

# FB6508: GLOBAL BUSINESS MANAGEMENT

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## Effective Term

Semester B 2024/25

## Part I Course Overview

### Course Title

Global Business Management

### Subject Code

FB - College of Business (FB)

### Course Number

6508

### Academic Unit

Management (MGT)

### College/School

College of Business (CB)

### Course Duration

Non-standard Duration

### Other Course Duration

Six weeks (intensive mode)

### Credit Units

3

### Level

P5, P6 - Postgraduate Degree

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

Nil

### Precursors

Nil

### Equivalent Courses

Nil

### Exclusive Courses

MGT6508 International Business Management

## Part II Course Details

### Abstract

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

### Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 DEC-A2 DEC-A3 app.)			
1	Demonstrate excellent knowledge on global business management concepts and theories		x		
2	Critically apply knowledge in global business management cases and projects		x	x	
3	Demonstrate sound strategic analysis and present it in oral presentation and/or written format. Contribute comments in class to enhance learning		x	x	x
4	Apply hard-to-tackle strategic problems and conduct independent investigation. Successfully defend their arguments using real examples		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	Lectures	Students will participate in lectures	1, 2
2	Class Discussion and activity	Students will engage in class discussion and activity	1

3	Group case analysis and presentation	Students will engage in group case analysis and presentation	3	
4	Individual assignment and project	Students will engage in individual assignment and project	2, 4	

**Assessment Tasks / Activities (ATs)**

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Class participation and discussion	1	30
2	Individual project	2, 4	30
3	Group project - Presentation 20% - Written Report 20%	2, 3	40

**Continuous Assessment (%)**

100

**Assessment Rubrics (AR)****Assessment Task**

Class Participation and discussion (for students admitted before Semester A 2022/23 and in Semester A 2024/25 &amp; thereafter)

**Criterion**

Punctuality

**Excellent**

(A+, A, A-) Student is always punctual and attends full-time.

**Good**

(B+, B, B-) Student is frequently punctual and attends full-time.

**Fair**

(C+, C, C-) Student is sometimes late to class and/or leaves early.

**Marginal**

(D) Student is often late to class and/or leaves early.

**Failure**

(F) Student shows serious attendance problems.

**Assessment Task**

Class Participation and discussion (for students admitted before Semester A 2022/23 and in Semester A 2024/25 &amp; thereafter)

**Criterion**

Preparation

**Excellent**

(A+, A, A-) Student is always well-prepared for class with assignments and required materials.

**Good**

(B+, B, B-) Student is frequently prepared for class with assignments and required materials.

**Fair**

(C+, C, C-) Student is sometimes prepared for class with assignments and other materials.

**Marginal**

(D) Student is rarely prepared for class with assignments and other materials.

**Failure**

(F) Student is often poorly prepared for class with assignments and other materials

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**Assessment Task**

Class Participation and discussion (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

**Criterion**

Engagement

**Excellent**

(A+, A, A-) Student always well contributes to class by offering ideas and asking questions.

**Good**

(B+, B, B-) Student frequently contributes to class by offering ideas and asking questions.

**Fair**

(C+, C, C-) Student sometimes contributes to class by offering ideas and asking questions.

**Marginal**

(D) Student rarely contributes to class by offering ideas and asking questions.

**Failure**

(F) Student almost never contributes by offering ideas, sharing experiences, and asking questions.

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**Assessment Task**

Class Participation and discussion (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

**Criterion**

Behavior

**Excellent**

(A+, A, A-) Student always displays facilitative behavior during class.

**Good**

(B+, B, B-) Student occasionally displays facilitative behavior during class.

**Fair**

(C+, C, C-) Student occasionally displays disruptive behavior during class.

**Marginal**

(D) Student often displays disruptive behavior during class.

**Failure**

(F) Student often displays disruptive behavior during class.

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### **Assessment Task**

Individual project / Group Project (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

#### **Excellent**

(A+, A, A-) 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.

#### **Good**

(B+, B, B-) 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.

#### **Fair**

(C+, C, C-) 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.

#### **Marginal**

(D) 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.

#### **Failure**

(F) Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.

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### **Assessment Task**

Class Participation and discussion (for students admitted from Semester A 2022/23 to Summer Term 2024)

#### **Criterion**

Punctuality

#### **Excellent**

(A+, A, A-) Student is always punctual and attends full-time.

#### **Good**

(B+, B) Student is frequently punctual and attends full-time.

#### **Marginal**

(B-, C+, C) Student is sometimes late to class and/or leaves early.

#### **Failure**

(F) Student shows serious attendance problems.

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**Marginal**

(B-, C+, C) Student sometimes contributes to class by offering ideas and asking questions.

**Failure**

(F) Student almost never contributes by offering ideas, sharing experiences, and asking questions.

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**Criterion**

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**Failure**

(F) Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.

**Part III Other Information****Keyword Syllabus**

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.

**Reading List****Compulsory Readings**

Title	
1	Articles and cases specified by the professor

**Additional Readings**

Title	
1	Articles and cases specified by the professor