

## **LABU 2040 Business Case Analyses**

### **1.Course Information**

LABU 2040 is a graded, three-credit, one-semester course offered in the Fall and Spring semesters. Students attend two 1.5-hour lessons every week in the semester.

LABU 2040 seeks to equip students with persuasive communication skills, both oral and written, through analyzing business cases and presenting solutions to problems identified. It provides students with a solid framework and hands-on practice to communicate persuasively and professionally in business settings. In presenting case problems, analysis and recommendations, students learn to identify issues, develop and organize key ideas, and eventually to persuade the audience of the validity of the arguments and proposed actions. The course sharpens students' ability to explain and support ideas logically, coherently and cohesively using various techniques, and to communicate clearly, concisely and accurately and in appropriate tone and style. Through a range of learning activities involving reading, discussion, writing and making oral presentations, students also develop critical reading, critical thinking and problem-solving skills as well as teamwork and leadership skills.

The course is required for students of School of Business and Management (except for students in the GBUS program and the RMBI program) and students in the MAEC program of School of Science.

**2.Pre-requisites:** LANG 1003

**3. Aims of the course: Intended Learning Outcomes (ILOs)**

By the end of the course, students will be able to:

*Communication and Language Skills*

1. Write effectively to persuade a specific audience
  - Adapt the message to the purpose and context of the communication and to the audience's needs;
  - Identify, develop and organize ideas logically, coherently and cohesively;
  - Use clear, concise and accurate language;
  - Adjust style and tone to suit the purpose, context and audience.
2. Give an oral presentation effectively to persuade a specific audience
  - Identify and adapt the message to the purpose, context and audience's needs;
  - Identify, develop and organize ideas logically, coherently and cohesively;
  - Create effective openings and closings;
  - Build rapport, make the message effective, sustain the audience's attention and impact the audience using space, facial expression and eye-contact, gestures, body posture and movement;
  - Create effective visual aids;
  - Handle questions and answer sessions professionally;
  - Use voice, tone and style effectively to enhance the message.

*Critical Reading, Critical Thinking and Problem-Solving Skills*

3. Develop critical reading, critical thinking and problem-solving skills by analyzing a business case.

*Knowledge/ Content Related*

4. Apply knowledge/ concepts across business disciplines.

*Leadership and Teamwork, International Outlook, Vision and Orientation to the Future, and Ethical Standards and Compassion*

5. Display teamwork and leadership skills.

6. Manage learning individually and in teams.
7. Use technology in learning.
8. Demonstrate awareness of cultural sensitivity and ethical issues.

## 4. Course assessment

Grading type: Letter grade

| Assessment                 | Description   | Weighting            | ILOs                |
|----------------------------|---|----------------------|---------------------|
| <b>Oral Presentation 1</b> | Students in teams give a 12-minute oral presentation to a specific audience on recommendations to solve problems in case 1.                 | 20%                  | 2, 3, 4, 5, 6, 7, 8 |
| <b>Peer Evaluation 1</b>   | Students evaluate team members' contributions to Oral Presentation 1.   | 5%                   | 5, 6, 7             |
| <b>Writing Task</b>        | Students write a recommendation report to a specific audience to solve problems identified in case 1.                                       | 30%                  | 1, 3, 4, 6, 7, 8    |
| <b>Oral Presentation 2</b> | Students in teams give a 16-minute oral presentation (with Q&A) to a specific audience on recommendations to solve problems in case 2.      | 30%                  | 2, 3, 4, 5, 6, 7, 8 |
| <b>Peer Evaluation 2</b>   | Students evaluate team members' contributions to Oral Presentation 2.   | 5%                   | 5, 6, 7             |
| <b>Learning Portfolio</b>  | Students document and exhibit effort, progress and reflections on acquiring oral presentation skills in the business communication context. | 8%                   | 2, 6, 7             |
| <b>Online Quizzes</b>      | Students complete two Case Quizzes before each case, and one online task related to Case 1.   | 2%<br>(1% + 1% + 2%) | 3, 4, 6, 7, 8       |

## 5.Course Content

| Week   | Course topics   |
|--------|---|
| 1      | Introduction to the course and business case analysis |
| 2      | Mini-case analysis                                    |
| 3      | Business oral presentation skills                     |
| 4, 5   | Case 1 analysis                                       |
| 6      | Oral presentation consultations                       |
| 7, 8   | Business writing skills                               |
| 9      | Writing consultations                                 |
| 10, 11 | Case 2 analysis                                       |
| 12     | Business oral presentation skills                     |
| 13     | Oral presentation assessments                         |

### Required readings:

- California Wood Harvesting Co., Kaylene C. Williams, Professor of Marketing, California State University, Sanislaus
- West Indies Yacht Club Resort: When Cultures Collide, Jeffrey P. Shay, University of Montana
- Kitchen Best: Ethics When Doing Cross-Boundary Business in Southern China, Say Goo, Asia Case Research Centre, The University of Hong Kong