

<b>Module number</b> 24 – 26 (BW) 33 (EB)	<b>Module title</b> Specialised Elective Module: Global Business Challenge for Chinese Brands		
<b>Code</b> GBC	<b>Semester</b> 3-7	<b>Number of WSH</b> 4	<b>Module offered</b> Winter Semester 2025/26
<b>Lecturers</b> Dr Qian WANG, visiting lecturer from Shenzhen Technology University	<b>Tuition type</b> Lecture and seminar-style tuition		<b>Compulsory/Elective</b> Elective
<b>Learning outcomes</b> <p>This course aims to broaden students’ perspectives on the unique and complex challenges faced by Chinese brands in global markets. It examines critical issues—including digital advancement and disruption, pressing ESG compliance, cross-cultural adaptation, and geopolitical unpredictability—through real-world case analyses. Emphasis is placed on fostering students’ business strategic business decision-making and critical thinking skills, essential for success in global business careers.</p> <p>Upon successful completion, students will be able to:</p> <ol style="list-style-type: none"><li>1. Diagnose globalization challenges for Chinese brands using analytical frameworks, covering brand expansion, digital disruption, cultural localization, regulatory compliance, supply chain innovation, and business model transformation.</li><li>2. Develop culturally adaptive strategies by identifying East-West business practice gaps and solving collaboration conflicts.</li><li>3. Evaluate strategic impacts of policy shifts, geopolitical risks, and ESG trends on multinational operations across sectors (tech/consumer goods/manufacturing).</li><li>4. Propose data-driven solutions that apply critical thinking to authentic business dilemmas.</li></ol> <p>Cases of globally prominent Chinese brands, such as SHEIN, BYD, Huawei, and Haier, will be discussed in various learning activities. Students will be given plenty of opportunities to engage with the materials through weekly lectures and topic-specific seminars. The lectures cover core concepts and business challenges facing Chinese companies in a global context, while the seminars are interactive, discussion-based sessions that encourage students to actively participate, apply critical thinking, and analyze case studies in depth. Through studying and working on these cases in various learning activities, students could enhance their critical thinking, teamwork, presentation, and analytical reasoning skills to evaluate real-world scenarios and develop problem-solving skills for business careers.</p> <p>This course will also include essential content on cultural competence to help students understand the cultural differences that impact business practices for Chinese brands. Topics on cross-cultural management will provide students with practical considerations to navigate cultural and communication challenges effectively, especially when collaborating with or working for Chinese companies. This cross-cultural perspective will equip students to approach business scenarios with a nuanced understanding of cultural dynamics.</p>			
<b>Content</b> <ul style="list-style-type: none"><li>• Examining digital disruption and technological innovation, as well as assessing impacts on business models and corporate strategies for Chinese brands.</li><li>• Evaluating sustainability pressures and ESG compliance, as well as identifying risks and opportunities in environmental governance for Chinese firms.</li></ul>			

- Analyzing geopolitical barriers to globalization; mapping constraints on cross-border exchange of goods, technology, and IP when expanding businesses worldwide.
- Investigating emerging-market consumption shifts and linking demographic trends to global demand patterns for marketing activities.
- Designing collaborative solutions and applying theoretical frameworks to solve authentic business challenges.

## Literature

### Required reading

#### Articles:

Grewal, D., Hulland, J., Kopalle, P.K. et al. (2020) The future of technology and marketing: a multidisciplinary perspective. *Journal of the Academy Marketing Science* 48, 1–8

Mathews, J.A. (2006) Dragon multinationals: New players in 21st century globalization. *Asia Pacific J Manage* 23, 5–27.

Caulkin, S. (2016) Companies with a purpose beyond profit tend to make more money: It is a paradox that the most profitable companies are not the most profit-focused. *Financial Times*, 2016, 24 Jan

Bloch, J., & Spataro, S.E. (2014) Cultivating critical-thinking dispositions throughout the business curriculum. *Business and Professional Communication Quarterly*, 77(3): 249-265.

Skog, D.A., Wimelius, H. & Sandberg, J. (2018) Digital Disruption. *Business Information System Engineering* 60, pp. 431–437

Hagspiel, V.; Huisman, Kuno J.M.; Kort, P.M.; Lavrutich, M.N.; Nunes, C. & Pimentel, R. (2020) Technology adoption in a declining market, *European Journal of Operational Research*, Volume 285, Issue 1, pp. 380-392

#### Cases:

Sanchez-Runde C., Lee Y-T., Reiche S. (2020) Hairer in Japan : An Pngoing Transformational Jourey

Arthur M., Gyamfi N. YA. (2025) Huawei-MTN: Compatible Approaches to Innovation & Sustainability?

Fong Y.F., Wan Z.X., Huang M.Y. (2022) Shein: an Ultra-Fast-Fashion Retainer's Digital Strategies

Schutte H., Wang A. (2014) BYD: Dream or Pipe Dream?

Tao Z.G., Orr E. (2019) Huawei at a Crossroads: Reacting to the US Equipment Ban

### Recommended reading

Jo Caudron and Dado Van Peteghem. *Digital Transformation*

Philip A.V., K. A. Z. (2020) Effective Engagement of Digital Natives in the Ever-Transforming Digital World. In: George B., Paul J. (eds) *Digital Transformation in Business and Society*. Palgrave Macmillan, Cham. [https://doi-org.ezproxy.is.ed.ac.uk/10.1007/978-3-030-08277-2\\_7](https://doi-org.ezproxy.is.ed.ac.uk/10.1007/978-3-030-08277-2_7)

## Teaching and learning methods

Lecture and seminar-style tuition with exercises in small groups

Student work with both face-to-face and online learning sessions

Group exercises, small-scale case studies

Individual and group presentation by using PowerPoint or slides based for cases discussion

**The class will be offered virtually via Zoom on Thursday 9, 16 and 23 October 2025, 12:00-14:00. Dr. Wang will then teach the course in block form in person in Regensburg on the following dates:**

**Friday, October 31, 13:45-19:00**

**Monday, November 3, 13:45-19:00**

**Thursday, November 6, 12:00-19:00**

Friday, November 7, 13:45-19:00  
 Saturday, November 8, 10:00-15:30  
 Monday, November 10, 13:45-19:00

After the block course there will be an opportunity for individual online Q&A sessions to support students essay writing. The deadline for submitting the essay will be presumably end November/ beginning of December!

**Type of examination/Requirements for the award of credit points**

Individual essay assignment (Weighting: 70 %) and  
 10-minute group presentation (Weighting: 30 %)

**Other information**

Case studies, group discussion and teamwork will be integrated into the course. Every student needs to participate and contribute to these learning activities.

**ECTS Credits**

5

**Workload**

150 hours

Contact/attendance time: 60 h

Additional work: 90 h

**Course language**

English