

**City University of Hong Kong
Course Syllabus**

**offered by Department of Management
with effect from Semester A 2017 / 18**

Part I Course Overview

Course Title: Managing Multinationals

Course Code: MGT4310

Course Duration: 1 semester

Credit Units: 3 credits

Level: B4

Arts and Humanities

Proposed Area: Study of Societies, Social and Business Organisations
(for GE courses only) Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: MGT4227 International Business
(Course Code and Title)

Precursors: Nil
(Course Code and Title)

Equivalent Courses: Nil
(Course Code and Title)

Exclusive Courses: Nil
(Course Code and Title)

Part II Course Details

1. Abstract

Multinationals are one of the most important players in the global arena. Nowadays, managers are expected to have the critical knowledge and skills to help manage multinationals in their global operations and competition. The course adopts a global strategic approach and introduce students to crucial conceptual frameworks and cutting-edge knowledge for global business competition. It seeks to enhance students' abilities to analyze complex, international business situations in order to formulate and implement a firm's global strategy successfully. In addition, the course specifically examines foreign firms' strategies in emerging markets, as well as the strategies of firms from the emerging markets, in order to sharpen our analytical skills in understanding and managing them successfully.

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.	Analyze the extent to which a firm can transfer its ownership advantage internationally		✓	✓	✓
2.	Conduct country analysis to understand location advantage		✓	✓	✓
3.	Conduct international entry analysis, including entry mode decision, to assess internalization advantage		✓	✓	✓
4.	Understand how foreign firms compete in emerging markets		✓	✓	✓
5.	Strategize how emerging market firms may respond to challenges from foreign firms		✓	✓	✓
6.	Assess how firms from emerging markets can expand and compete internationally		✓	✓	✓
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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	
Lecture	Equip students with knowledge and skills in managing multinationals. During the	✓	✓	✓	✓	✓	✓	

	lectures, students will be expected to actively participate in class discussion, class experiential learning exercises, and real-life example discussion.							
Case Presentation and Discussion	Student groups will be required to present key aspects of a case, and discuss the case rigorously.				✓	✓	✓	
Project Report and Presentation	Take on the roles of consulting and conduct a detailed strategic analysis of a company's international operations and strategies. The project requires a written report and an oral presentation.	✓	✓	✓				

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		
Continuous Assessment: 60%								
Class Participation (Individual)	✓	✓	✓	✓	✓	✓	15%	
Case Presentation (Group)				✓	✓	✓	10%	
Project (Group)	✓	✓	✓				35%	
Examination: 40% (duration: 2 hour final , if applicable)								
* The weightings should add up to 100%.							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)
1. Assessing and Grading Class Participation		Student is almost always prepared for class with relevant class materials. Student is almost always punctual and attends full-time. Student almost always contributes to	Student is frequently prepared for class with relevant class materials. Student is frequently punctual and attends full-time. Student frequently contributes to class by offering ideas and asking	Student is occasionally prepared for class with relevant class materials. Student is occasionally late to class and leaves early. Student occasionally contributes to class by offering	Student is almost never prepared for class with relevant class materials. Student is almost always late to class and leaves early. Student almost never contributes to class by	Not attending 70% of classes and lack of participation in class.

		class by offering ideas and asking questions more than once per class. Contribution is meaningful and inspiring.	questions once per class. Contribution is sensible.	ideas and asking questions. Contribution is minimal.	offering ideas and asking questions. Contribution is lacking.	
3. Assessing and Grading Project		Interesting and complex account of the whole project. As in B, but original, going well beyond standard resources/ references, Findings and discussion generating new issues and further research. Professional presentation of the whole report. As in B, but uses wide-ranged references to support an original argument.	As in C, but shows effort in literature review. demonstrating logical mind in deriving conclusion on relationships between constructs. Relevant points drawn from prevalent models or conceptual frameworks. Convincing arguments and discussion. Well-reasoned conclusion. Clear and structured organization. References are comprehensive, showing care in researching the issue. correct formatting.	Describes topic, refers to relevant work and what is proposed to be done. More relevant points drawn from prevalent models or conceptual frameworks, lists both pros and cons, evidence of grasp of issues but has difficulty in finding resolution. Show some analytical skills. Weak conclusion, or jumps to conclusion. Evidence of some research skills. Average organization. standard references in mostly correct formatting.	Writes enough to describe what the topic is about. Some relevant points descriptive in nature, mainly pro and con. Uses a few mainstream references. Summary is a list of either pros or cons leading to a lopsided conclusion. Very little evidence of library skills, incorrect formatting.	Not handing in any work or late submission without valid reason. Plagiarism.

<p>4. Assessing and Grading Case Presentation</p>		<p>A faultlessly structured presentation delivered to a superior professional standard of presentation skills (language fluency, voice modulation, facial expression, body language) with compelling audience impact and creativity. Substantial amount of analysis and research done on the topic. Clear evidence that the skills (both delivery and interactive skills) learnt on the course has been demonstrated.</p>	<p>A well-structured presentation delivered to a high professional standard of presentation skills with strong audience impact and creativity. Good evidence that analysis and research has been done, and that the skills (both delivery and interactive skills) learnt on the course have been demonstrated.</p>	<p>Presentation structure not fully coherent and presentation skills no more than acceptable. Audience impact weak. Little creativity observed. Some evidence that analysis and research has been done, and that the skills (both delivery and interactive skills) learnt on the course have been demonstrated.</p>	<p>Presentation structure barely coherent and presentation skills bordering on the unacceptable. Audience impact and creativity almost nil. Little research and analysis done on the topic. Little evidence that the skills (both delivery and interactive skills) learnt on the course has been demonstrated.</p>	<p>Presentation shows little evidence of any planning or rehearsal. Very little evidence of any skills (both delivery and interactive skills) learnt from the course. No research and analysis done on the topic. Lack of creativity and the delivery is incoherent, and unstructured.</p>
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Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

The purpose of this course is to introduce students to the core knowledge and skills in managing multinationals. It will provide students with an understanding of global business strategy. We will discuss such topics and concepts such as liability of foreignness, international transferability, ownership advantage, location advantage, internalization advantage, country distance, the Diamond Model, modes of entry, types of international strategy, global value chain, country institutional environment, emerging markets, emerging market firms' strategic and competitive responses to foreign firms, and internationalization of emerging market firms.

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.	A set of articles from Harvard Business Review, California Management Review, etc., newspaper/magazine articles, as well as cases.
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2.2 Additional Readings

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

1.	Transnational Management by Christopher Bartlett and Paul Beamish
2.	Global Strategy by Mike Peng