

City University of Hong Kong  
Course Syllabus

**offered by Department of Management**  
**Effective from Semester A, 2020/21**

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**Part I Course Overview**

**Course Title:** Global Business Management

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**Course Code:** FB6508

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**Course Duration:** 6 weeks (intensive mode)

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**Credit Units:** 3

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**Level:** P6

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**Medium of Instruction:** English

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**Medium of Assessment:** English

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**Prerequisites:**  
*(Course Code and Title)* Nil

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**Precursors:**  
*(Course Code and Title)* Nil

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**Equivalent Courses:**  
*(Course Code and Title)* Nil

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**Exclusive Courses:**  
*(Course Code and Title)* MGT6508 International Business Management

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## Part II Course Details

### 1. Abstract

#### Course Aims:

*This course aims to develop knowledge and skills in the following:*

- Analyze and develop sources of a firm's global competitive advantage
- Conduct country analysis
- Configure a firm's global value chain
- Conduct international entry analysis
- Manage in complex, host country environments
- Optimize strategies for late movers in internationalization
- Understand local firms' responses to international challenges
- Understand and manage the demands and challenges posed by international corporate social responsibility

### 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.	Demonstrate excellent knowledge on global business management concepts and theories		✓		
2.	Critically apply knowledge in global business management cases and projects		✓	✓	
3.	Conduct sound strategic analysis and present it in oral presentation and/or written format. Contribute comments in class to enhance learning		✓	✓	✓
4.	Explore hard-to-tackle strategic problems and conduct independent investigation. Successfully defend their arguments using real examples		✓	✓	✓

**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	6	
1.	Lectures	✓	✓					
2.	Class Discussion and activity	✓						
3.	Group case analysis and presentation			✓				
4.	Individual assignment and project		✓		✓			

### 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	6		
<b>Continuous Assessment: 100%</b>								
Class participation and discussion	✓						30%	
Individual case analysis		✓		✓			30%	
Group project		✓	✓				40%	
- Presentation 20%								
- Written Report 20%								
Examination: 0% (duration: , if applicable)								
							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)
Class Participation and discussion	Punctuality	Student is always punctual and attends full-time.	Student is frequently punctual and attends full-time.	Student is sometimes late to class and/or leaves early.	Student is often late to class and/or leaves early.	Student shows serious attendance problems.
	Preparation	Student is always well-prepared for class with assignments and required materials.	Student is frequently prepared for class with assignments and required materials.	Student is sometimes prepared for class with assignments and other materials.	Student is rarely prepared for class with assignments and other materials.	Student is often <b>poorly</b> prepared for class with assignments and other materials
	Engagement	Student always well contributes to class by offering ideas and asking questions.	Student frequently contributes to class by offering ideas and asking questions.	Student sometimes contributes to class by offering ideas and asking questions.	Student rarely contributes to class by offering ideas and asking questions.	Student <b>almost never</b> contributes by offering ideas, sharing experiences, and asking questions.
	Behavior	Student always displays facilitative behavior during class.	Student occasionally displays facilitative behavior during class.	Student occasionally displays disruptive behavior during class.	Student often displays disruptive behavior during class.	Student <b>often</b> displays disruptive behavior during class.
Individual Case Analysis /Group Project		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. Generalizes principles, models or practices to new and unfamiliar real- life contexts.	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 to form a thrust or purpose. Good evidence of application of course content to practice. Solutions or recommendations well justified.	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 reasonable amount of content. Able to discuss content meaningfully but little application or integration of items. Fair justification of solutions or recommendations.	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 originality, weak justification of solutions or recommendations.	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.

**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.)*

Managers are expected to have strong international management knowledge and skills because competition is increasingly global in nature. Besides large corporations, entrepreneurial ventures and small/medium sized businesses have begun to place greater emphasis on global business management knowledge and skills as they have begun to realize the opportunities and challenges of globalization, and many of them are in fact “born global.” This course is a graduate business level course that seeks to introduce crucial conceptual frameworks and cutting edge knowledge in global business management. This course seeks to equip you with those knowledge and skills, as well as to introduce additional strategic tools to our strategy toolbox that enhance our abilities for analyzing complex, international business situations in order to formulate optimal strategies and actions.

**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.	Articles and cases specified by the professor
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**2.2 Additional Readings**

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

1.	Articles and cases specified by the professor
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