

# The Hong Kong Polytechnic University

## Subject Description Form

*Please read the notes at the end of the table carefully before completing the form.*

<b>Subject Code</b>	LGT5427
<b>Subject Title</b>	Global Business
<b>Credit Value</b>	3
<b>Level</b>	5
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	<ul style="list-style-type: none"><li>• Build comprehensive knowledge frameworks of various global business areas and appreciate contemporary issues in global business</li><li>• Explore the way key business framework and managerial practices play out in global/regional/national business environments</li><li>• Recognize key business, political, economic, social, financial and cultural characteristics in global arena in order to realize opportunities and threats by adopting relevant global business strategies</li><li>• Apply business knowledge to tackle doing business in different parts of the world especially in emerging market and economies with a critical eye and cross-disciplinary approach</li><li>• Equip with professional business knowledge as well as strong global business sense and an international perspective</li><li>• Be attentive and responsive to ethical issues in business</li></ul> <p>This subject contributes to the following Intended Learning Outcomes for the MSc programme(s):</p> <p>MSc in Global Business and Decision Analysis</p> <p>#1 Develop an understanding of global business</p> <p>#5 Practise business ethics</p>

<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>Understand how environment impacts global business decision making</li> <li>Apply global business knowledge in the real commercial world</li> <li>Develop global business model and strategies to tackle the ever-changing global market environment, thereby maximising the international competitiveness of the company</li> <li>Develop “global business sense” in the solution for practical business problems in the real-world settings</li> <li>Understand the best practices and contemporary issues of global business world</li> <li>Apply the understanding of ethical behaviour to the solution of real-world business problem.</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	<ul style="list-style-type: none"> <li>Evolution of international business (globalisation of business)</li> <li>International competitiveness of multinational organisation in nation, industry, and firm level (Global Competitive Index, Diamond of National Advantages, Porter’s Competitive Force Model, Industry Life-Cycle, Strategic Group Analysis, and Buckley’s Firm Competitiveness Model)</li> <li>International business and MNE theories (FDI Theory – Uppsala model, liability of foreignness, mercantilism, Heckscher-Ohlin Theory, Country Similarity Theory, Global Strategic Rivalry Theory, first-mover and scale economy, international joint ventures, factor of production and endowment)</li> <li>Regional economic integration and blocs</li> <li>MNE in emerging countries and offshoring</li> <li>International business challenges (trade imbalance and restrictions, trade barriers, trade wars, climate changes, sustainability, trade disputes)</li> <li>Doing business and deal making in emerging markets and economies</li> <li>Cross-Cultural Negotiation</li> <li>International flow of funds and exchange rates</li> <li>Recognise the roles and implications of information and internet technologies in global business world</li> <li>Leadership of global business organization</li> </ul>

	<ul style="list-style-type: none"><li>• Global Human Resources Management</li><li>• Cultural differences confluence of diversity and ethics in global managerial performance</li><li>• Corruption and ethics in global business</li></ul>																																																														
<b>Teaching/Learning Methodology</b>  (Note 3)	Lectures and discussions are used to introduce to students the concept, theory and application of the topics. Students need to participate in class and discuss selected topics/cases of the real commercial world in detail and explore context-specific issues. Students are encouraged to take an active role in all class discussions.																																																														
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>  (Note 4)	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th></tr><tr><th>a</th><th>b</th><th>c</th><th>d</th><th>e</th><th>f</th></tr><tr><td>1. Coursework</td><td>50%</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Case discussions (15%)</td><td></td><td>√</td><td>√</td><td></td><td>√</td><td>√</td><td></td></tr><tr><td>Individual assignment (15%)</td><td></td><td>√</td><td>√</td><td>√</td><td></td><td></td><td>√</td></tr><tr><td>Group presentation (20%)</td><td></td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td></tr><tr><td>2. Examination</td><td>50%</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td></tr><tr><td>Total</td><td>100 %</td><td colspan="6"></td></tr></table> <p>To reflect the significant technology content in this subject, 10% (or more) of the overall weighting of this subject is based on individual assessment concerning technology-related knowledge</p> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>a) An examination carrying a weightage of 50% will be held at the end of the subject. The objective of the examination is for students to review all concepts covered in the subject one last time.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. Coursework	50%							Case discussions (15%)		√	√		√	√		Individual assignment (15%)		√	√	√			√	Group presentation (20%)		√	√	√	√	√	√	2. Examination	50%	√	√	√	√	√	√	Total	100 %						
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Total	100 %																																																														

	b) Class discussion of cases, individual written assignment and group presentation will, in total, contribute to a weightage of the remaining 50%.	
<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lectures / Tutorials	39 Hrs.
	▪	Hrs.
	Other student study effort:	
	▪ Private studies, individual written assignment, and group presentation	87 Hrs.
	▪	Hrs.
	Total student study effort	126 Hrs.
<b>Reading List and References</b>	<ul style="list-style-type: none"> <li>• Gaspar, Julian E, Bierman Leonard, Kolari, James W., Arreola-Risa, Antonio, Hise, Richard T, Smith, L. Murphy (2015), <i>Introduction to Global Business</i>, Cengage Learning.</li> <li>• Garten Frank (2015), <i>The International Manager</i>, CRC Press.</li> <li>• Camillo, Angelo A. (2015), <i>Global Enterprise Management, New Perspectives on Challenges and future Development</i>, volume I &amp; II, Palgrave Macmillan.</li> <li>• Casson, M. (2020). <i>International rivalry and global business leadership: An historical perspective</i>. <i>Multinational Business Review.</i>, 28(4), 429-446.</li> <li>• Piyush Sharma, T.Y. Leung, Russel P.J. Kingshott, Nebojsa S. Davcik, Silvio Cardinali (2020), <i>Managing uncertainty during a global pandemic: An international business perspective</i>, <i>Journal of Business Research</i>, Volume 116, 2020, Pages 188-192, ISSN 0148-2963.</li> <li>• Smirnov S.V., Avdeeva D.A. (2019) <i>BRICS in the Global Economy</i>. In: Smirnov S., Ozyildirim A., Picchetti P. (eds) <i>Business Cycles in BRICS. Societies and Political Orders in Transition</i>. Springer, Cham.</li> <li>• Kerry Liu (2020) <i>China's Policy Response to the China US Trade War: An Initial Assessment</i>, <i>The Chinese Economy</i>, 53:2, 158-176, DOI: 10.1080/10971475.2019.1688003</li> <li>• Goulard S (2020). <i>The Impact of the US–China Trade War on the European Union</i>. <i>Global Journal of Emerging Market Economies.</i>;12(1):56-68. doi:10.1177/0974910119896642</li> </ul>	

	<ul style="list-style-type: none"> <li>• Robert Grundke, Christoph Moser (2019), <i>Hidden protectionism? Evidence from non-tariff barriers to trade in the United States</i>, Journal of International Economics, Volume 117, 2019, Pages 143-157, ISSN 0022-1996, <a href="https://doi.org/10.1016/j.jinteco.2018.12.007">https://doi.org/10.1016/j.jinteco.2018.12.007</a>.</li> <li>• Wang, Y. (2020), <i>Causes of U.S.-China trade imbalances: a review</i>, Journal of Chinese Economic and Foreign Trade Studies, Vol. 13 No. 1, pp. 37-44.</li> <li>• Reyes-Heroles, R., Traiberman, S. &amp; Van Leemput, E. (2020) <i>Emerging Markets and the New Geography of Trade: The Effects of Rising Trade Barriers</i>. IMF Econ Rev <b>68</b>, 456–508.</li> <li>• Ali, U., Li, Y., Yáñez Morales, V., &amp; Hussain, B. (2021). <i>Dynamics of international trade, technology innovation and environmental sustainability: Evidence from Asia by accounting for cross-sectional dependence</i>. Journal of Environmental Planning and Management., 64(10), 1864-1885.</li> </ul>
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time, overcrowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

(Form AR 140) 8.2020