

**THE UNIVERSITY OF HONG KONG  
HKU BUSINESS SCHOOL**

**MKTG3532 Platform Business Models and the Sharing Economy**

<b>GENERAL INFORMATION</b>	
Instructor: Prof. Chu Junhong  Email: <a href="mailto:chu123@hku.edu">chu123@hku.edu</a> Office: 720 K.K. Leung Building Phone: 852 3910-3087 Consultation times: Tuesday 2-3 pm or by appointment  Tutor: TBA (no tutorials)  Pre-requisite(s): None Co-requisite(s): None Mutually exclusive: None  Course website: TBA Other important details: none	
<b>COURSE DESCRIPTION</b>	
<p>This course focuses on marketing strategies and emerging issues in platform business models and the sharing economy. It covers network effects, friction fighting, pricing, trust building, regulation and government, and ecosystem in such business models. The course also analyzes the business models of representative firms in some key sectors—lodging, ride-hailing, e-commerce, and online travel agencies. This course combines lectures, HBS cases, journal publications, and student group projects (presentations).</p> <p>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.</p>	
<b>COURSE OBJECTIVES</b>	
<ol style="list-style-type: none"> <li>1. Students can obtain up-to-date knowledge and skills on platform business models and the sharing economy.</li> <li>2. Students can learn to use cutting-edge methods to analyze these new business models: Special features, pricing strategy, trust building, review systems, etc.</li> <li>3. Students can learn how to translate related knowledge and skills into real business ideas.</li> <li>4. Students will be provided with hands-on exercises of analyzing data from real platforms and sharing businesses using statistical software, interpret and communicate the results.</li> </ol>	
<b>FACULTY LEARNING GOALS (FLGs)</b>	
<b>FLG1:</b> Acquisition and internalization of knowledge of the programme discipline <b>FLG2:</b> Application and integration of knowledge <b>FLG3:</b> Inculcating professionalism <b>FLG4:</b> Developing global outlook <b>FLG5:</b> Mastering communication skills <b>FLG6:</b> Cultivating leadership	
<b>COURSE LEARNING OUTCOMES (CLOs)</b>	
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
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, PLG5 & PLG6
CLO4: Analyze data from real platforms and sharing businesses	FLG1, FLG2, FLG3, FLG5,

	& PLG6
CLO5: Perform qualitative and quantitative techniques related to platform businesses using statistical software	FLG1, FLG2, FLG3, FLG4, and FLG5
CLO6: Interpret results and communicate results to management efficiently and effectively.	FLG1, FLG2, FLG3, FLG4, FLG5 & PLG6

### 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	20	16.7%
T&L3. Data-Based Study and Analyses	20	16.7%
T&L4. Group Projects	50	41.6%
Total	120	100%

Assessment Methods	Brief Description (Optional)	Weight	Aligned Course Learning Outcomes
A1. Class participation		25%	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6
A2. Platform and sharing economy group project		50%	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6
A3. Assignments		25%	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
<ul style="list-style-type: none"> <li>▪ Contribute to class discussions and activities actively and consistently</li> <li>▪ Always provide very clear, accurate, relevant and helpful examples and analyses</li> <li>▪ Always suggest creative and</li> </ul>	<ul style="list-style-type: none"> <li>▪ Contribute to class discussions and activities actively and regularly</li> <li>▪ Provide clear, accurate, relevant and helpful examples and analyses regularly</li> <li>▪ Suggest creative solutions regularly</li> </ul>	<ul style="list-style-type: none"> <li>▪ Contribute to class discussions and activities occasionally</li> <li>▪ Providing clear, accurate, relevant and helpful examples and analyses</li> </ul>	<ul style="list-style-type: none"> <li>▪ Almost never contribute to class discussions and activities</li> <li>▪ Providing mostly unclear, inaccurate, and irrelevant examples and analyses</li> <li>▪ Almost never suggest any creative solutions</li> <li>▪ Almost never raise any thoughtful questions</li> <li>▪ Provide fair synthesis</li> </ul>	<ul style="list-style-type: none"> <li>▪ Never contribute to class discussions and activities</li> <li>▪ Always provide unclear, inaccurate, and irrelevant examples and</li> </ul>

<ul style="list-style-type: none"> <li>insightful solutions</li> <li>Always raise thoughtful questions</li> <li>Provide very good to excellent synthesis across readings and discussions</li> <li>Expand the class's perspective significantly</li> </ul>	<ul style="list-style-type: none"> <li>Raising thoughtful questions regularly</li> <li>Provide good to very good synthesis across readings and discussions</li> <li>Expanding the class's perspective to a great extent</li> </ul>	<ul style="list-style-type: none"> <li>occasionally</li> <li>Suggesting creative solutions occasionally</li> <li>Raising thoughtful questions occasionally</li> <li>Provide fair to good synthesis across readings and discussions</li> <li>Expanding the class's perspective to some extent</li> </ul>	<ul style="list-style-type: none"> <li>across readings and discussions</li> <li>Almost never expand the class's perspective</li> </ul>	<ul style="list-style-type: none"> <li>analyses</li> <li>Never suggest any creative solutions</li> <li>Never raise any thoughtful questions</li> <li>Provide poor synthesis across readings and discussions</li> <li>Never expand the class's perspective</li> </ul>
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**A2. Group Project**

A+, A, A-	B+, B, B-	C+, C, C-	D+, D	F
<ul style="list-style-type: none"> <li>Very good to excellent organization of presentation materials</li> <li>Always very clear and fluent presentation</li> <li>Excellent management of presentation time, pace, and tone</li> <li>Demonstrate a consistently very high level of creativity, confidence, and enthusiasm</li> <li>Excellent engagement of the audience</li> <li>Excellent skill and capability in handling Q&amp;A</li> </ul>	<ul style="list-style-type: none"> <li>Good to very good organization of presentation materials</li> <li>Mostly very clear and fluent presentation</li> <li>Very good management of presentation time, pace, and tone</li> <li>Demonstrate a consistently high level of creativity, confidence, and enthusiasm</li> <li>Very good engagement of the audience</li> <li>Very good skill and capability in handling Q&amp;A</li> </ul>	<ul style="list-style-type: none"> <li>Fair to good organization of presentation materials</li> <li>Somewhat clear and fluent presentation</li> <li>Good management of presentation time, pace, and tone</li> <li>Demonstrate a somewhat high level of creativity, confidence, and enthusiasm</li> <li>Good engagement of the audience</li> <li>Good skill and capability in handling Q&amp;A</li> </ul>	<ul style="list-style-type: none"> <li>Fair organization of presentation materials</li> <li>Mostly unclear and not fluent presentation</li> <li>Fair management of presentation time, pace, and tone</li> <li>Demonstrate a low level of creativity, confidence, and enthusiasm</li> <li>Fair engagement of the audience</li> <li>Fair skill and capability in handling Q&amp;A</li> </ul>	<ul style="list-style-type: none"> <li>Poor organization of presentation materials</li> <li>Totally unclear and not fluent presentation</li> <li>Poor management of presentation time, pace, and tone</li> <li>Demonstrate no creativity, confidence, and enthusiasm</li> <li>Poor engagement of the audience</li> <li>Poor skill and capability in handling Q&amp;A</li> </ul>

**A3. Assignments**

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

**COURSE CONTENT AND TENTATIVE TEACHING SCHEDULE**

1. Platform business models and the sharing economy: An Introduction
2. Network effects for Platforms
Readings:
(1) Chu and Manchanda (2016)

(2) Srinivasan (2021), Chapter 3 (3) Ohashi (2004)
3. Platform Strategy 1: Friction Fighters Readings: (1) Evans and Schmalensee (2016) Chapters 4 and 10
4. Platform Strategy 2: Critical Mass
5. Platform Strategy 3: Pricing (1)
6. Platform Strategy 3: Pricing (2) Readings: (1) Srinivasan (2021), Chapter 11
7. Platform Strategy 4: Trust Building Readings: (1) Srinivasan (2021), Chapter 4 (2) Reserve Bank of India (RBI) on P2P Lending 2022 (3) Evans and Schmalensee (2016), Chapter 9
8. Platform Strategy 5: Governance and Regulation Readings: (1) Reserve Bank of Indian (RBI) on P2P Lending 2022 (2) WSJ 2021-09-13: The Facebook Files (3) WSJ 2021-04-10 Alibaba Hit with Record \$2.8 Billion Antitrust Fine in China (4) Amazon's Brand Protection Report 2021 (5) 2021-04-10 国家市场监督管理总局行政处罚决定书-Alibaba (only for those who can read Chinese)
9. Sharing Economy Readings: (1) The Economics, 2013, "The rise of the sharing economy" (2) HBS Case 9-516-094 (Airbnb, Etsy and Uber: The 1 <sup>st</sup> one thousand customers), 9-516-108 (Airbnb, Etsy and Uber: from 1000 to 1 million) (3) Uber in Every Major City in the World, HBSP No. NTU113 (4) WeWork's Prospectus
10. Platform Business Models in Practice – Online Marketplaces: EBay, Amazon Marketplace, and Taobao
11. Platform Business Models in Practice -- Search Engines: Google and Baidu
12. Platform Business Models in Practice -- Lodging and Online Travel Agencies: Airbnb, Expedia and Ctrip Student presentations
13. Student presentations
<b>REQUIRED/RECOMMENDED READINGS &amp; ONLINE MATERIALS</b> (e.g. journals, textbooks, website addresses etc.)
<b>Required Textbook(s)</b> No required textbook
<b>Recommend Textbook(s) or Suggested Reading(s)</b> 1. David S. Evans and Richard Schmalensee (2016): <i>Matchmakers: The New Economics of Multisided Platforms</i> 2. HBR's 10 Must Reads on Platforms and Ecosystems 3. R. Srinivasan. 2021. <i>Platform Business Models: Frameworks, Concepts and Design</i> , 1st ed. 4. Russell W. Belk (Editor), Giana M. Eckhardt (Editor), Fleura Bardhi (Editor) <i>Handbook of the Sharing Economy</i>
<b>MEANS/PROCESSES FOR STUDENT FEEDBACK ON COURSE</b>

- conducting mid-term survey in addition 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](http://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