

Hong Kong University of Science & Technology
GBUS 2010 Global Business Analysis

Chris Doran
Instructor

Thian Chew
Instructor

Andrea Lam
Course Assistant

Office:

Phone:

Email: cjsd@ust.hk

acchew@ust.hk

LSK1037

2358 7785

bmandrea@ust.hk

Office Hours: By appointment

Course Web page: Canvas

Class Meeting: Tue 09:00-11:50 (1st half); Sat 09:00-11:50 (2nd half)

Class Venue: LSK 1001 (1st half) & TBC (2nd half)

COURSE OVERVIEW

This course is designed to teach you the basic building block skills you will need to solve business problems and then communicate your recommendations effectively to others. You will gain experience solving exactly the sort of business problems that managers need to solve every day and these are exactly the skills necessary to do well in your career. Thus, the core objective is to provide you with the skills and abilities to analyze and convincingly present solutions to the type of real world problems that you will face as managers in your career.

COURSE LEARNING OBJECTIVES

- Students will learn the basic skills they need to solve business problems

Sub-objectives

- 1) Students will be able to apply a structured approach to problem-solving
- 2) Students will learn a variety of fact-based analysis tools (e.g. modeling)
- 3) Students will be able to prepare a clear fact-based business recommendation in PowerPoint, with a logical storyline and high quality charts
- 4) Students will improve their teamwork skills

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COURSE FORMAT

To meet these objectives, we will take a very practical and applied approach to analyzing cases and developing recommendations. Every case is different but every case has a problem that needs a solution. We will start out building a basic toolkit for identifying and solving problems. You will practice using these tools on class assignments which you will present to the class, and you will get feedback from the class and instructor. As the class goes on, you will apply these tools to full cases, and the cases will build in complexity.

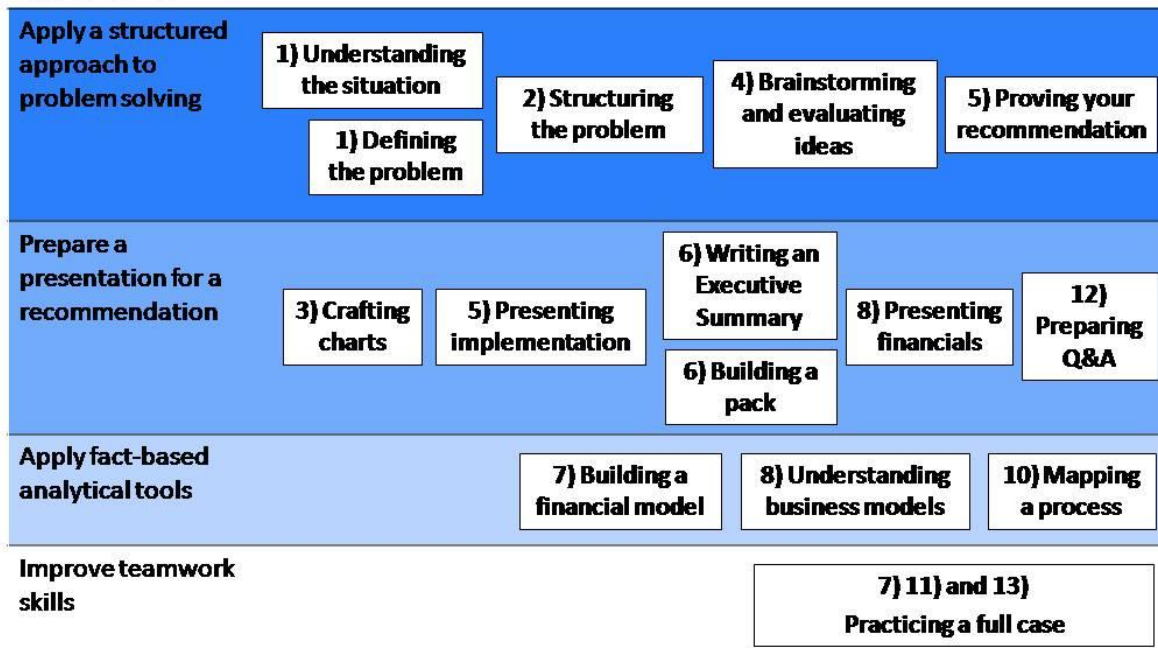
All cases and assignments will be done in teams. You will have the same team for the first half of the course, in the second half teams will be randomly assigned. Evaluation will consist of both individual and group components.

COURSE DIAGRAM



Our Course will build the skills you need to solve business problems

COURSE OVERVIEW



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COURSE INTENDED LEARNING OUTCOMES (ILOs)

Identify basic skills required to solve common business problems.

- 1) Apply a structured approach to problem-solving.
- 2) Describe the appropriate fact-based analysis tools, such as modelling techniques.
- 3) Develop and deliver a clear, fact-based business recommendation using PowerPoint, supported by a logical storyline and high-quality charts.
- 4) Demonstrate effective teamwork skills by collaborating with peers.

MAPPING OF COURSE ILOS TO ASSESSMENT TASKS

Assessment Tasks	Mapped ILOs	Explanation
Case presentation	ILO1, ILO2, ILO3, ILO4, ILO5	This task assesses students' ability to apply basic business skills and a structured approach to solve case-based problems (ILO1, ILO2). It evaluates students' use of appropriate fact-based analysis tools, including modelling techniques where relevant (ILO3). It demonstrates students' ability to deliver a clear, fact-based recommendation in PowerPoint with a logical storyline and high-quality charts, supported by effective teamwork (ILO4, ILO5).
Participation	ILO1, ILO2, ILO5	This task assesses students' engagement in class and their ability to apply structured thinking when discussing common business problems (ILO1, ILO2). It also reflects students' teamwork and collaboration skills through constructive participation and peer interaction during learning activities (ILO5).
Peer evaluation	ILO5	This task evaluates students' ability to assess teamwork contributions fairly and constructively within their group (. It reinforces accountability and encourages effective collaboration by reflecting each member's contribution to the team process (ILO5).

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DETAILED COURSE SCHEDULE

Week	Date	Topics	Assignments (due date!)	Class Venue
1	Tue Feb 3 rd	Course Introduction Understanding the situation Defining the problem		LSK 1001
2	Tue Feb 10 th	Structuring the problem Fact-based analysis	Problem definition sheet Root cause analysis	
3	Tue Feb 17 th	No-class - CNY		
4	Tue Feb 24 th	Crafting charts Generating creative ideas	Issue tree Key analyses	
5	Tue Mar 3 rd	Evaluating alternatives Proving your recommendation	Chart pack	
6	Tue Mar 10 th	Planning implementation Crafting a storyline	Evaluated alternatives Hypothesis tree	
7.1	Tue Mar 17 th	Full case practice	Full pack	
7.2	Sat Mar 21 st	Building a financial model	Team and Self-assessment	LSK G003
8	Sat Mar 28 th	Presenting financials Business models/value chain	Financial model	
9	Sat Apr 4 th	No class – mid-term break		
9	Sat Apr 11 th	Process mapping Customer value	Financial charts	
10	Sat Apr 18 th	Full case practice	Process mapping Full presentation pack	Room 6602
11	Sat Apr 25 th	Q&A Different types of presentation	N/A	LSK G003
12	Sat May 2 nd	Different types of presentation Practice	Self-assessment and Preparation	Room 6602
13	Sat May 9 th	Final case competition	Full presentation pack	LSK G003

First half Led by Professor Chris Doran

Tuesday classes 9:00-11:50 (with 10 minutes break) [Session 1-7.1] &

Second half Led by Professor Thian Chew

Saturday classes 09:00-11:50 (with 10 minutes break) [Session 7.2-13]

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COURSE MATERIALS

Course Packet and Handouts: The cases will be distributed in class. All presentation materials will be uploaded to Canvas

EVALUATION

Your final grade will be derived from your performance as follows:

Case Presentations:	60%	Each team will make several case presentations
<i>Specific assignments:</i>	25%	
<i>Full case analyses:</i>	20%	
<i>Capstone Analysis:</i>	15%	
Participation:	20%	This portion of your participation grade will assess your willingness to participate in class exercises and the quality of your participation in the discussion about the exercise. This grade is completely subjective, so make sure you speak often and that we notice you. Attendance is vital to your learning in this class. Absence from class will affect your participation marks.
Peer Evaluation:	20%	You will recognize the team members who made the biggest contribution to your team's results.

TEAM CASE PRESENTATIONS

During your presentation you will be evaluated both individually and as a team. Each team will be randomly assigned and will be changed at the half-way point.

The final "Capstone" case will be structured as a mini competition.

PEER EVALUATION

After the first half of the course and each full case presentation you will be assessed by your teammates according to the effort and contribution you made to the team presentation. These scores will be combined and will contribute to your total peer evaluation score.

You must complete the online peer evaluation for each of your teammates. Failure to complete the evaluation will result in a reduction in participation score.

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GRADING RUBRICS

Criteria	Excellent	Proficient	Developing	Needs Improvement
Content & Analysis	Deep, insightful analysis; well-researched with strong evidence.	Clear analysis with good research; minor gaps.	Surface-level analysis; limited research.	Lacks critical analysis; insufficient research.
Creativity & Innovation	Unique solutions; exceptional originality.	Demonstrates creativity; some novel ideas.	Minimal innovation; relies on conventional approaches.	Lacks originality; repetitive or derivative.
Collaboration & Teamwork	Excellent teamwork; balanced contributions.	Good collaboration; occasional imbalances.	Uneven participation; some disengagement.	Poor teamwork; dominant or passive members.
Presentation/ Professionalism	Polished delivery; clear, engaging, and error-free.	Effective communication; minor issues.	Basic delivery; lacks clarity or flow.	Unprepared; confusing or unprofessional.
Timeliness & Adherence	Meets all deadlines; follows guidelines perfectly.	Minor delays or deviations.	Multiple delays or guideline issues.	Missed deadlines; ignores requirements.

FINAL GRADE DESCRIPTION

Grades	Short Description	Elaboration on subject grading description
A	Excellent Performance	Demonstrates outstanding mastery of the subject, strong problem-solving and creativity, and excellent collaboration. Consistently exceeds core requirements to achieve learning goals.
B	Good Performance	Shows solid understanding of the subject and strong ability to analyze and evaluate issues. Demonstrates high motivation and works effectively with others.
C	Satisfactory Performance	Demonstrates adequate subject knowledge and competence in handling familiar problems. Shows some analytical thinking, persistence, and effort toward learning goals.
D	Marginal Pass	Meets minimum subject knowledge and shows potential to develop key skills. Can make basic judgments and benefits from further learning in the course.
F	Fail	Shows insufficient understanding and lacks required problem-solving skills. Demonstrates limited critical thinking and minimal effort toward learning goals.

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GENERATIVE AI POLICY

Generative AI is transforming many aspects of our professional lives and will be integrated into all aspects of the course. ChatGPT will be allowed and encouraged in all sections of the class.

You have an extra team member/thought partner who....

.....is available online 24/7

.....does work instantly

.....never gets upset or angry

.....gets things wrong, but is very responsive to feedback

.....has B+ knowledge about everything, but is not an expert on anything

.....needs clear instructions, since is vulnerable to GIGO

Please note what you found ChatGPT useful for in each assignment you use it

CAVEAT

The previous material, including the schedule and evaluation procedures, is subject to change in the event of extenuating circumstances. In fact, **there will likely be case substitutions** in the second half of the course depending on how the first half progresses. The instructors reserve the right to change anything in the syllabus at any time.

COMMUNICATION AND FEEDBACK

Students who have questions about the feedback, including marks, should consult the instructor within five working days after the feedback is received.

RESUBMISSION POLICY

Unless otherwise specified, there will be no resubmission for the assessment tasks since the evaluation is mostly based on group work.

ACADEMIC INTEGRITY

Students are expected to adhere to the university's academic integrity policy. Students are expected to uphold HKUST's Academic Honor Code and to maintain the highest standards of academic integrity. The University has zero tolerance of academic misconduct. Please refer to [Academic Integrity | HKUST – Academic Registry](#) for the University's definition of plagiarism and ways to avoid cheating and plagiarism.

DETAILED LEARNING GOALS

Students will learn the basic skills they need to solve business problems

Sub-objectives

1) Students will be able to apply a structured approach to problem-solving

- a) Students will be able to diagnose a situation using root cause analysis
- b) Students will be able to define a problem using a problem definition sheet
- c) Students will be able to structure a problem with an issue tree
- d) Students will be able to use brainstorming techniques to come up with creative ideas
- e) Students will be able to identify the points they have to support for their recommendation with a hypothesis tree

2) Students will learn a variety of fact-based analysis tools

- a) Students will be able to identify what analysis they need to do for common business questions
- b) Students will be able to build a simple financial model
- c) Students will be able to calculate the returns on an investment (Payback, NPV and IRR%)
- d) Students will be able to apply several tools to evaluate alternatives
- e) Students will be able to map a value chain and calculate margins
- f) Students will be able to map a simple business process
- g) Students will be able to calculate customer lifetime value

3) Students will be able to prepare a clear fact-based business recommendation in PowerPoint, with a logical storyline and high quality charts

- a) Students will be able to prepare clear professional powerpoint charts
- b) Students will be able to write an executive summary for a recommendation
- c) Students will be able to design a presentation top-down using a dummy pack and storyboard
- d) Students will be able to present financials
- e) Students will be able to present implementation
- f) Students will be able to design different types of presentation for different audiences
- g) Students will be able to defend their recommendations in Q&A

4) Students will improve their teamwork skills

- a) Students will be able to hit deadlines under time and competitive pressure
- b) Students will be able to conduct a self-assessment on their team performance
- c) Students will be able to provide constructive feedback to their team mates

BIOGRAPHIES

Thian Chew

As an Adjunct Associate Professor of the HKUST MBA program, Thian covers a range of finance and managerial courses which include Private Equity Investing, Managerial Accounting and Business Transformation.

Thian is a Managing Partner at Polar Ventures, a private equity firm that focuses on small-medium sized enterprises in Asia. He was previously an Executive Director at Goldman Sachs, both in Hong Kong and New York, where he made proprietary investments in growth capital, distressed and special situations. Prior to Goldman Sachs, he worked at Morgan Stanley (New York), was a Director at KPMG Consulting (Singapore, Sydney) focused on managing large-scale operational restructuring, post-merger integration and business performance improvement programs; and Senior Manager at KPMG (Taipei, Melbourne) performing financial and information technology audit and assurance.

Thian graduated with an MBA from the Wharton School as a Palmer Scholar; an MA from the Lauder Institute, University of Pennsylvania; a Bachelor of Information Systems from Monash University; and qualified as a Chartered Accountant.

Chris Doran

Chris Doran has over 20 years' experience in applying strategic thinking. 10 years have been within major multinationals, with responsibility for designing and implementing their strategic thinking process.

He is currently an Adjunct Associate Professor at HKUST teaching strategy, M&A and consulting.

Formerly, he has been Strategy Director for A.S.Watson (the retail division of Hutchison Whampoa), Lend Lease (one of Australia's largest Real Estate companies) and UDV, the US\$2 billion operating profit drinks division of Diageo plc. His responsibilities have included M&A, corporate strategy, new ventures and running the strategic planning process for over 50 business units in 34 countries.

Chris got his grounding in strategic thinking as a manager at McKinsey & Co, the world's leading management consultancy. He was based in the London and Delhi Offices.

In addition to his MBA from INSEAD in France, he has a first class Masters degree in Manufacturing Engineering from the University of Cambridge in England.