HKU BUSINESS SCHOOL 港大經管學院

Inspire·Empower·Lead

1. General Information

Course Subject	MGMT
Course Number	2787
Course Title	Business Case Analysis and Presentation
Academic Years	2026-2027
Grading Method	Letter

2. Instructors

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Subclasses: 2A

4. Course Description

Course Description	This intensive 6-credit course aims to provide students with the requisite knowledge, skills and tools to prepare, present and write up business case studies for both academic and business use. The skills gained will also prepare students for participation in (international) case competitions. Students will work in rotating groups and will have to prepare and present cases following the format used in various global case competitions. Students also will have to submit individual case reports. Senior business executives based from around the globe will act as guest speakers and judges during the course.
Prerequisites	This course is open to full-time undergraduate students in the Faculty of Business and Economics. Students should be able and willing to represent HKU in (international) case competitions. Students should have a good CGPA, good analytical skills, be intellectually curious and keep up to date with global (business) affairs. Students may be required to attend interviews before being admitted to the course.

5. Course Objectives

1. To develop the students' ability to accurately identify business problems and opportunities in real companies.
2. To evolve the students' ability to produce creative, action-oriented and feasible solutions to real business problems and opportunities through the application of theory, concepts and frameworks.
3. To develop the students' presentation skills and train them to defend their presentations when facing a panel of (senior) business executives.
4. To develop the students' ability to produce well-structured and visually appealing graphics for presentation slides and reports
5. To significantly enhance the students' team work, communication and leadership skills.

6. Faculty Learning Goals

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. Accurately identify business problems and opportunities in real companies.	✔	✔		✔			
CLO2. Produce creative, action-oriented and feasible solutions to real business problems and opportunities through the application of theory, concepts and frameworks.	✔	✔		✔			
CLO3. To develop the students' presentation skills and train them to defend their presentations when facing a panel of (senior) business executives.	✔	✔	✔	✔	✔	✔	
CLO4. To develop the students' ability to produce well-structured and visually appealing graphics for presentation slides and reports		✔	✔	✔	✔		
CLO5. To significantly enhance the students' team work, communication and leadership skills.			✔	✔	✔	✔	

8. Course Teaching and Learning Activities		
Course Teaching and Learning Activities #	Expected Study Hours	Study Load (% of study)
T&L1. Lectures and Class discussions Instructor and students will give presentations on key analytical frameworks and introduce presentation techniques. Students will be required to actively participate in all class discussions.	36	24
T&L2. Presentations Students will be asked to prepare and present three business cases and a selection of academic framework as a group. Students who aren't presenting will be expected to participate in Q&A and participate in the evaluation and critiquing of the presentations.	70	46.7
T&L3. Reports Students will be asked to write three individual case reports.	32	21.3
T&L4. (Self)reflection and evaluation Student will be asked to critically evaluate and critique themselves and their peers.	12	8
	Total: 150	Total: 100

9. Assessment Methods			
Assessment Methods	Description	Weight %	Aligned Course Learning Outcomes
A1. Group Presentations	Case study presentations - Key grading criteria: -Problem Identification -Analysis -Solutions and Recommendations, -Implementation plan -Presentation form and style -Handling of questions Framework presentations – Key grading criteria-Synthesis -Application -Presentation form and style -Handling of questions Group Presentations (40%): For the framework presentation and the first international case study presentation I will form heterogenic groups of four to six students before the start of the course and share the group composition on Moodle. Requests to group with a particular student, especially if they are in the same major, will not be entertained. For the second and third international case study presentation students will be given an opportunity to form their own groups. The group composition for these two presentations will remain the same. Each team is expected to prepare and present four times with each presentation counting for 10% of the final grade. Frameworks presentations will last for 10 minutes with 5 minutes Q&A. Case presentations will typically last for 20 minutes followed by 10 minutes of Q&A. All presentations and Q&A sessions will be timed and stopped at the appointed time. The presentation format can include transparencies and PowerPoint. Case Presentations PowerPoint slides need to be submitted through Moodle at least 45 minutes before the start of the presentation so they can be loaded onto the classroom PC. If you are presenting using PowerPoint, it is advised to bring two copies of the slides to the classroom to share with the guest judges. For the first presentation, groups will be expected to prepare an application of frameworks discussed in class to selected case studies. For the following three presentations, groups are required to analyze an assigned case study. For their presentations, groups should present their case analysis, their recommended strategy and its implementation to the class. Teams should prepare for their presentations as though they will be addressing their respective company's board of directors. Also, note that interesting presentations offer a good balance between analysis, recommendation and implementation. You are expected to be able to support your presentation by quoting relevant facts and figures. Where available, scoring sheets used at the actual competitions will be used to evaluate the presentations. These scoring	40%	1,2,3,4,5

9. Assessment Methods			
	sheets will be shared with the students in advance. All team members are expected to meaningfully contribute to the group project. At the end of each presentation cycle, individual group members will be required to complete an evaluation form for their group. I can choose to adjust an individual's group project grade based on the results of the peer evaluation. The best teams are teams that work well together and complement each other's skill sets. The selection of teams for case competitions will be partially based on these criteria. To be successful in this course you need to work hard on building trust with your team mates. To do so you are expected to: meet the groups expectation of attendance for group meetings; be well prepared and do your fair share of the work; respect your team mates and try to understand their point of view; be able to give feedback and accept/utilize feedback from others; be able to explain your thoughts and ideas; and be able to teach others, share information and resources, and promote learning.		
A2. Individual Reports	Individual Reports (40%): Students will have to write and submit three case reports using the case study report template posted on Moodle. The two highest graded reports will count towards your grade. I will drop the lowest grade. Each case study report needs to consist of the following: Cover page that includes: student ID, full name of case study, date Executive summary Body of the report which includes the problem identification, decision criteria, key assumptions, analysis of the solutions, recommended solution, preferred alternative, implementation plan. Tables, charts and other visual aids to support the report. Common exhibits are allowed, meaning you can work with your classmates to develop the relevant tables, charts and figures as long as all attributors are credited (use Student ID ONLY) Students are encouraged to collaborate/ This will likely reduce the work load and increase the quality of the submission. Case study reports should be no more than 1,000 words. Citations do not count towards the word limit. Any words over 1,000 won't be considered when determining the grade. The written report itself must represent an individual effort. The report needs to be submitted to TurnitIn before the start of the lecture. 20 Marks will be deducted for every 12 hours or part there of the submission is late.	40%	1,2,3,4,5
A3. Participation and Attendance	Participation (20%): This is a participatory class where we will learn from each other as well as the text and related materials. Therefore, active participation is required, and each student must be willing to contribute effectively. 20% of the total grade is based on individuals' performance in class. You will be expected to come to class well prepared to discuss and answer questions about all readings and critique presentations Come to class well prepared. Read the assigned case	20%	1,2,3,4,5

9. Assessment Methods			
	several times and think about how the frameworks can be applied. Make notes that you can refer to during class. Support your comments by using the data provided in the case. Contribute ideas and analysis to the class discussion. Given the complexities of the real world, there is no single right answer. What is more important is how you use concepts and tools to analyse a situation and support your analysis. Pay close attention when your classmates are presenting. You will be required to provide feedback on the presentation Pay close attention to the presentation slides used by your classmates. You will be required to provide feedback on the presentation slides Listen carefully to your classmates in class contributions to the discussion and suggest supporting or alternative views. Ask questions during the case presentation Q&A sessions Quality and relevance of participation are more important than quantity, though quantity does matter as well. Not participating or only participating actively in a few sessions will affect your final grade significantly. Effective class participation is based on relevant, insightful and appropriately timed comments. Facts in the case are tools: don't just restate them but try to use them in analytical ways that explore relevant ideas. Every student is a co-producer of class discussion, so please listen carefully to one another and attempt to build on or constructively critique prior comments. Class attendance is compulsory, and your participation grade can be docked if your absence has not been approved before class. It is expected you behave professionally. Inappropriate and disturbing behavior in the class room such as arriving late or distracting other students or myself might negatively affect your participation grade. Participation grades are at my discretion and are not subject to debate, bargaining or appeal.		
A4. Final Exam		0%	

Assessment Rubrics	
A1. Group Presentations	
A+,A,A-	Problem identification Group is able to accurately identify all issues and their root causes Analysis Group impresses with their ability to perform an in depth qualitative and quantitative analysis through application of the relevant theoretical frameworks. The quantitative and qualitative analysis are consistent with each other and reinforce each other. Solutions and recommendations Group impresses with their ability to present highly realistic and practical solutions. Solutions show a great deal of original thought and tie in logically with the analysis. Group convincingly justifies their recommendation.

Assessment Rubrics	
	Implementation plan The implementation plan suggested by the group considers all cost and control issues. The proposed timeline and (financial)return is realistic. All risks are properly identified and feasible ways to handle the risks are suggested. Presentation form and style The group exhibits excellent team work, the transition between speakers is smooth and each team member plays optimally to his/her individual strength. No single team member dominates the presentation. The group's presentation materials are easy to understand and visually appealing (i.e. there is a great balance between text and visuals; text is used in a visually appealing manner; tables, charts and other graphics are used and easy to understand; graphics appropriately represent concepts, explain and reinforce key points; graphics are appropriate to the audience). The team members exhibit excellent oral communication skills (e.g. able to connect with the audience (audience rapport); able to concisely and convincingly explain their ideas to the audience). Handling of questions The group shows great confidence and convincingly defends their position and this defense is highly consistent with the content of their presentation. All team members participate in the handling of questions equally, there isn't one member that dominates. Team members are quick on their feet and respond to all questions promptly and accurately. Synthesis Group shows a deep understanding of the assigned frameworks and is able to provide an effective synthesis that helps their fellow students develop a similar level of understanding. Application Group impresses with their ability to apply the assigned theoretical frameworks to actual business situations. Applications are original and highly relevant in terms of time and culture. Presentation form and style Group impresses with their ability to present theory in a highly engaging and informative manner. Group exhibits excellent team work, the transition between speakers is smooth and each team member plays optimally to his/her individual strength. No single team member dominates the presentation. The group's presentation materials are easy to understand and visually appealing (i.e., there is a great balance between text and visuals; text is used in a visually appealing manner; tables, charts and other graphics are used and easy to understand; graphics appropriately represent concepts, explain and reinforce key points; graphics are appropriate to the audience). The team members exhibit excellent oral communication skills (e.g. able to connect with the audience (audience rapport); able to concisely and convincingly explain their ideas to the audience). Handling of questions The group shows great confidence and an ability to succinctly address questions from the audience. All team members participate in the handling of questions equally, there isn't one member that dominates.
B+,B,B-	Problem identification Group is able to accurately identify all key issues and their root causes. Analysis Group is able to perform an in depth qualitative and quantitative analysis through application of the relevant theoretical frameworks. Both the quantitative and qualitative analysis are of good quality. Solutions and recommendations Group presents realistic and practical solutions. Solutions show a decent amount of original thought and tie in logically with the analysis. Group convincingly justifies their recommendation. Problem identification

Assessment Rubrics	
	Group is able to accurately identify all key issues and their root causes. Analysis Group is able to perform an in depth qualitative and quantitative analysis through application of the relevant theoretical frameworks. Both the quantitative and qualitative analysis are of good quality. Solutions and recommendations Group presents realistic and practical solutions. Solutions show a decent amount of original thought and tie in logically with the analysis. Group convincingly justifies their recommendation. Synthesis Group shows a good understanding of the assigned frameworks and is able to provide an effective synthesis that helps their fellow students develop a similar level of understanding. Analysis Group shows skill in their ability to apply the assigned theoretical frameworks to actual business situations. Applications are original and relevant in terms of time and culture. Presentation form and style Group skillfully presents theory in an engaging and informative manner. The group exhibits good team work, the transition between speakers is relatively smooth and each team member plays to his/her individual strength. No single team member dominates the presentation. The group's presentation materials and understandable and visually appealing (i.e., there is a proper balance between text and visuals; text is used in a visually appealing manner; tables, charts and other graphics are used and easy to understand; graphics appropriately represent concepts, explain and reinforce key points; graphics are appropriate to the audience). The team members exhibit good oral communication (e.g. able to connect with the audience (audience rapport); able to concisely and convincingly explain their ideas to the audience). Handling of questions The group shows confidence and does a good job addressing questions from the audience. All team members participate in the handling of questions.
C+,C,C-	Problem identification Group is able to accurately identify the key issues and some of their root causes. Analysis Group is able to perform qualitative and quantitative analysis through application of theoretical frameworks. The quantitative and qualitative analysis are not balanced and fail to reinforce each other. Solutions and recommendations The solutions presented are not all realistic or practical. Solutions show very little original thought and not always tie in logically with the analysis. Group justifies their recommendation but fails to convince the audience when doing so. Implementation plan The implementation plan suggested by the group considers some cost and control issues. The proposed timeline and (financial) return is not very realistic. Some major risks are not properly identified and there is little thought put into the possible contingencies. Presentation form and style The group exhibits decent team work, the transition between speakers is not always smooth and each team member plays to his/her individual strength. Certain team members tend to dominate the presentation. The group's presentation materials are not always easy to understand and lack visual appeal (i.e., the balance between text and visuals requires improvement; the presentation materials rely too much on text as a communication tool; tables, charts and other graphics are not used well and somewhat difficult to understand; graphics may not appropriately represent concepts, explain and reinforce key points; graphics may not be appropriate to the audience). The team members exhibit decent oral communication skills (e.g. able to connect with the audience (audience rapport); able to concisely and convincingly explain their ideas to the audience). Handling of questions The group doesn't show much confidence and not always manages to defend their position and this defense isn't always consistent with the content of their presentation. All team

Assessment Rubrics	
	members participate in the handling of questions, but one or two members of the team tend to dominate. Team members hesitate in answering the questions and when they answer they sometimes fail to address what was asked. Synthesis Group shows it understands the assigned frameworks and is able to provide a synthesis that helps the majority of students to develop a similar level of understanding. Analysis Group is able to ability to apply the assigned theoretical frameworks to actual business situations. Applications are not always original nor relevant in terms of time and culture. Presentation form and style Group presents theory in an informative manner. The group exhibits decent team work, the transition between speakers is not always smooth and each team member plays to his/her individual strength. Certain team members tend to dominate the presentation. The group's presentation materials are not always easy to understand and lack visual appeal (i.e., the balance between text and visuals requires improvement; the presentation materials rely too much on text as a communication tool; tables, charts and other graphics are not used well and somewhat difficult to understand; graphics may not appropriately represent concepts, explain and reinforce key points; graphics may not be appropriate to the audience). The team members exhibit decent oral communication skills (e.g. able to connect with the audience (audience rapport); able to concisely and convincingly explain their ideas to the audience). Handling of questions. The group doesn't show much confidence and not always manages to address relevant questions from the audience. All team members participate in the handling of questions, but one or two members of the team tend to dominate.
D+,D	Problem identification Group identifies some of the key issues but fails to identify their root causes. Analysis The group performs both qualitative and quantitative analysis, but application of frameworks and theory is not always correct. The quantitative and qualitative analysis is not complete and fails to reinforce each other. Solutions and recommendations Only one solution is presented. Solution shows very little original thought. Group fails to convince the audience their recommendation is the optimal one. Implementation plan The implementation plan suggested by the group has cost and control issues. The proposed timeline and (financial) return is not realistic. A significant number of major risks are not properly identified and there is little thought put into the possible contingencies. Presentation form and style The group exhibits some team work, the transition between speakers is not smooth and not all team members play to their individual strength. Certain team members tend to dominate the presentation. The group's presentation materials are not easy to understand and lack visual appeal (i.e., there is a poor balance between text and visuals; the presentation materials rely on text as a communication tool; tables, charts and other graphics are not used well and somewhat difficult to understand; graphics may not appropriately represent concepts, explain and reinforce key points; graphics may not be appropriate to the audience). The team members exhibit decent oral communication skills (e.g. able to connect with the audience (audience rapport); able to concisely and convincingly explain their ideas to the audience). Handling of questions The group doesn't show much confidence and often fails to defend their position. All team members participate in the handling of questions, but one member of the team tends to dominate. Team members hesitate in answering the questions and when they answer they often fail to address what was asked. Synthesis Group fails to show it understands all the assigned frameworks and is often not able to provide an synthesis that helps the other students understand the frameworks Analysis Group is not always able to ability to apply the assigned theoretical frameworks to actual business situations. Applications are typically not original nor relevant in terms of time and culture. Presentation form and style Group presents theory in an incoherent manner. The group exhibits some team work, the transition between speakers is not smooth and not all team members play to their

Assessment Rubrics	
	individual strength. Certain team members tend to dominate the presentation. The group's presentation materials are not easy to understand and lack visual appeal (i.e., there is a poor balance between text and visuals; the presentation materials rely on text as a communication tool;, tables, charts and other graphics are not used well and somewhat difficult to understand; graphics may not appropriately represent concepts, explain and reinforce key points; graphics may not be appropriate to the audience). The group members exhibit decent oral communication skills but fail to leverage this skill (e.g. able to connect with the audience (audience rapport); able to concisely and convincingly explain their ideas to the audience). Handling of questions The group doesn't show much confidence and often fails to address relevant questions from the audience. All team members participate in the handling of questions, but one member of the team tends to dominate. Team members hesitate in answering the questions and when they answer they often fail to address what was asked.
F	Problem identification Group fails to identify the key issues Analysis The presentation lacks qualitative or quantitative analysis. The application of frameworks and theory is often incorrect. Solutions and recommendations Only one solution is presented. Solution shows no original thought. Group fails to convince the audience their recommendation is the optimal one. Implementation plan There is no proper implementation plan. Presentation form and style The group lacks team work, the transition between speakers is not smooth. Certain team members tend to dominate the presentation while others fail to contribute. The group's presentation materials are difficult to understand and incomplete. The team members exhibit poor oral communication skills (e.g. able to connect with the audience (audience rapport); able to concisely and convincingly explain their ideas to the audience). Handling of questions The group shows a lack of confidence and often fails to defend their position. Not all team members participate in the handling of questions. Team members hesitate in answering the questions and when they answer they often fail to address what was asked. Synthesis Group fails to understand the assigned frameworks and is not able to provide a synthesis that helps their fellow students understand them Analysis Group mostly fail to correctly apply the assigned theoretical frameworks to actual business situations Presentation form and style The group lacks team work, the transition between speakers is not smooth. Certain team members tend to dominate the presentation while others fail to contribute. The group's presentation materials are difficult to understand and incomplete. The team members exhibit decent oral communication skills (e.g. able to connect with the audience (audience rapport); able to concisely and convincingly explain their ideas to the audience) but their lack of understanding of the assigned frameworks means they are not able to transfer any knowledge to the audience. Handling of questions The group shows a lack of confidence and often fails to address relevant questions from the audience. Not all team members participate in the handling of questions. Team members hesitate in answering the questions and when they answer they often fail to address what was asked.
A2. Individual Reports	Key grading criteria: Problem Identification Analysis Solutions and Recommendations, Implementation plan Presentation form and style
A+,A,A-	Problem identification Student is able to accurately identify all issues and their root causes.

Assessment Rubrics	
	Analysis Student impresses with his/her ability to perform an in depth qualitative and quantitative analysis through application of the relevant theoretical frameworks. The quantitative and qualitative analysis are consistent with each other and reinforce each other. There is clear evidence of extensive background research beyond what was provided in the case study itself. Solutions and recommendations Student impresses with his/her ability to present highly realistic and practical solutions. Solutions show a great deal of original thought and tie in logically with the analysis. Student convincingly justifies their recommendation by referencing information from a variety of highly relevant sources. Implementation plan The implementation plan suggested by the student considers all cost and control issues. The proposed timeline and (financial) return is realistic. All risks are properly identified and feasible ways to handle the risks are suggested. Presentation form and style A truly outstanding report. The report is succinct and extremely well organized. The executive summary clearly summarizes the findings and recommendation. There are no noticeable errors in terms of grammar, word usage, spelling and structure. Where needed, tables, charts and other visual aids are used, and such visual aids are easy to understand and visually appealing (graphics appropriately represent concepts, explain and reinforce key points; graphics are appropriate to the audience). All sources are properly cited using the Harvard Business School style citation format.
B+,B,B-	Problem identification Student is able to accurately identify all key issues and their root causes. Analysis Student is able to perform an in depth qualitative and quantitative analysis through application of the relevant theoretical frameworks. Both the quantitative and qualitative analysis are of good quality. There is clear evidence of a background research beyond what was provided in the case study itself. Solutions and recommendations Student presents realistic and practical solutions. Solutions show a decent amount of original thought and tie in logically with the analysis. Student convincingly justifies their recommendation. Implementation plan The implementation plan suggested by the student considers most cost and control issues. The proposed timeline and (financial) return is mostly realistic. Most risks are properly identified and the suggested ways to handle the risks are mostly feasible. Presentation form and style A good report. The report is well organized. The executive summary does a good job of summarizing the findings and recommendation. There are only a few errors in terms of grammar, word usage, spelling and structure. Where needed, tables, charts and other visual aids are used and such visual aids are easy to understand and visually appealing (graphics appropriately represent concepts, explain and reinforce key points; graphics are appropriate to the audience). Most sources are properly cited using the Harvard Business School style citation format.
C+,C,C-	Problem identification Student is able to accurately identify the key issues and some of their root causes. Analysis Student is able to perform qualitative and quantitative analysis through application of theoretical frameworks. The quantitative and qualitative analysis are not balanced and fail to reinforce each other. There is some evidence of a background research beyond what was provided in the case study itself. Solutions and recommendations The solutions presented are not all realistic or practical. Solutions show very little original thought and not always tie in logically with the analysis. The student justifies their recommendation but fails to convince the reader when doing so. Implementation plan The implementation plan suggested by the student considers some cost and control issues. The proposed timeline and (financial) return is not very realistic. Some major risks are not properly identified and there is little thought put into the possible contingencies. Presentation form and style

Assessment Rubrics	
	An acceptable report. The report is decently organized. The executive summary does an acceptable job of summarizing the findings and recommendation. There are quite a few of errors in terms of grammar, word usage, spelling and structure. At times, tables, charts and other visual aids are used but graphics may not appropriately represent concepts, explain and reinforce key points; some graphics may not be appropriate to the audience. Most sources are properly cited.
D+,D	Problem identification Student identifies some of the key issues but fails to identify their root causes. Analysis The student performs both qualitative and quantitative analysis, but application of frameworks and theory is not always correct. The quantitative and qualitative analysis is not complete and fails to reinforce each other. There is little evidence of a background research beyond what was provided in the case study itself. Solutions and recommendations Only one solution is presented. Solution shows very little original thought. The student fails to convince the reader their recommendation is the optimal one. Implementation plan The implementation plan suggested by the student has cost and control issues. The proposed timeline and (financial) return is not realistic. A significant number of major risks are not properly identified and there is little thought put into the possible contingencies. Presentation form and style A barely acceptable report. The report is not well organized. The executive summary does a poor job of summarizing the findings and recommendation. There are quite a significant number of errors in terms of grammar, word usage, spelling and structure. Tables, charts and other visual aids are hardly ever used. Few sources are properly cited.
F	Problem identification Student fails to identify the key issues. Analysis The presentation lacks qualitative or quantitative analysis. The application of frameworks and theory is often incorrect. There is no evidence of a background research beyond what was provided in the case study itself. Solutions and recommendations Only one solution is presented. Solution shows no original thought. Student fails to convince the reader their recommendation is the optimal one. Implementation plan There is no proper implementation plan. Presentation form and style An unacceptable report. The report is badly organized. There is no executive summary or the executive summary does a very poor job of summarizing the findings and recommendation. There are a significant number of errors in terms of grammar, word usage, spelling and structure. Tables, charts and other visual aids are hardly ever used. Sources are not properly cited.
A3. Participation and Attendance	Key Grading Criteria Voluntary and consistent participation Quality of feedback (accuracy, clarity, relevance) Analytical ability Link to theory and concepts
A+,A,A-	Voluntary and consistent participation Consistently participated voluntarily in case discussions and other class discussions. Attended all classes, any absences were approved by the Faculty Board before the start of the class. Quality of comments; Analytical ability; and Link to theory and concepts All or almost all contributions to the discussion are relevant, clear, well-articulated and insightful and consist of relevant and helpful examples and analyses, creative and insightful solutions, thereby appropriately challenging assumptions and perspectives, showing outstanding ability to apply theory and concepts to practical examples.
B+,B,B-	Voluntary and consistent participation Consistently participated voluntarily in case discussions and other class discussions. Attended all classes, any absences were approved by the Faculty Board before the start of

Assessment Rubrics	
	the class. Quality of comments; Analytical ability; and Link to theory and concepts Most contributions to the discussion are relevant, clear, well-articulated and insightful and consist of relevant and helpful examples and analyses, creative and insightful solutions, thereby appropriately challenging assumptions and perspectives, showing strong ability to apply theory and concepts to practical examples.
C+,C,C-	Voluntary and consistent participation Occasionally participated voluntarily in case discussions and other class discussions. Attended most classes but absences were not approved before class. Quality of comments; Analytical ability; and Link to theory and concepts Some contributions to the discussion are relevant, clear, well-articulated and insightful and consist of relevant and helpful examples and analyses, showing some creative and insightful solutions, thereby showing moderate ability to apply theory and concepts to practical examples.
D+,D	Voluntary and consistent participation Occasionally participated voluntarily in case discussions and other class discussions. Had a significant number of unapproved absences. Quality of comments; Analytical ability; and Link to theory and concepts Few contributions to the discussion are relevant, clear, well-articulated and insightful and consist of limited relevant and helpful examples and analyses, showing very limited creative and insightful solutions, thereby showing very limited ability to apply theory and concepts to practical examples.
F	Voluntary and consistent participation Failed to participate voluntarily or simply recited comments made by others. Had unapproved absences for more than 50% of classes.

10. Course Grade Descriptors	
A+,A,A-	Consistently exhibits strong presentation, communication and teamwork skills. Continuously impresses with their ability to define, analyze and solve real business problems by means of the relevant theoretical frameworks and consistently shows original thinking.
B+,B,B-	Has good presentation, communication and teamwork skills. Frequently shows a strong ability to define, analyze and solve real business problems by means of the relevant theoretical frameworks and at times shows original thinking.
C+,C,C-	Has average presentation, communication and teamwork skills. Occasionally shows a strong ability to define, analyze and solve real business problems by means of the relevant theoretical frameworks and shows little evidence of original thinking.
D+,D	Has below average presentation, communication and teamwork skills. Exhibits only a basic ability to define, analyze and solve real business problems by means of the relevant theoretical frameworks and lacks original thinking.
F	Poor presentation, communication and teamwork skills. Mostly unable to define, analyze and solve real business problems by means of the relevant theoretical frameworks.

11. Course Content and Tentative Teaching Schedule

Topic/ Session	Content	Other information
1	**Session 1**: Course Introduction, how to get a good grade **Session 2**: Lecture on case studies and the basics of cracking a case (CI component)	Tue 19 Jan 09:00-09:50 – KB132 Fri 22 Jan 16:00-17:50 – KB132
2	**Session 1**: Lecture on key frameworks for case analysis (CI component) **Session 2**: Framework Presentations for Students Grp. 1-2-3 (CI component - Students receive peer & teacher feedback)	Tue 26 Jan 09:00-09:50 – KB132 Fri 29 Jan 16:00-17:50 – KK301

11. Course Content and Tentative Teaching Schedule		
3	**Session 1**: Lecture on how to work effectively in teams (CI component) **Session 2**: CNY	Tue 2 Feb 09:00-09:50 – KB132
4	**Session 1**: CNY **Session 2**: CNY	
5	**Session 1**: Lecture on presentation skills **Session 2**: Framework Presentations for Students Grp. 4-5-6 (CI component - Students receive peer & teacher feedback)	Tue 16 Feb 09:00-09:50 – KB132 Fri 19 Feb 16:00-17:50 – KK301
6	**Session 1**: Lecture on Q&A skills **Session 2**: Presentations from Group 1-2-3; Case report for Group 4 - 5-6; Executive guest speaker & judge (CI component: student receive peer, teacher and executive speaker feedback)	Tue 23 Feb 09:00-09:50 – KB132 Fri 26 Feb 16:00-17:50 – KK301
7	**Session 1**: Lecture on how to improve your slides (CI component) **Session 2**: Presentations from Group 4-5-6 Case report for Group 1-2-3; Executive guest speaker & judge (CI component: student receive peer, teacher and executive speaker feedback)	Tue 2 Mar 09:00-09:50 – KB132 Fri 5 Mar 16:00-17:50 – KK301
8	No Class - READING WEEK	
9	**Session 1**: UNIVERSITY HOLIDAY **Session 2**: Presentations from Group 1-2 Case report for Group 5-6; Executive guest speaker & judge (CI component: student receive peer, teacher and executive speaker feedback)	Fri 19 Mar 16:00-17:50 – KK315
10	**Session 1**: Lecture on Financial Analysis in case cracking **Session 2**: GOOD FRIDAY	Tue 23 Mar 09:00-09:50 – KB132
11	**Session 1**: Sharing by Past Participants; How to improve your slides, best practices (CI component) **Session 2**: Presentations from Group 3-4 Case report for Group 1-2 Executive guest speaker & judge (CI component: student receive peer, teacher and executive speaker feedback)	Tue 30 Mar 09:00-09:50 – KB132 Fri 2 Apr 16:00-17:50 – KK315
12	**Session 1**: Cracking cases within a few hours – best practice sharing **Session 2**: Presentations from Group 5-6 Case report for Group 3-4; Executive guest speaker & judge (CI component: student receive peer, teacher and executive speaker feedback)	Tue 6 Apr 09:00-09:50 – KB132 Fri 9 Apr 16:00-17:50 – KK315
13	**Session 1**: Video review **Session 2**: Presentations from Group 1-2 Case report for Group 5-6; Executive guest speaker & judge (CI component: student receive peer,	Tue 13 Apr 09:00-09:50 – KB132 Fri 16 Apr 16:00-17:50 – KK315

11. Course Content and Tentative Teaching Schedule		
	teacher and executive speaker feedback)	
14	**Session 1**: Lecture based on student request / student needs **Session 2**: Presentations from Group 3-4 Case report for Group 1-2; Executive guest speaker & judge (CI component: student receive peer, teacher and executive speaker feedback)	Tue 20 Apr 09:00-09:50 – KB132 Fri 23 Apr 16:00-17:50 – KK315
15	**Session 1**: Course Wrap up **Session 2**: Presentations from Group 5-6 Case report for Group 3-4; Executive guest speaker & judge (CI component: student receive peer, teacher and executive speaker feedback)	Tue 27 Apr 09:00-09:50 – KB132 Fri 30 Apr 16:00-17:50 – KK315

12. Required/Recommended Readings & Online Materials	
Reading	Students are strongly recommended to keep abreast of current affair by reading publications including the Financial Times, the Wall Street Journal and the Economist as well as other reputable sources of (business) news. The lecturer will share interesting articles from those publications and others and stimulates students to do the same. Students are recommended to watch presentation videos provided on Moodle and critique them Recommended books: • Rasiel, E.M., and Friga, P.N., "The McKinsey Mind", McGraw-Hill: Boston, 2002. • Anderson, C., "TED Talks: The Official TED Guide to Public Speaking", Mariner Books: Boston, 2017. • Weissman, J. "In the Line of Fire: How to Handle Tough Questions-When it Counts", Pearson Education: Upper Saddle River NJ, 2014 Additional recommended reading will be made available on Moodle.
Textbook	A variety of business cases will be used in this course. I will distribute the cases at least 7 days before each presentation/report due date on Moodle. All student presentations will be recorded and shared on Moodle. PPt slides used in student presentations will be shared on Moodle too. These are required viewing/reading.

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

The University Regulations on academic dishonesty will be strictly enforced. You are encouraged to review the University Statement on plagiarism at http://www.hku.hk/plagiarism/.

Attendance is required. If you have a valid reason not to attend, you will have to seek approval from the Faculty Board via the Faculty Office beforehand. Unexcused absence will have a negative impact on your grade.

Students should be in class on time. Arriving late or leaving early or walking in/out during class without permission might negatively affect your class participation grade. The same goes for disturbing me or your fellow students in other ways. Students are required to put their mobile phones on silent mode.

15. Additional Course Information

This course requires a significant amount of course work. This work will be spread out across the semester. All cases will be provided one week before the presentation or report due date. Late submission of individual reports will not be accepted without prior approval. There will be no presentations and reports in the week after reading week and no final exam, so during these periods you have time to focus on your other courses.

The SETL questionnaire is one of the ways HKU courses and teaching are evaluated. HKU places significant importance on student learning and on the continuous enhancement of teaching and learning outcomes. Students are asked to complete this evaluation of their learning experiences at the conclusion of the course. Questionnaire items relate to the overall evaluation of the course as well as an evaluation of teaching.

I will arrange a formal time to meet all students one on one as well as with their group for review and feedback.

In addition to the above, I will also provide time for you to see me personally to help you achieve a good result in class. You can always come to my office during consultation times, or email/call to make an appointment. Student feedback by phone or email, or during office hours is always welcomed throughout the semester.

This is a certified Communication-intensive (CI#) Course which meets all of the requirements endorsed by HKU's Senate, including

- the teaching and assessment of oral, written and visual communication 'literacies'; and
- at least 40% of the course grade assigned to communication-rich assessment tasks.

To learn more about CI courses and how they will be displayed on your transcript you can watch THIS video