



1. General Information

Course Subject	IIMT
Course Number	3622
Course Title	Business Transformation
Academic Years	2023-2024
Grading Method	Letter

2. Instructors

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Subclasses: 2A

4. Course Description

Course Description	<p>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.</p> <p>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.</p> <p>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 detail. 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.</p>
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5. Course Objectives

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

6. Faculty Learning Goals
Goal 1: Acquisition and internalization of knowledge of the programme discipline
Goal 2: Application and integration of knowledge
Goal 3: Inculcating professionalism
Goal 4: Developing global outlook
Goal 5: Mastering communication skills
Goal 6: Cultivating leadership

7. Course Learning Outcomes						
Course Teaching and Learning Activities	Aligned Faculty Learning Goals					
	1	2	3	4	5	6
CLO1. Understand various cross-cultural management issues with key concerns to their impacts to digital transformation within an organization	✓	✓	✓			
CLO2. Appreciate the major business frameworks and techniques involved in dealing with practical scenarios of cross-cultural management and digital transformation	✓	✓	✓	✓		
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	✓	✓	✓	✓		
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	✓	✓	✓	✓	✓	✓
CLO5. Demonstrate effective written and verbal communication and teamwork skills through group project presentations and reports			✓		✓	✓

8. Course Teaching and Learning Activities		
Course Teaching and Learning Activities #	Expected Study Hours	Study Load (% of study)
T&L1. Lecture and guest lecture	24	16
T&L2. Project-based study and analysis	96	64
T&L3. Self-study session	30	20
	Total: 150	Total: 100

9. Assessment Methods			
Assessment Methods	Description	Weight %	Aligned Course Learning Outcomes
A1. Class Participation in Lecture and	Instructor will give lectures on major concepts and issues using case-based learning approach with intensive class discussion. Senior industry	20%	1,2,3

9. Assessment Methods

Guest Lecture	professionals will be invited to conduct lectures and/or company visits to facilitate students to have a practical understanding of specific topics. Students are encouraged to raise questions, participate and share their views/experience actively in discussions to deepen their learning.		
A2. Individual Reflection Paper	The individual reflection paper requires students to examine the company of one of the guest lecturers or company visits. Students are expected to analyze industry transformation, competition, market and consumption pattern changes, technology impacts, as well as business opportunities and challenges faced by the selected company.	20%	1,2,3
A3. Group Project (Written Report and Presentation)	Students will work as a team 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. They 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. Analysis should be conducted to discuss those supporting and resisting factors faced by the selected company when bringing digital transformation to the industry. Besides, students also need to provide recommendations to the selected company to take advantage of the supporting factors, as well as how to face the resisting factors, to maximize their impact to facilitating digital transformation within the selected industry.	60%	1,2,3,4,5

Assessment Rubrics

A1. Class Participation in Lecture and Guest Lecture	
A+,A,A-	<p>-All or almost all oral/written responses are clear, accurate, and/or with sufficient elaboration as required.</p> <p>-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.</p>
B+,B,B-	<p>-Most oral/written responses are clear, accurate, and/or with sufficient elaboration as required.</p> <p>-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</p>

Assessment Rubrics	
	suggestions in the future.
C+,C,C-	<p>-Some oral/written responses are clear, accurate, and/or with sufficient elaboration as required.</p> <p>-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.</p>
D+,D	<p>-Few oral/written responses are clear, accurate, and/or with sufficient elaboration as required.</p> <p>-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.</p>
F	<p>-Very few or no oral/written responses are clear, accurate, and/or with sufficient elaboration as required.</p> <p>-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.</p>
A2. Individual Reflection Paper	
A+,A,A-	<p>-All or almost all-important problems and/or critical issues are accurately identified and clearly addressed.</p> <p>-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.</p> <p>-Reflected learnings are well thought-out and well-articulated with logical flow, consistent, feasible, and highly innovative.</p> <p>-The report is well organized with clear coherence and smooth progression of ideas, appropriate length, and tone, and free of most writing errors.</p>
B+,B,B-	<p>-Most important problems and/or critical issues are accurately identified and clearly addressed.</p> <p>-The analysis critical, thorough, systematic, and consistent with supports of relevant and helpful facts/data and application of appropriate concepts/techniques.</p> <p>-Reflected learnings are generally clear, logical, consistent, feasible, and innovative.</p> <p>-The report is well organized with coherence and progression of ideas, appropriate length, and tone, and generally free of most writing errors.</p>
C+,C,C-	<p>-Some important problems and/or critical issues are accurately identified and clearly addressed.</p> <p>-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.</p> <p>-Reflected learnings are logical, consistent, with insufficient depth of thoughts and elaborations, and showing attempts to look for feasible and innovative solutions.</p> <p>-The report is generally organized with some coherence and progression of ideas, appropriate length and tone, and a few noticeable writing errors.</p>
D+,D	<p>-Less important problems and/or basic issues are identified and addressed.</p> <p>-The analysis lacked a clear focus, insufficient consistency, largely descriptive, with limited support of helpful and relevant facts/data and application of appropriate concepts/techniques.</p> <p>-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.</p> <p>-The report is adequately organized with some lapses in coherence or progression of ideas,</p>

Assessment Rubrics	
	inappropriate length and/or tone, and/or some noticeable writing errors.
F	<ul style="list-style-type: none"> -Problems and/or issues identified are superficial inadequate, irrelevant, or absent. -The analysis is missing or descriptive with no or little supports of relevant facts/data and application of appropriate concepts/techniques. -Reflected learnings are not well thought-out, lack of logical flow, inconsistent, impractical, not innovative, and/or even biased. -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.
A3. Group Project (Written Report and Presentation)	
A+,A,A-	<ul style="list-style-type: none"> -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. -Demonstrates a comprehensive command of existing arguments relevant to the company, and examines the issues from all important perspectives. -The arguments fit together logically and build a compelling case. -The presentation has a succinct outline, structure and conclusion, with clear transition between different parts (by different presenters). -Presenters show full command and understanding of the presented contents (e.g., powerpoint files, if any), which are predominantly their own writing. -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.
B+,B,B-	<ul style="list-style-type: none"> -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. -Demonstrates a good command of existing arguments relevant to the company, and examines the issues with regard to some important perspectives. -The arguments fit to form a clear own position, but some arguments are underdeveloped and some considerations overlooked. -The presentation has a succinct outline, structure and conclusion, with clear transition between different parts (by different presenters). -Presenters show good command and understanding of the presented contents (e.g., powerpoint files, if any), which are mostly their own writing. -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.
C+,C,C-	<ul style="list-style-type: none"> -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. -Demonstrates insufficient command of existing arguments relevant to the company, and not all main arguments or counter-arguments examined. -Offers own position but the reasoning is sometimes impaired by weak, emotive or inconsistent argumentation. -The presentation has an outline, structure and conclusion, but the transition between different parts (by different presenters) is not clear. -Presenters show insufficient command and understanding of the presented contents (e.g., powerpoint files, if any), which are mostly not their own writing. -Some presenters engage the audience relatively ineffectively and some are slightly off the set time limits.
D+,D	<ul style="list-style-type: none"> -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. -Demonstrates a lack of understanding of existing arguments relevant to the company. -Offers own position but the arguments are poorly made and not well supported. -The presentation is not well structured, and the transition between different parts (by different presenters) is not clear. -Presenters show little understanding of the presented contents (e.g., powerpoint files, if any), which are mostly not their own writing.

Assessment Rubrics

	-Some presenters fail to engage the audience and some are off the set time limits.
F	<ul style="list-style-type: none"> -No critical engagement with any issue, little mentioning and application of relevant concepts and theories, and with some inaccuracies when doing so. -Demonstrates a lack of understanding of existing arguments relevant to the company. -No coherent own position and the arguments are confused and flawed. -The presentation is not structured, and the transition between different parts (by different presenters) is illogical. -Presenters show little understanding of the presented contents (e.g., powerpoint files, if any), which are not their own writing. -The presenters fail to engage the audience and some are off the set time limits.

10. Course Grade Descriptors

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.

11. Course Content and Tentative Teaching Schedule

Topic/ Session	Date	Content	Other information
1		<ul style="list-style-type: none"> - Understand the new game rules for business disruption - Business transformation vs digital transformation - Overview of digital transformation - Capstone case study one: traditional media and new media - Exploring digital transformation - Study the concept of digital mastery - Transformation towards digital masters 	
2		<ul style="list-style-type: none"> - Building digital capabilities: transforming customer experience, transforming operation, reinventing business models - Building leadership capabilities: create a transformative vision, engage 	

11. Course Content and Tentative Teaching Schedule

		employees to make vision a reality, governing the transformation, building technology leadership capabilities	
3		<ul style="list-style-type: none"> - The digital transformation compass: framing the digital challenge, focusing investment, mobilizing the organization, sustaining the digital transformation - Capstone case study two: digital transformation in insurance industry - Capstone case study three: digital transformation bought by autonomous vehicles 	Group Formation Completed
4		<ul style="list-style-type: none"> - Understand how culture, organizational behavior and people can influence digital transformation deployment - Study culture and the three distinct layers of culture- cultural academic models - Discussion of the model of Seven Value Dimensions - Discussion of the model of Hofstede's Five Dimensions - Organizational culture and team culture - Belbin's team roles and culture 	
5		<ul style="list-style-type: none"> - GET2 trait test and digital transformation - Discuss the CEO action plan for digital transformation - Technologies review for digital transformation and explore a new technology stack - Final capstone case study: how digital transformation affects different corporations in sales, customer support, digital marketing, business analytics, etc. 	
6		Guest Speaker Session 1	
7		Guest Speaker Session 2	
8		No Lecture	Students will focus to work in the final project
9		No Lecture	Students will focus to work in the final project
10		No Lecture	Students will focus to work in the final project
11		No Lecture	Students will focus to work in the final project
12		Final Group Presentation	Each Group will be allocated 40 minutes (including setup time and Q&A) for their presentation of group project.
13		Final Group Presentation	Each Group will be allocated 40

11. Course Content and Tentative Teaching Schedule

			minutes (including setup time and Q&A) for their presentation of group project.
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13. 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

14. Course Policy

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 25%
2 days	deduct 50%
3 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.