FB6933: GLOBAL ECONOMIC ENVIRONMENTS AND BUSINESS STRATEGIES

New Syllabus Proposal

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Global Economic Environments and Business Strategies

Subject Code

FB - College of Business (FB)

Course Number

6933

Academic Unit

College of Business (CB)

College/School

College of Business (CB)

Course Duration

One Semester

Credit Units

2

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

NIL

Precursors

NIL

Equivalent Courses

NIL

Exclusive Courses

NIL

Part II Course Details

Abstract

This course aims to provide seasoned executives and professionals with a comprehensive understanding of the dynamic global economic landscape, with a specific focus on economic policy, interest rates, exchange rates, economic superpowers, global competitiveness, country risk, population composition, Asian economies, and related topics. Participants will develop the ability to analyze, evaluate, and interpret global economic trends, formulate strategies to enhance global competitiveness, and navigate economic challenges and opportunities in diverse regions.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Analyze and evaluate global economic trends, including economic policy, interest rates, and exchange rates, to assess their impact on business decision-making and strategic planning.		x	x	x
2	Compare and interpret economic indicators and country risk factors to understand the economic dynamics in Asian regions and identify opportunities for growth and market entry.		x	x	x
3	Develop business strategies to develop global business with consideration of macroeconomic and political factors in different economies.		x	x	x

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 real-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.

Learning and Teaching Activities (LTAs)

	LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Preparatory readings	Students will have some readings in advance to familiarize themselves with the course material and prepare for upcoming lectures or discussions.	1, 2, 3	

2	Online live sessions	Students participate in online live sessions led by experts or guest speakers, where they discuss and explore specific topics in-depth, sharing knowledge and engaging in critical analysis.	1, 2, 3	
3	Assignments	Students complete tasks or projects for applying their knowledge and skills to demonstrate understanding and achieve specific learning objectives.	1, 2, 3	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("-" for nil entry)	Allow Use of GenAI?
1	Group and/ or Individual Assignment	1, 2, 3	100	-	Yes

Continuous Assessment (%)

100

Assessment Rubrics (AR)

Assessment Task

1. Assignments

Criterion

Assess students' ability to demonstrate a sound knowledge of the subject matter and its future development, and how that knowledge can be applied to solve real-world problems encountered effectively and creatively.

Excellent

(A+, A, A-)
The arguments show a higher degree of originality and internalization to form a well-defined perspective on the subject matter. Strong evidence of reflection on own position based on a comprehensive understanding of principles/ conceptual framework and the contemporary context.

Good

(B+, B, B-)
The arguments demonstrate a good appreciation of the subject matter, principles/ conceptual framework and the contemporary context with indications of reflection on own position.
Some new insights and questions offered with clear evidence of learning from the course.

Fair

(C+, C, C-)
The arguments are highly relevant and accurate with fair appreciation of the subject matter, principles/conceptual framework and the contemporary context.

Marginal

(D)

The arguments are relevant and accurate but isolated, addressing the subject matter only in part and lacking both a strong grounding in principles/ conceptual framework and understanding of the contemporary context.
No originality, weak justification of conclusions and poorly structured.

Failure

(F)
Little evidence of familiarity with the subject matter;

Fail to submit the individual essay.

Assessment Task

2. Projects

Criterion

Assess students' ability to demonstrate a sound knowledge of the subject matter and its future development, and how that knowledge can be applied to solve real-world problems encountered effectively and creatively.

Excellent

(A+, A, A-)
The arguments show a higher degree of originality and internalization to form a well-defined perspective on the subject matter. Strong evidence of reflection on own position based on a comprehensive understanding of principles/ conceptual framework and the contemporary context.

Good

(B+, B, B-)
The arguments demonstrate a good appreciation of the subject matter, principles/ conceptual framework and the contemporary context with indications of reflection on own position.
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Failure

(F)
Little evidence of familiarity with the subject matter;

Fail to submit the individual essay.

Assessment Task

3. Essays

Criterion

Assess students' ability to demonstrate a sound knowledge of the subject matter and its future development, and how that knowledge can be applied to solve real-world problems encountered effectively and creatively.

Excellent

(A+, A, A-)
The arguments show a higher degree of originality and internalization to form a well-defined perspective on the subject matter. Strong evidence of reflection on own position based on a comprehensive understanding of principles/ conceptual framework and the contemporary context.

Good

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The arguments demonstrate a good appreciation of the subject matter, principles/ conceptual framework and the contemporary context with indications of reflection on own position.
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Part III Other Information

Keyword Syllabus

- Global Econ Environments and Bsn SrtgsGlobal economic trends
- Economic policy
- Interest rates
- Exchange rates
- Asian economies
- Global competitiveness
- Country risk
- Population composition
- Market entry
- Technological advancements

Reading List

Compulsory Readings

	Title
1	Schiller, B. and K. Gebhardt (2024) The Macroeconomy Today. 17th Edition. McGraw-Hill
2	Tuerck, D. G. (2021) Macroeconomics. New York, New York: Business Expert Press.
3	IMF (Updated version) World Economic Outlook
4	OECD (Updated version) Economic Outlook for Southeast Asia, China and India
5	Norbert, G. (2020) Country Risk: The Bane of Foreign Investors. Springer
6	Bahmani-Oskooee, M. (2021) Asian Countries: Economic, Political and Social Issues. NY: Nova.
7	Vasilii, E. et al. (2023) Contemporary Macroeconomics: New Global Disorder. Springer.
8	Khalil, D. (2023) Embracing the Black Swan: How Resilient Organizations Survive and Thrive in the Face of Geopolitical and Macroeconomic Risks. Springer.