THE UNIVERSITY OF HONG KONG
FACULTY OF BUSINESS AND ECONOMICS

MKTG3532 Platform Business Models and the Sharing Economy

GENERAL INFORMATION
Instructor: Prof. Chu Junhong Email: chu123@hku.hk; Junhong.chu@gmail.com Office: TBA Phone: TBA Consultation times: by appointment Tutor: TBA (no tutorials)   Pre-requisite(s): None Co-requisite(s): None Mutually exclusive: None Course website: TBA Other important details: none

COURSE DESCRIPTION
This course focuses on marketing strategies and emerging issues in platform business models and the sharing economy. It covers the special features, pricing, customer acquisition and management, trust building, ecosystem and governance of such business models. The course also analyzes the business models of representative firms in several key sectors—lodging, ride-hailing, e-commerce, office sharing, and online travel—and the future trends of platform business models and the sharing economy. In addition to qualitative analysis, this course also discusses how data analytics are applied in these businesses and the special skills needed for such business models. This course combines lectures, HBS case studies, hands-on exercises, and student group project presentations. There are mainly two parts of the course. The first part involves theory and analytics. Students will be provided with real data to compute network effects, optimal pricing strategies and demand forecasting. The second part involves applications of platform business models in several key sectors, including e-commerce, ride-hailing, lodging, and online travel. Students are encouraged to come up with business ideas around platforms and the sharing economy in different sectors, and hopefully they can implement these business ideas after graduation.

COURSE OBJECTIVES
1. Students can obtain up-to-date knowledge and skills on platform business models and the sharing economy. 2. Students can learn to use cutting-edge methods to analyze these new business models: Special features, pricing strategy, customer management, review systems, etc. 3. Students can learn how to translate related knowledge and skills into real business ideas. 4. Students will be provided with hands-on experiences of analyzing data from real platforms and sharing businesses using SPSS/Python/R, interpret and communicate the results.

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: Obtain up-to-date knowledge and skills on platform business models and the sharing economy.	FLG1, FLG2, & FLG3

Course Learning Outcomes	Aligned Faculty Learning Goals (FLGs)
CLO2: Employ cutting-edge methods to analyze platform business models and the sharing economy.	FLG1, FLG2, & FLG3
CLO3: Translate related knowledge and skills into real business ideas.	FLG1, FLG2, FLG3, FLG4, FLG5 & FLG6
CLO4: Analyze data from real platforms and sharing businesses	FLG1, FLG2, FLG3, FLG5, & FLG6
CLO5: Perform qualitative and quantitative techniques related to platform businesses using SPSS/Python/R	FLG1, FLG2, FLG3, FLG4, and FLG5
CLO6: Interpret results and communicate results to management efficiently and effectively.	FLG1, FLG2, FLG3, FLG4, FLG5 & FLG6

COURSE TEACHING AND LEARNING ACTIVITIES

Course Teaching and Learning Activities	Expected Study Hours	Study Load (% of study)
T&L1. Interactive Class Lectures/Case Discussions	30	25%
T&L2. Self-study and case readings	15	12.5%
T&L3. Data-Based Study and Analyses	25	20.8%
T&L4. Group Projects	50	41.6%
Total	120	100%

Assessment Methods	Brief Description (Optional)	Weight	Aligned Course Learning Outcomes
A1. Class participation		10%	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6
A2. Platform and sharing economy group project		35%	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6
A3. Midterm		35%	CLO1, CLO2, CLO3, CLO5
A4. Assignments		20%	CLO1, CLO2, CLO3, CLO4, CLO5
	Total	100%	

STANDARDS FOR ASSESSMENT

Course Grade Descriptors

A+, A, A-	Very good to excellent performance on most or all assessment tasks
B+, B, B-	Good to very good performance on most or all assessment tasks.
C+, C, C-	Fair to good performance on most or all assessment tasks.
D+, D	Fair performance on most or all assessment tasks.
F	Poor performance on most or all assessment tasks.

Assessment Rubrics for Each Assessment (Please provide us the details in a separate file if the space here is not enough)				
A1. Class Participation				
A+, A, A-	B+, B, B-	C+, C, C-	D+, D	F
▪ Contribute to class discussions and activities actively and consistently ▪ Always provide very clear, accurate, relevant and helpful examples and analyses ▪ Always suggest creative and insightful solutions ▪ Always raise thoughtful questions ▪ Provide very good to excellent synthesis across readings and discussions ▪ Expand the class's perspective significantly	▪ Contribute to class discussions and activities actively and regularly ▪ Provide clear, accurate, relevant and helpful examples and analyses regularly ▪ Suggest creative solutions regularly ▪ Raising thoughtful questions regularly ▪ Provide good to very good synthesis across readings and discussions ▪ Expanding the class's perspective to a great extent	▪ Contribute to class discussions and activities occasionally ▪ Providing clear, accurate, relevant and helpful examples and analyses occasionally ▪ Suggesting creative solutions occasionally ▪ Raising thoughtful questions occasionally ▪ Provide fair to good synthesis across readings and discussions ▪ Expanding the class's perspective to some extent	▪ Almost never contribute to class discussions and activities ▪ Providing mostly unclear, inaccurate, and irrelevant examples and analyses ▪ Almost never suggest any creative solutions ▪ Almost never raise any thoughtful questions ▪ Provide fair synthesis across readings and discussions ▪ Almost never expand the class's perspective	▪ Never contribute to class discussions and activities ▪ Always provide unclear, inaccurate, and irrelevant examples and analyses ▪ Never suggest any creative solutions ▪ Never raise any thoughtful questions ▪ Provide poor synthesis across readings and discussions ▪ Never expand the class's perspective
A2. Group Project				
A+, A, A-	B+, B, B-	C+, C, C-	D+, D	F
▪ Very good to excellent organization of presentation materials ▪ Always very clear and fluent presentation ▪ Excellent management of presentation time, pace, and tone ▪ Demonstrate a consistently very high level of creativity, confidence, and enthusiasm ▪ Excellent engagement of the audience ▪ Excellent skill and capability in handling Q&A	▪ Good to very good organization of presentation materials ▪ Mostly very clear and fluent presentation ▪ Very good management of presentation time, pace, and tone ▪ Demonstrate a consistently high level of creativity, confidence, and enthusiasm ▪ Very good engagement of the audience ▪ Very good skill and capability in handling Q&A	▪ Fair to good organization of presentation materials ▪ Somewhat clear and fluent presentation ▪ Good management of presentation time, pace, and tone ▪ Demonstrate a somewhat high level of creativity, confidence, and enthusiasm ▪ Good engagement of the audience ▪ Good skill and capability in handling Q&A	▪ Fair organization of presentation materials ▪ Mostly unclear and not fluent presentation ▪ Fair management of presentation time, pace, and tone ▪ Demonstrate a low level of creativity, confidence, and enthusiasm ▪ Fair engagement of the audience ▪ Fair skill and capability in handling Q&A	▪ Poor organization of presentation materials ▪ Totally unclear and not fluent presentation ▪ Poor management of presentation time, pace, and tone ▪ Demonstrate no creativity, confidence, and enthusiasm ▪ Poor engagement of the audience ▪ Poor skill and capability in handling Q&A

A3. Midterm Exam				
A+, A, A-	B+, B, B-	C+, C, C-	D+, D	F
All or almost all of the required questions are clearly and accurately responded. All or almost all of the essay responses are well organized, clear, fluent, and with sufficient elaboration.	Most of the required questions are clearly and accurately responded. Most of the essay responses are well organized, clear, fluent, and with sufficient elaboration.	Some of the required questions are clearly and accurately responded. Some of the essay responses are well organized, clear, fluent, and/or with sufficient elaboration.	Few of the required questions are clearly and accurately responded. Few of the essay responses are well organized, clear, fluent, and/or with sufficient elaboration.	Very few of the required questions are clearly and accurately responded. Very few of the essay responses are well organized, clear, fluent, and/or with sufficient elaboration.

A4. Assignments				
A+, A, A-	B+, B, B-	C+, C, C-	D+, D	F
All or almost all of the required questions are clearly and accurately responded. All or nearly all the responses to essay questions are well organized, clear, fluent, and with sufficient elaboration.	Most of the required questions are clearly and accurately responded. Most of the responses to essay questions are well organized, clear, fluent, and with sufficient elaboration.	Some of the required questions are clearly and accurately responded. Some of the responses to essay questions are well organized, clear, fluent, and with sufficient elaboration.	Few of the required questions are clearly and accurately responded. Few of the responses to essay questions are well organized, clear, fluent, and with sufficient elaboration.	Very few of the required questions are clearly and accurately responded. Very few of the responses to essay questions are well organized, clear, fluent, and with sufficient elaboration.

COURSE CONTENT AND TENTATIVE TEACHING SCHEDULE

1. Platform business models and the sharing economy: An Introduction

2. Network effects for Platforms

3. Pricing strategies for platforms

4. Customer acquisition strategies for platforms

5. Trust building and customer management on platforms

6. Midterm

7. Impact of disruptive innovations on traditional businesses

8. Platform ecosystem and governance

9. Business Models for Online Marketplace: EBay, Amazon Marketplace, and Taobao

10. Business Models for Ride Hailing and Office Sharing: Uber, Didi, Grab and WeWork

11. Business Models for the lodging industry and Online Travel Agencies: Airbnb, Expedia and Ctrip

12. Student presentations

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

Required Textbook(s)
No required textbook

Recommend Textbook(s) or Suggested Reading(s)
1. David S. Evans and Richard Schmalensee (2016): *Matchmakers: The New Economics of Multisided Platforms*
2. HBR's 10 Must Reads on Platforms and Ecosystems
3. Ming Hu (Editor) 2019. *Sharing Economy: Making Supply Meet Demand* (Springer Series in Supply Chain Management Book 6) 1st ed.
4. Russell W. Belk (Editor), Giana M. Eckhardt (Editor), Fleura Bardhi (Editor) *Handbook of the Sharing Economy*
5. *A Beginners Guide to the Platform Business Model: The Business Model That Amazon, Google, Apple, Microsoft, and Facebook Share and That You Are Missing Out*
6. R. Srinivasan. *2021. Platform Business Models: Frameworks, Concepts and Design* (Management for

Professionals) 1st ed.

MEANS/PROCESSES FOR STUDENT FEEDBACK ON COURSE
☐ conducting mid-term survey in additional to SFTL around the end of the semester
☒ Online response via Moodle site
☐ Others: _____ (please specify)

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

Academic Dishonesty:
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 behavior in which a deliberately fraudulent misrepresentation is employed in an attempt to gain undeserved intellectual credit, either for oneself or for another.

Where a candidate for a degree or other award uses the work of another person or persons without due acknowledgement:
1. The relevant Board of Examiners may impose a penalty in relation to the seriousness of the offence;
2. The relevant Board of Examiners may report the candidate to the Senate, where there is prima facie evidence of an intention to deceive and where sanctions beyond those in (1) might be invoked.

All written reports should be submitted in electronic form to the Teaching Assistant and professor before the due date/time. All submitted written reports will be subjected to Turnitin to check for possible plagiarism. A penalty of 20% per day will be imposed on late submission.

Plagiarism and copying of copyright materials are serious offences and may lead to disciplinary actions. You should read the chapters on "Plagiarism" and "Copyright" in the Undergraduate/Postgraduate Handbook for details. You are strongly advised to read the booklet entitled "What is Plagiarism?" which was distributed to you upon your admission into the University, a copy of which can be found at www.hku.hk/plagiarism. A booklet entitled "Plagiarism and How to Avoid it" is also available from the Main Library.

To avoid intellectual property and copyright infringement, and/or violation of the Personal Data (Privacy) Ordinance, **DO NOT upload HKU teaching-related materials including but not limited to course materials, marking schemes, examination papers, etc. to websites**. If you have done so in the past, you are asked to take steps to take down relevant materials immediately.

ADDITIONAL COURSE INFORMATION (e.g. e-learning platforms & materials, penalty for late assignments, etc.)
None