

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Management  
with effect from Semester A 2017/2018**

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**Part I Course Overview**

<b>Course Title:</b>	<b>International Business &amp; the Global Geopolitics for Managers</b>
<b>Course Code:</b>	<b>MGT 5510</b>
<b>Course Duration:</b>	<b>One Semester</b>
<b>Credit Units:</b>	<b>3</b>
<b>Level:</b>	<b>P5</b>
<b>Medium of Instruction:</b>	<b>English</b>
<b>Medium of Assessment:</b>	<b>English</b>
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	<b>Nil</b>
<b>Precursors:</b> <i>(Course Code and Title)</i>	<b>Nil</b>
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	<b>Nil</b>
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	<b>MGT6326 Managing International Business</b>

## Part II Course Details

### 1. Abstract

This course is a graduate level course designed to introduce the key concepts and analytical tools within the field of international business. More specifically, this course examines the strategies generally used in the global business environment. It focuses on the rationales behind different firms' overseas expansion decisions, as well as how their foreign operations differ from the domestic ones. It also examines how multinational corporations can create competitive advantages using effective organization structures. By completing this course, students shall possess the fundamental knowledge for a career in international business or further studies in this area.

The course will be conducted through a combination of lectures and case studies. The lectures explore the various concepts and framework used to understand international business. The case studies examine the complex problems a multinational corporation will face in today's rapidly changing global environments.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Learn the basic concepts and analytical tools in relation to the formulation and implementation of global strategy.	40		✓	
2.	Be capable of analyzing thoroughly the strategic issues in the global context as well as identifying and resolving the problems faced by a firm.	30		✓	✓
3.	Understand how the different aspects of the international environment can create strategic challenges and opportunities for a firm.	10	✓	✓	
4.	Understand how to create competitive advantages through effective entry mode decisions and to use appropriate organizational structure in the global context.	10	✓	✓	
5.	Receive comprehensive exposure to real-world strategic business problems in the global environment.	10	✓		
		100%			

**A1: Attitude**

*Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*

**A2: Ability**

*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.*

**A3: Accomplishments**

*Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.*

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5		
Lectures	The lectures will focus on exploring and understanding the basic concepts and analytical tools in international business.	✓		✓	✓			14 hours per semester
Case studies	The case studies provide students with the opportunities to learn from the experience of real companies. Students are expected to demonstrate their critical thinking by analyzing and evaluating a multinational corporation's situation and recommending the solution to the issue.		✓	✓	✓	✓		20 hours per semester
Group project and presentation	Students are required to form groups and investigate the issues facing a multinational firm. Students will be asked to base on the concepts and frameworks learnt in class to analyze and offer recommendations on the issue. Group presentations will be scheduled in class for the students to share their study.		✓	✓	✓			5 hours per semester

### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4	5			
<b>Continuous Assessment: 70%</b>								
Class contribution		✓	✓	✓	✓		<b>40%</b>	In each class, students will be assessed on their contributions to the case discussion by the instructor with inputs from their peers. Students will be graded based on the quality and quantity (i.e., frequency) of in-class comments.

Group project and presentation		✓	✓	✓			<b>30%</b>	Based on the international business concepts and frameworks learned in class, students will form groups to produce a written project report that investigates the issue of a multinational corporation and formulates solutions to address the problem. Students will present their study in class.
Examination: 30% (duration: 2 Hours , if applicable)								
Final exam	✓	✓	✓	✓			<b>30%</b>	The final exam will include all materials covered throughout this course. The exam will be in the essay-questions format.
							100%	

## 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
<b>1. Courses are graded according to the following schedules as applied to exam, class participation and applied written reports/case studies/projects:</b>		Strong evidence of original thinking conducive to applying theoretical concepts to coin creative recommendations/solutions; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.	Evidence of grasp of subject, some evidence of critical capacity and analytic ability conducive to innovative application of theoretical concepts to solve problems; reasonable understanding of issues; evidence of familiarity with literature.	Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.	Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.
<b>2. Assessing and Grading Essay Type Exam Questions</b>		Strong evidence of original thinking conducive to applying theoretical concepts to coin creative recommendations/solutions; good organization, capacity to analyze and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.	Evidence of grasp of subject, some evidence of critical capacity and analytical ability conducive to innovative application of concepts to solve problems; reasonable understanding of issues; evidence of familiarity with the subject matter.	Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.	Sufficient familiarity with the subject matter to enable the student to progress.	Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of literature.
<b>3. Assessing and Grading Applied Coursework</b>		Shows thorough <u>procedural understanding</u>	Shows <u>procedural understanding</u> of	Shows <u>declarative understanding</u> and	Shows <u>understanding of</u>	

		<p><u>and originality</u>. Clear evidence that key concepts and the relationships between them have been internalized into a personalized model of practice, conducive to excelling creativity. Shows an ability to effectively apply concepts, principles, models or practices to new and unfamiliar real-life contexts. Provides strong supporting evidence to justify conclusions and recommendations. (Demonstrates clearly the ability to integrate theory and practice to add value creatively.)</p> <p>Demonstrates excellent communication skills in presenting analyses and defending arguments</p>	<p>the subject through the effective and/or innovative application of relevant concepts, principles and models to achieve well-justified conclusions and/or recommendations. Thorough analysis and/or interpretation with relevant and accurate supporting evidence that is comprehensively documented. Good and/or innovative integration of different ideas/perspectives to provide a convincing thrust or purpose.</p>	<p>familiarity with many relevant concepts, principles and models. Able to discuss issues meaningfully but the ability to apply key ideas and/or justify conclusions and recommendations is demonstrated only partially. Supporting evidence is relevant, accurate and covers key issues, but lacks consistency, comprehensiveness, integration and/or complete citations.</p>	<p><u>basic concepts, principles and models in a minimally acceptable way</u>. Poor coverage, no originality in analysis and/or interpretation of the issues, weak justification of solutions or recommendations. Supporting evidence lacks accuracy or completeness, is poorly integrated and/or sources are not fully documented/cited.</p>	
<p><b>4. Assessing and Grading Applied Term-Assignments (Cases/ Projects)</b></p>		<p>As in B, but with higher degree of originality and evidence of internalization into a personalized model of practice. Good evidence of reflection on own performance based on theory, conducive to creative views. Generalizes relevant</p>	<p>The evidence presents a good appreciation of the general thrust of the project. Good coverage with relevant and accurate support. A clear view of how various aspects of the project integrate</p>	<p>The evidence is relevant, accurate and covers a fair number of issues. However, there is little evidence of an overall view of the project. Demonstrates declarative understanding of a</p>	<p>Pieces of evidence are relevant and accurate, but are isolated, addressing a limited number of issues. Demonstration of understanding in a minimally acceptable way. Poor coverage, no</p>	

		principles, models or practices to new and unfamiliar real-life contexts creatively.	to form a thrust or purpose. Good evidence of application of course content to practice. Solutions or recommendations well justified, often innovatively.	reasonable amount of content. Able to discuss content meaningfully but little application or integration of items. Fair justification of solutions or recommendations.	originality, weak justification of solutions or recommendations.	
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## 6. Assessing and Grading Class Participation

Grade Point > V Criteria	1	2	3	4
<b>Punctuality</b>	Student is <b>almost always</b> late to class and/or leaves early.	Student is <b>occasionally</b> late to class and/or leaves early.	Student is <b>frequently</b> punctual and attends full-time.	Student is <b>almost always</b> punctual and attends full-time.
<b>Preparation</b>	Student is <b>almost never</b> prepared for class with assignments and other materials.	Student is <b>occasionally</b> prepared for class with assignments and other materials.	Student is <b>frequently</b> prepared for class with assignments and required materials.	Student is <b>almost always</b> prepared for class with assignments and required materials.
<b>Engagement</b>	Student <b>almost never</b> contributes to class by offering ideas and asking questions.	Student <b>occasionally</b> contributes to class by offering ideas and asking questions.	Student <b>frequently</b> contributes to class by offering thought-provoking ideas and asking questions <b>once</b> per class.	Student <b>almost always</b> contributes to class by offering surprisingly good ideas and asking questions <b>more than once</b> per class.
<b>Behavior</b>	Student <b>almost always</b> displays <b>disruptive</b> behavior during class.	Student <b>occasionally</b> displays <b>disruptive</b> behavior during class.	Student <b>frequently</b> displays <b>facilitative</b> behavior during class.	Student <b>almost always</b> displays <b>facilitative</b> behavior during class.

**Part III Other Information** (more details can be provided separately in the teaching plan)

**1. Keyword Syllabus**

*(An indication of the key topics of the course)*

This course aims to cover the following topics:

- Introduction to international business
- Motivations for overseas expansion
- Entry mode decisions: non-equity/contractual choices
- Entry mode decisions: equity choices
- Managing cultural environment
- Managing institutional, legal, and economic environment
- Creating effective organizational structure in the global context
- International business ethics

**2. Reading List**

**2.1 Compulsory Readings**

*(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)*

1.	Assigned business cases. <i>*Note that the cases are available from Harvard Business Publishing and Ivey Publishing.</i>
2.	Other required articles specified by the instructor.

**2.2 Additional Readings (optional)**

*(Additional references for students to learn to expand their knowledge about the subject.)*

1.	Christopher A. Bartlett, Sumantra Ghoshal, Paul W. Beamish, 2014. Transnational Management: Text, Cases and Readings in Cross-Border Management (7th edition), McGraw-Hill Education.
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