

## Module 21: International Business Environment

<b>Stage</b>				3			
<b>Semester</b>				2			
<b>Module Title</b>				International Business Environment			
<b>Module Number</b>				21			
<b>Module Status</b>				Mandatory			
<b>Module NFQ level</b>				8			
<b>Pre-Requisite Module Titles</b>				Business Management, Strategic Management 1			
<b>Co-Requisite Module Titles</b>				N/A			
<b>Capstone Module?</b>				No			
<b>List of Module Teaching Personnel</b>							
<b>Contact Hours</b>				<b>Non-contact Hours</b>			<b>Total Effort (hours)</b>
58				142			200
<b>Lecture</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminar</b>	<b>Assignment</b>	<b>Placement</b>	<b>Independent Work</b>	
48		10		15		127	200
<b>Allocation of Marks (Within the Module)</b>							
	<b>Continuous Assessment</b>	<b>Project</b>	<b>Practical</b>	<b>Final Examination</b>	<b>Total</b>		
<b>Percentage Contribution</b>	40			60	100		

### Intended Module Learning Outcomes

On successful completion of this module, the learner will be able to:

1. Appraise the theories and practice of international business.
2. Assess the key factors driving international business and the global economy.
3. Discuss the different political/legal, cultural, financial and economic environments encountered in the international marketplace.
4. Evaluate strategies used by international enterprises to support successful international operations.
5. Analyse government intervention in International Business
6. Discuss different levels of cross national cooperation and agreements that provide preference for member countries.

### Module Objectives

This module provides a comprehensive introduction to the interdisciplinary subject of international business. Here we examine the economic and financial underpinnings of international business, and the more subtle organisational and cultural issues increasingly crucial to business success. This module analyses the competitive environment and provides

a strategic view of international business. Through participation on this module, learners are provided with an opportunity to synthesize and apply existing knowledge across several disciplines.

## **Module Curriculum**

### **The Nature of International Business**

- Introduction: What is International Business?
- Globalisation drivers and the Internationalisation of the firm
- Theories of International Trade and Investment

### **Political and Legal Systems in National Environments**

- Country-level factors
- International Institutions
- Governmental Influence on Trade

### **The International Economic Environment**

- Regional Economic Integration
- Emerging Economies

### **Global Foreign Exchange and Capital Markets**

- The Determination of Exchange Rates
- Understanding the International Monetary System

### **The Cultural Environments Facing Business**

- Key Dimensions of Culture
- Communicating across Cultures
- Cross-cultural Negotiation and Decision-Making

### **Technological Factors**

- Country-level international technological standards
- Country-level international infrastructural levels

### **International Strategy**

- Global, Multinational and international strategies
- National Competitiveness
- Strategy in the multiple-country context

### **Reading lists and other learning materials**

Cavusgil, T. Ghauri, P. Knight, G. Riesenberger, J., (2014) *International Business*, Global Edition, 3<sup>rd</sup> Ed. Prentice Hall Publishers.

Daniels, J. Radebaugh, L. & Sullivan, D., (2015) *International Business: Global Edition* 15th ed. Prentice Hall Publishers.

Wild, J. & Wild, K., (2014) *International Business*, Global Edition, 7<sup>th</sup> ed, Prentice Hall Publishers

Journal Articles

Azmeh, S. & Nadvi, K. 'Asian firms and the restructuring of global value chains' International Business Review Volume 23 (2014) Pages 708–717

Knight, G. & Daekwan, K., 'International business competence and the contemporary firm.' Journal of International Business Studies (2009) 40, 255–273

Rugman, A. & Verbeke, A., 'A perspective on regional and global strategies of multinational enterprises'. Journal of International Business Studies 35(1): 3-18 2004

Sinkovics, R. Yamin, M. Nadvi, K. Zhang Zhang, Yingying (2014) 'Rising powers from emerging markets—The changing face of international business'. International Business Review Volume 23, Issue 4, August 2014, Pages 675–679

## **Module Learning Environment**

This module is delivered by means of formal and participative style lectures designed to encourage learners to develop their attitudes and perspectives by challenging assumptions and beliefs. Real-world case studies frame Enquiry Based Learning (EBL) and provide learners with opportunities to apply theories delivered in lectures through interactive discussion facilitated by the tutor. The college intranet (Moodle) provides supporting material and submitting assignments. Guest lecturers are invited from relevant industry positions to share industry experiences. Readings and videos are given to learners to review in their own time and used to frame group questions and answers in tutorials.

## **Module Teaching and Learning Strategy**

Learners of this module enjoy high levels of engagement. This may be through some type of active participation, use of relevant examples to which they can relate and through questioning by being made to think about what is being said.

Lectures are delivered in a way that is informative, interesting and engaging. The content is well organised and easy to follow. Learners can understand the development of the argument, or the logic in the ordering of the information or ideas.

Individual, paired and grouped activities are led using dynamic and engaging methods. Some of the approaches used may include the following:

- Problem-based tutorial group – involves small groups using a case study to frame problem-based learning.
- Step-by-step discussion – a planned sequence of issues/questions led by the tutor.

## **Module Assessment Strategy**

Formative assessment (not graded) is used to help identify areas that may need improvement. These assessments help understand learners progress and to determine teaching effectiveness. For example, clickers are used to survey learner's understanding of topics covered in lectures.

Summative assessments (graded) are used to evaluate learner learning, skill acquisition, and academic achievement resulting from participation on the module.

Two summative assessments are used as follows:

- End of semester final examination 60% and
- Individual essay for completion by learners during the semester 40%.

**Final Exam**

A summative assessment to assess what has been learned and how well it was learned. The exam is graded and grades indicate whether the learner has an acceptable level of knowledge-gain in relation to the expected learning outcomes.

**Essay**

The essay is a particularly academic form of writing, and is a method of developing and demonstrating a learner's intellectual abilities as it enables learners to put forward their ideas and arguments. Results and feedback are given to the learner prior to the end of semester, which confers their performance and progress.