

MGT4310: MANAGING MULTINATIONALS

Effective Term

Semester A 2024/25

Part I Course Overview

Course Title

Managing Multinationals

Subject Code

MGT - Management

Course Number

4310

Academic Unit

Management (MGT)

College/School

College of Business (CB)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

MGT4227 International Business

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

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 students learn crucial conceptual frameworks and cutting-edge knowledge for global business competition. Students become competent in analyzing complex, international business situations in order to formulate and implement a firm's global strategy successfully. In addition, students have an opportunity of examining foreign firms' strategies in emerging markets, as well as the strategies of firms from the emerging markets, in order to sharpen their analytical skills in understanding and managing these strategies successfully.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Analyze the extent to which a firm can transfer its ownership advantage internationally.		x	x	x
2	Conduct country analysis to understand location advantage.		x	x	x
3	Conduct international entry analysis, including entry mode decision, to assess internalization advantage.		x	x	x
4	Describe how foreign firms compete in emerging markets.		x	x	x
5	Strategize how emerging market firms may respond to challenges from foreign firms.		x	x	x
6	Assess how firms from emerging markets can expand and compete internationally.		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	Lecture	Students will engage in structured lectures in 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.	1, 2, 3, 4, 5, 6	

2	Case Presentation and Discussion	Students will engage in discussion in present key aspects of a case, and discuss the case rigorously.	4, 5, 6	
3	Project Report and Presentation	Students will take on the roles of consultants and conduct a detailed strategic analysis of a company' s international operations and strategies. The project requires a written report and an oral presentation.	1, 2, 3	

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Class Participation (Individual)	1, 2, 3, 4, 5, 6	15	
2	Case Presentation (Group)	4, 5, 6	10	
3	Project (Group)	1, 2, 3	35	

Continuous Assessment (%)

60

Examination (%)

40

Examination Duration (Hours)

2

Assessment Rubrics (AR)**Assessment Task**

Assessing and Grading Class Participation

Excellent (A+, A, A-)

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 class by offering ideas and asking questions more than once per class. Contribution is meaningful and inspiring.

Good (B+, B, B-)

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 questions once per class. Contribution is sensible.

Fair (C+, C, C-)

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 ideas and asking questions. Contribution is minimal.

Marginal (D)

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 offering ideas and asking questions. Contribution is lacking.

Failure (F)

Not attending 70% of classes and lack of participation in class.

Assessment Task

Assessing and Grading Project

Excellent (A+, A, A-)

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.

Good (B+, B, B-)

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.

Fair (C+, C, C-)

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.

Marginal (D)

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.

Failure (F)

Not handing in any work or late submission without valid reason. Plagiarism.

Assessment Task

Assessing and Grading Case Presentation

Excellent (A+, A, A-)

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.

Good (B+, B, B-)

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.

Fair (C+, C, C-)

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.

Marginal (D)

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.

Failure (F)

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.

Part III Other Information

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.

Reading List

Compulsory Readings

Title	
1	Cullen, Parboteeah. Multinational Management. A Strategic Approach. (latest edition).

Additional Readings

Title	
1	Bartlett, Beamish. Transnational Management. Text and Cases in Cross-Border Management. (latest edition).
2	Peng. Global Strategy. (latest edition).
3	Other readings and articles assigned by the instructor.