

THE UNIVERSITY OF HONG KONG
FACULTY OF BUSINESS AND ECONOMICS

**STRA3706A-B China's Business Environment
2022-2023, Semester 2**

GENERAL INFORMATION

Instructor: Dr. Ruhui Ni

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Office: KK913

Phone: N/A

Consultation times: TBD

Class Meetings: TBD

Class Schedule: 9:30 am -12:20pm, Wednesday

Teaching Assistant: TBD

Pre-requisite(s): N/A

Co-requisite(s): N/A

Mutually exclusive: N/A

Course website: Moodle

Other important details:

COURSE DESCRIPTION

This course examines Chinese business environment from cultural perspectives and provides a survey on significant issues of Chinese business culture.

The course introduces theoretical frameworks for analyzing cultures in general and specifically for understanding Chinese business culture. Central themes throughout the course include Chinese corporate culture, culture factors embedded in business practices, and business culture reflected through documentaries and TV shows. The course also makes an introduction to culture comparison and promotes in-depth discussions on exploring similarities and differences in business culture between China and other countries.

COURSE OBJECTIVES

1. Upon successful completion of the course, students will acquire a base of knowledge on Chinese business culture.
2. Student will be familiar with theories and studies in the field of business culture and have a broader and deeper understanding on how China's cultural value system manifests in business contexts, and how business practices in China are impacted and shaped by that system.
3. Students will develop critical thinking ability and analytical skills throughout the course and develop strong communication skills of speaking and writing by taking part in class discussion, preparing and delivering class presentation, and writing reflective essay and a term paper.
4. Student will be better prepared for a potential career in the Great China area.

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)	
CLO1 become familiar with framework of analyzing culture differences		FLG1 FLG2	
CLO2 better understand the business culture of China		FLG1 FLG2 FGL3 FLG4	
CLO3 critically examine significant issues in Chinese business culture		FLG1 FLG2 FGL3 FLG4	
CLO4 demonstrate strong communication abilities and teamwork skills		FLG2 FGL3 FLG5 FLG6	
COURSE TEACHING AND LEARNING ACTIVITIES			
Course Teaching and Learning Activities		Expected Study Hours	Study Load (% of study)
T&L1: Lectures with in-class discussion		36	30%
T&L2: Group-based Project (prepare and deliver the in-class Group Seminar; complete a reflective essay after the group seminar)		18	15%
T&L3: Self-study: familiarizing with course materials, preparing for class meetings, and individual working for Group Projects		36	30%
T&L4: Term Paper		30	25%
Total		120	100%
Assessment Methods	Brief Description (Optional)	Weight	Aligned Course Learning Outcomes
Course Participation (attendance, course engagement and class activity participation)	Individual marking	15%	CLO1 CLO2 CLO3 CLO4
Group Seminar	Group marking 15% Individual marking 20%	35%	CLO1 CLO2 CLO3 CLO4
Group Seminar Write-up	Group marking 5% Individual marking 10%	15%	CLO1 CLO2 CLO3 CLO4
Final Paper	Individual marking	35%	CLO1 CLO2 CLO3 CLO4
(Note: total group marking 20%)	Total	100%	

STANDARDS FOR ASSESSMENT

Course Grade Descriptors

A+, A, A-	Strong evidence of superb ability to fulfill the intended learning outcomes of the course at all levels of learning: describe, apply, evaluate, and synthesis.
B+, B, B-	Strong evidence of the ability to fulfill the intended learning outcomes of the course at all levels of learning: describe, apply, evaluate, and synthesis.
C+, C, C-	Evidence of adequate ability to fulfill the intended learning outcomes of the course at low levels of learning such as describe and apply but not at high levels of learning such as evaluate and synthesis.
D+, D	Evidence of basic familiarity with the subject.
F	Little evidence of basic familiarity with the subject.

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

1. Course Participation (15%)

This mark will be based on your participation in the course. Participation includes coming to class meetings (attendance) having done the necessary readings and preparations, taking an active role, and making meaningful contribution in class discussions, asking questions during question periods, and being a positive influence on the class dynamic. Regular attendance to all class meetings and be present for all required class hours is a default, and is the beginning of positive participation, but it is not sufficient.

2. Group Seminar (35%)

Each group (of approximately 3 students depending on final enrollment of the course) is responsible for preparing and delivering a seminar in class on the assigned day. The seminar is based on the topic and articles selected by the group from course topics. For your seminar, you must prepare, as a group, a slides file that will be used during the seminar and submit the file the day before the class meeting. You also need to complete and sign a copy of Division of Labour Form for the group seminar and submit it before your seminar. The handout of the seminar for the class is optional. If you are to use one, please submit it before your seminar.

Non-presenters will be responsible for reading assigned articles beforehand and for actively participating in each group seminar. Part of the participation mark is based on non-presenters' meaningful engagement in the group seminar.

3. Group Seminar Write-Up (15%)

Following your seminar, you are responsible for writing one critical reflection essay (10 -12 pages) and hand it in as a group. In addition, you need to submit one copy of the completed and signed Division of Labour Form along with the Write-up.

4. Final Paper (35%)

You will prepare an individual term paper on a topic of your choice within the field of Chinese business culture. (If you are unsure whether your topic fits within the scope of the course, consult with the professor before you begin your assignment). Your term paper should demonstrate your in-depth understanding of the topic.

COURSE CONTENT AND TENTATIVE TEACHING SCHEDULE

Week	Date	Lectures, Main Readings and Class Discussion	Discussion on Cases and Documentaries	Student-led Group Seminars (Week 7 – to Week 12)
1	Jan 18	Introduction to the course Culture Dimensions and the Study of Cultures I		
2	Feb 01	Documentary Screening and Discussion: American Factory	Case Study - Fuyao Glass America: Sourcing Decision	
3	Feb 08	Guest Speaker: An Overview on China's Economy		
4	Feb 15	Culture Dimensions and the Study of Cultures II	Documentary Screening and Discussion: Shenzhen: The Silicon Valley of Hardware	
5	Feb 22	Communicating- Chapter 1: Listening to the Air	Case Study	
6	Mar 01	Evaluating- Chapter 2: The Many Faces of Polite	Case Study	
7	Mar 15	Persuading- Chapter 3: Why Versus How	Case Study	Group Seminar 1
8	Mar 22	Leading- Chapter 4: How Much Respect Do You Want?	Case Study	Group Seminar 2
9	Mar 29	Deciding- Chapter 5: Big D or Little d	Group Seminar 3	Group Seminar 4
10	Apr 12	Trusting- Chapter 6: The Head or the Heart	Case Study	Group Seminar 5
11	Apr 19	Disagreeing- Chapter 7: The Needle, Not the Knife	Case Study	Group Seminar 6
12	Apr 26	Scheduling- Chapter 8: How Late is Late? / Course Wrap up	Group Seminar 7	Group Seminar 8

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

Required reading:

- Meyer, E. (2014). The culture map: breaking through the invisible boundaries of global business. First edition. New York: Public Affairs.

Cases and articles required for class will be shared on Moodle.

Recommended background readings:

- Hofstede, Geert. (2001). Culture's Consequences: Comparing Values, Behaviors, Institutions, and Organizations across Nations. Thousand Oaks, Calif.: Sage Publications

Other supporting materials will be shared in class throughout the term.

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: _____ (please specify)

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

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 the behavior in which a deliberately fraudulent misrepresentation is employed to gain undeserved intellectual credit, either for oneself or for another. Any type of academic dishonesty will not be tolerated, such as plagiarism, cheating, or unauthorized collaboration.

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

Please note that the syllabus and schedules may be modified during the term at the instructor's discretion.