

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Management  
with effect from Semester A 2022 /2023**

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**Part I Course Overview**

<b>Course Title:</b>	<b>Managing International Business</b>
<b>Course Code:</b>	<b>MGT6326</b>
<b>Course Duration:</b>	<b>One Semester</b>
<b>Credit Units:</b>	<b>3</b>
<b>Level:</b>	<b>P6</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>MGT5510 International Business &amp; the Global Geopolitics for Managers</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.	✓		✓	✓			1.5 hours/week
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.		✓	✓	✓	✓		1.5 hours/week

### 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: 100%</b>								
Class contribution		✓	✓	✓	✓		<b>25%</b>	Students will be assessed on their contributions to the discussions in class and participation in group work and class activities.
Group project		✓	✓	✓			<b>45%</b>	Based on the international business concepts and frameworks learned in class, students will form groups to produce a project report that investigates the issue of a multinational corporation and formulates solutions to address the problem. Group presentation may be scheduled in class.
Final assignment	✓	✓	✓	✓			<b>30%</b>	
							<b>100%</b>	

## 5. Assessment Rubrics

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

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
<b>1. Class contribution</b>		Student almost always contributes to class by offering surprisingly good ideas and asking questions more than once per class. Student almost always displays facilitative behavior during class. 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.	Student frequently contributes to class by offering thought-provoking ideas and asking questions once per class. Student frequently displays facilitative behavior during class. 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 almost never contributes to class by offering ideas and asking questions. Student almost always displays disruptive behavior during class. Some familiarity with the subject matter.	Student never contributes to class by offering ideas and asking questions. Student always displays disruptive behavior during class. Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.
<b>2. Group project</b>		Shows thorough <u>procedural understanding and originality</u> . Clear evidence that key concepts and the relationships between them have been internalized into a personalized model of	Shows <u>procedural understanding</u> of the subject through the effective and/or innovative application of relevant concepts, principles and models to achieve well-justified conclusions and/or recommendations.	Shows <u>declarative understanding</u> and familiarity with some relevant concepts, principles and models. Demonstrates a moderate level of understanding of issues. Fair justification of solutions or	Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of literature.

		<p>practice, conducting 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>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>recommendations. Ability to use relevant supporting evidence to covers key issues, but lacks consistency, comprehensiveness, integration and/or complete citations.</p>	
<b>3. Final assignment</b>		<p>Synthesizes in-depth information from all relevant sources representing all relevant and critical viewpoints. Very often recognizes connections among ideas or solutions and is able to connect ideas or solutions in novel ways. Thinks outside the box and presents different and unique ideas very often.</p>	<p>Presents in-depth information from multiple relevant sources representing some critical viewpoints. Often recognizes connections among ideas or solutions and is frequently able to connect ideas or solutions in novel ways. There are many ideas that differs from others.</p>	<p>Presents information from a limited range of sources representing a very limited range of critical viewpoints. Hard to detect new and unique ideas.</p>	<p>Presents information from irrelevant range of sources representing no critical viewpoints. No new and unique ideas are detected</p>

Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
<b>1. Class contribution</b>		<p>Student almost always contributes to class by offering surprisingly good ideas and asking questions more than once per class. Student almost always displays facilitative behavior during class.</p> <p>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.</p>	<p>Student frequently contributes to class by offering thought-provoking ideas and asking questions once per class.</p> <p>Student frequently displays facilitative behavior during class.</p> <p>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.</p>	<p>Student occasionally contributes to class by offering ideas and asking questions.</p> <p>Student occasionally displays disruptive behavior during class.</p> <p>Student who is understanding of the subject; ability to develop solutions to simple problems in the material.</p>	<p>Student almost never contributes to class by offering ideas and asking questions.</p> <p>Student almost always displays disruptive behavior during class.</p> <p>Some familiarity with the subject matter</p>	<p>Student never contributes to class by offering ideas and asking questions.</p> <p>Student always displays disruptive behavior during class.</p> <p>Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.</p>
<b>2. Group project</b>		<p>Shows thorough <u>procedural understanding and originality</u>. Clear evidence that key concepts and the relationships between</p>	<p>Shows <u>procedural understanding</u> of the subject through the effective and/or innovative application of relevant concepts,</p>	<p>Shows <u>declarative understanding</u> and familiarity with many relevant concepts, principles and models. Able to discuss issues</p>	<p>Shows <u>understanding of basic concepts, principles and models in a minimally acceptable way.</u></p>	<p>Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of literature.</p>

		<p>them have been internalized into a personalized model of practice, conducing 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.) Demonstrates excellent communication skills in presenting analyses and defending arguments</p>	<p>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>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>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>	
<b>3. Final Assignment</b>		<p>Synthesizes in-depth information from all relevant sources representing all relevant and critical viewpoints. Very often recognizes connections among ideas or solutions and is able to connect ideas or solutions in novel ways. Thinks outside the box and presents different and unique ideas very often.</p>	<p>Presents in-depth information from multiple relevant sources representing some critical viewpoints. Often recognizes connections among ideas or solutions and is frequently able to connect ideas or solutions in novel ways. There are many ideas that differs from others.</p>	<p>Presents information from some relevant sources representing a limited range of critical viewpoints. Recognizes some connections among ideas or solutions and is able to connect a few ideas or solutions in novel way.</p>	<p>Presents information from a limited range of sources representing a very limited range of critical viewpoints. Hard to detect new and unique ideas.</p>	<p>Presents information from irrelevant range of sources representing no critical viewpoints. No new and unique ideas are detected.</p>

## 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)*

- Introduction to international business
- Motivations for international expansion
- Managing cultural, economic, and social environments
- Developing international strategies and competitive advantages
- Multinational and entry mode strategies
- Strategic alliances
- International small businesses
- Creating effective organizational structure in the global context
- Implementing international strategies and challenges

### 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.	John B. Cullen, & K. Praveen Parboteeah. 2014. Multinational management: A strategic approach (6th edition), Cengage Learning.
3.	Christopher A. Bartlett, Sumantra Ghoshal, Paul W. Beamish, 2014. Transnational Management: Text, Cases and Readings in Cross-Border Management (7th edition), McGraw-Hill Education.
4.	Donald A. Ball, J. Michael Geringer, Jeanne M. McNett, & Michael S. Minor, 2013. International Business: The Challenge of Global Competition (13 <sup>th</sup> edition). McGraw-Hill.
5.	Helen Deresky, 2016. International Management: Managing Across Borders and Cultures, Text and Cases (9th Edition). Pearson.
6.	Other required readings, articles, and online resources specified by the instructor.

#### 2.2 Additional Readings (optional)

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