for class discussions, quite active in sharing views, and attends at least 80% of classes
C+, C, C-	Not well-prepared for class discussions, only occasionally sharing views, and attends at least 70% of classes
D+, D	Not well-prepared for class discussions, no sharing of views, and attends at least 60% of classes
F	Never prepared for class discussions, no sharing of views, and attends less than 50% of classes

A2. Individual Field Trip Journal

Each student is required to write individual and personal reflections about what they learnt at the end of each day of the trip. Each activity attended each day should be mentioned in the journal.

The Field Trip Journal will be evaluated on two criteria: observations and learnings related to intercultural awareness, and quality of writing and editing.

CLO	CLO1; CLO2; CLO5
A+, A, A-	1. Content: all or almost all of the observations and learnings described are important and relevant to the required journal focus and with deep and critical thinking of the acquired knowledge. 2. Writing: clear, fluent, well-organized with coherence and smooth progression of ideas, appropriate length.
B+, B, B-	1. Content: most of the observations and learnings described are important and relevant to the required journal focus and with some degree of deep thinking of the acquired knowledge. 2. Writing: generally clear, organized with coherence, appropriate length.
C+, C, C-	1. Content: some of the observations and learnings described are important and relevant to the required journal focus but lack of deep thinking of the acquired knowledge. 2. Writing: moderately clear, show some effort in making the writing organized, with some coherence and progression of ideas, appropriate length, some noticeable writing errors.
D+, D	1. Content: very few of the observations and learnings described are important and relevant to the required journal focus and lack of deep thinking of the acquired knowledge. 2. Writing: show little effort in making the writing clear and organized, inappropriate length, many noticeable writing errors.
F	1. Content: none of the observations and learnings described are important and relevant to the required journal focus and lack of deep thinking of the acquired knowledge. 2. Writing: unclear, serious problems in organization and coherence, inappropriate length and tone, and writing errors so serious that meaning is obscured.

A3. Group Culture & Company Analysis Presentation

Students are divided into groups and are required to conduct a group presentation on a chosen topic related to the impact of culture on business practices. Each group prepares and delivers a 20-minute presentation including a Q&A session.

To prepare for the presentation, each group:

- sets up a research question
- collects information and data from various sources (e.g., Internet, books and articles, interviews, etc.)
- formulates answers to the question and key message(s) to take away

The group presentation will be evaluated based on five criteria: presentation skills and delivery, content and ideas related to the research question, use of management concepts, discussion of critical issues, and interaction with audience. In determining the grade, input from audience evaluations and their questions will be considered.

CLO	CLO1; CLO2; CLO3; CLO4; CLO5
A+, A, A-	Professional presentation style, comprehensive content coverage, effective use of management concepts, well-articulated on critical issues, and quality interaction with audience.
B+, B, B-	Decent presentation style, appropriate content coverage, moderately effective use of management concepts, clear discussion of critical issues, and acceptable interaction with audience.
C+, C, C-	Mediocre presentation style, limited content coverage, infrequent use of management concepts, marginally acceptable discussion of critical issues, and limited interaction with audience.
D+, D	Weak presentation style, key content omitted, very limited use of management concepts, unclear focus on critical issues, and poor interaction with audience.
F	Unacceptable presentation style, questionable content coverage, no use of management concepts, omitting critical issues, and no interaction with audience.

A4. Group Culture & Company Analysis Report

Based on the Q&A session and feedback received from their classmates and instructor during oral presentations, each group is required to write and submit a 2,000-word report of their presentation following the essay format (introduction presenting research question, 2-3 paragraphs to answer said question, conclusion with main findings).

Tables and other visuals as well as references do not count towards the word limit.

The group report will be evaluated on four criteria: identification of critical issues reflecting awareness of how culture impacts business, analysis of said impact, including data selection, understanding of said impact, and quality of writing and editing, including revisions based on feedback received during the Q&A session.

CLO	CLO1; CLO2; CLO3; CLO4; CLO5
A+, A, A-	<ol style="list-style-type: none"> 1. All or almost all critical issues of the company/culture/country relevant to the research question are clearly and accurately identified. 2. The analysis is insightful, critical, thorough, systematic, and consistent with sufficient supports of relevant and helpful fact/data nicely integrated to the analysis. 3. The overall analysis demonstrates a profound understanding of the current situation of the company/culture/country. 4. The report is free of grammatical, spelling, and other errors (caps, spaces, etc.), is within the word-limit, and has been thoroughly revised based on received feedback.
B+, B, B-	<ol style="list-style-type: none"> 1. Most critical issues of the company/culture/country relevant to the research question are identified. 2. The analysis is critical, thorough, systematic, and consistent with supports of relevant and helpful fact/data. 3. The overall analysis demonstrates a good understanding of the current situation of the company/culture/country. 4. The report is mostly free of grammatical, spelling, and other errors (caps, spaces, etc.), is within the word-limit, and has been slightly revised based on received feedback.
C+, C, C-	<ol style="list-style-type: none"> 1. Some critical issues of the company/culture/country relevant to the research question are identified. 2. The analysis is systematic, with insufficient elaboration, some inconsistency, supported by relevant fact/data but not directly helpful to the analysis. 3. The overall analysis demonstrates a moderate understanding of the current situation of the company/culture/country. 4. The report contains major grammatical, spelling, and other errors (caps, spaces, etc.), but the meaning is still clear, is more than 10% below or above the word-limit, and has been insufficiently revised based on received feedback.
D+, D	<ol style="list-style-type: none"> 1. Few critical issues of the company/culture/country relevant to the research question are identified. 2. The analysis lacks a clear focus, with insufficient elaboration, insufficient consistency, largely descriptive, with limited support of helpful and relevant data/facts. 3. The overall analysis demonstrates a limited understanding of the current situation of the company/culture/country. 4. The report contains major grammatical, spelling, and other errors (caps, spaces, etc.) making meaning unclear, is more than 20% below or above the word-limit, and has not been revised based on received feedback.
F	<ol style="list-style-type: none"> 1. All or almost all issues of the company/culture/country identified are uncritical and irrelevant. 2. The analysis is missing or descriptive with no or little support of relevant data/facts. 3. The overall analysis does not demonstrate an understanding of the current situation of the company/culture/country. 4. The report contains so many grammatical, spelling, and other errors that meaning is obscured, is more than 30% below or above the word limit, and has not been revised at all based on received feedback.

COURSE CONTENT AND TENTATIVE TEACHING SCHEDULE

Weeks	Class Activities and Assignments
Pre-Trip Session 1 28/09 18:30-20:00	<ul style="list-style-type: none"> ◆ Questions on course outline ◆ Intercultural Awareness activities
Pre-Trip Session 2 05/10 18:30-20:00	<ul style="list-style-type: none"> ◆ Team composition and choosing of company ◆ In-class activity: 3-mn company presentations ◆ Instructions for Individual Field Trip Journal ◆ Instructions for Group Culture & Company Analysis Presentation and Report ◆ Presentation from Business France regarding the organisation of the Field Trip
Field Trip 10-15/10	TBA

Post-Trip Session 3 01/11 18:30-20:00	♦ Oral Presentations and Q&A
Post-Trip Session 4 02/11 18:30-20:00	♦ Oral Presentations and Q&A

REQUIRED/RECOMMENDED READINGS & ONLINE MATERIALS

The instructor will provide additional course materials and instructions on Moodle.

MEANS/PROCESSES FOR STUDENT FEEDBACK ON COURSE

- conducting mid-term survey in additional to SETL around the end of the semester
- Online response via Moodle site
- Others: _____ SETL _____ (please specify)

COURSE POLICY

- Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism and other forms of academic dishonesty are serious acts that erode the University's educational role and degrade the value of one's degree.
- All students should support and share responsibility for the academic integrity in the HKU community, as well as their own work. You are expected to:
 - Refrain from cheating, plagiarism or other forms of academic misconduct
 - Not to aid or abet others to commit any form of academic misconduct
 - Report to teacher or the Faculty Office about any incident of academic misconduct observed
- Plagiarism and cheating are extremely serious intellectual crime and will not be tolerated to any extent in HKU. Any act of plagiarism or cheating is a disciplinary matter that can result in serious consequences, including expulsion from the University.
- Please check the University Statement on plagiarism on the web: <http://www.hku.hk/plagiarism/>. Please also be familiar with the HKU regulations and policies on attendance, absence, examination, and copyright (e.g., HKU Undergraduate Student Handbook).

ADDITIONAL COURSE INFORMATION

I will send announcements about the course via Moodle.

Please note that teaching materials is intended solely for use of students of this course. Please do not share with non-course students or post on websites without permission. Respecting intellectual property is both professionalism and being ethical.