

## MODULE DATA

<b>MODULE TITLE</b>		Global Business Environment			
<b>MODULE LEVEL</b>		7			
<b>MODULE CREDIT POINTS</b>		15			
<b>SI MODULE CODE (if known)</b>		44-7898-00S			
<b>MODULE JACS CODE</b>		N120			
<b>SUBJECT GROUP</b>		SG-44010 - International Business - SBS			
<b>MODULE DELIVERY PATTERN (✓ as applicable or give dates for non-standard delivery)</b> NB "Semester 3" ends on 31 July each year					
<b>LONG (2 semesters)</b>		<b>SHORT (1 semester)</b>		<b>NON-STANDARD DELIVERY</b>	
Sem 1 & 2		Sem 1 ✓		Start Date	
Sem 2 & 3		Sem 2 ✓		End Date	
		Sem 3			
<b>MODULE ASSESSMENT PATTERN (✓ as applicable - also complete Table A, Section 5, below)</b>					
Single Module Mark with Overall Module Pass Mark of 40%					✓
Single Module Mark - Pass/Fail only					
Up to Three Assessment Tasks with Pass Mark of 40% for each Task and Overall Module Pass Mark of 40%					
Up to Three Assessment Tasks - Pass/Fail only					
Other - if choosing "Other" please give further details of assessment pattern in the blank space below. <i>"Other" should be chosen where, for example, a PSRB has specified an overall Module Pass Mark of higher than 40% - if so, give details below and specify higher pass mark. Or, eg, where PSRB has specified an Individual Task Pass Mark of higher than 40% give details in space below and complete final column in Table A, Section 5)</i>					
Overall Module Pass Mark <b>if other than 40%</b> (subject to approval)					%
<b>MODULE INFORMATION (✓ as applicable - also complete Table A, Section 5)</b>					
Is a timetabled examination required for the assessment of this module?					
Is a timetabled examination required for the reassessment of this module?					
Is the module delivered wholly by Distance Learning (ie. not timetabled at SHU)					
Are any staff who are responsible for teaching on this module non-SHU employees?					
<b>MODULE STATUS (✓ as applicable to status of module in the context of current proposal)</b>					
<b>Unchanged:</b> an existing module, presented as unchanged from previous years					
<b>Modified:</b> an existing module being modified as a result of this validation, eg. changes to delivery or assessment pattern, title, credit weighting etc					
<b>New:</b> new module to be approved through current validation process					✓
<b>If status is 'Modified', please give date when modified version is to be available from</b>				<b>Modified Version Available from</b> ??/??/??	
<b>Breakdown of notional study hours by type</b> (Typically requires 10 hours of notional study time for 1 CATS credit)		<b>Tutor-Led (Contact Hours)</b>	<b>Tutor-Directed Study</b>	<b>Self-Directed Study</b>	<b>TOTAL STUDY HOURS for this Module</b>
		36		114	150
<b>OTHER COURSES FEATURING THIS MODULE (please list below)</b>					
MSc Managing Global Business					
MSc International Business Management					

## **1 AIM OF THIS MODULE**

The key aims are to encourage students to critically evaluate the impact of globalisation upon global businesses, and to understand the increasing influence of the global business environment on global firms. This will set a context to which many of the other modules may be related.

## **2 BY ENGAGING SUCCESSFULLY WITH THIS MODULE YOU WILL BE ABLE TO**

1. Understand the complexity of the globalisation process and its implications for the global business environment.
2. Explain dynamic trends in spatial activity in the global economy.
3. Understand the various forms of regional integration, and their implications for firms operating globally.
4. Evaluate key opportunities and threats in the global business environment which shape and constrain the conduct of businesses operating globally.
5. Identify and learn how to manage some of the challenges globalisation creates

## **3 THESE ARE EXAMPLES OF THE CONTENT OF THE MODULE**

- The globalisation process and its implications for global firms: Networks of International Production, off-shoring, outsourcing etc.
- Trends in spatial activity in the global economy - changing patterns of trade and investment in the global market place, does the Triad still make sense ?, the rise of the BRICs, growth poles, dynamic clusters of activity etc.
- Differing forms of state intervention that impact on firms globally, and the corporate response to these.
- Regional Economic Integration - differing forms, distinctive features, economic structures, current / future challenges, business policy and strategies.
- Strategic Globalization Patterns of firms from different contexts / The New Global Challengers in the global economy.
- strategic responses of companies to threats and opportunities within global markets (e.g. opportunities for mergers and acquisitions, strategic alliances, off-shoring, corporate social responsibility, the global financial system etc);

NB: given the speed of change within the global business environment, the issues selected for analysis will be reviewed on a regular basis.

## **4 THESE ARE THE MAIN WAYS YOU WILL BE SUPPORTED IN YOUR LEARNING TO ACHIEVE THESE OUTCOMES**

The module will be taught by means of weekly one hour lecture and two hour seminar over a twelve-week period. The purpose of the lecture will be to provide an overall framework to guide the student's study during the course of the module. The students will be required to use self managed time to incorporate a variety of learning materials to prepare for the lectures and the seminars. These will include books, articles and IT materials (including the use of Internet sources / academic articles).

The seminars will rely on using a problem centred, enquiry based approach to learning.

The seminars will be student centred and will where appropriate, focus around student led discussions. In addition, students will be formed into peer support groups which will enable small group discussions, and assessed group work. Finally, tutor-led, whole group discussions, as well as case studies will be used as appropriate.

## **5 THESE ARE THE WAYS THAT WILL BE USED TO ENABLE YOU TO DEMONSTRATE YOU HAVE MET THE LEARNING OUTCOMES**

The assessment strategy will consist of two parts - group work presentations and an individual assignment. For the group work, students will be formed into learning sets early in the module, and will be assigned three questions on which they will be expected to present their findings. They will also have to deliver a concise set of briefing notes for other students in the seminar group. Students will obtain a small number of marks for attempting the presentations to a satisfactory level. No grades are given for these informal presentations. However, students will be given formative feedback on these presentations, with a view towards highlighting areas of development for the final assessed presentation. This final presentation will be on a specific aspect of globalisation, and its impact on an allocated industry. Together, this group work will be worth 30% of the module marks.

In addition, students will have to engage in an individual written assignment of no more than 3000 words. This will be at the end of the module and be from a choice of topics relevant to the module. It will be worth 70% of the module marks. Collectively, the assessment package is designed to consolidate in-depth learning across the themes in the module.

To pass the module, students must attain a weighted average mark of at least 40%.

### **REASSESSMENT PACKAGE**

In the event of not passing the module overall, students would have to complete an assignment that would cover aspects of both the presentation and the individual assignment.

**TABLE A: ASSESSMENT TASK INFORMATION**

<b>ASSESSMENT TASK</b>	<b>% weighting of overall module mark</b>	<b>Duration of task / word count / length of exam</b>	<b>In-module retrieval available ?</b>	<b>Individual task pass mark ONLY IF OVER 40%**</b>
Group Presentation	30	30 minutes	Yes	
Individual Assignment	70	3,000 words	No	

**6 THIS IS HOW YOU WILL BE GIVEN FEEDBACK ON YOUR PERFORMANCE**

For the informal presentations, students will receive detailed formative feedback direct from the tutor shortly after delivery. This feedback should inform their progress towards the final presentation. Students will be expected to engage in dialogue with their peers, and to demonstrate reflection and group learning, especially in terms of overcoming group weaknesses. For the formal assessed presentation, full written feedback will be given within 2 weeks against the task specific assessment criteria.

For the individual assignment, during the course of the assessment preparation period, students will be given opportunities to present a summary of work in progress and to request feedback or clarification from tutors;

Full written feedback will be provided within 3 working weeks, against the assessment criteria. This should not take the form of generic statements, but rather be specific to the student's work, and its strengths and weaknesses.

## Assessment criteria

### Group Presentation

Assessment Criteria	Below 40%	Pass	Merit	Distinction
Understanding of the task and issues covered <b>LO 1</b>	No evidence of understanding of the task and issues involved.	Basic evidence of an understanding of many of the issues.	A good grasp of the issues and what is required.	An excellent grasp of the issues and what is required.
Search for relevant references <b>LO 7</b>	Insufficient evidence of relevant material	Evidence of access to necessary basic reading.	A wide selection of references has been used.	A comprehensive selection of references has been used.
Critical understanding of the relevant theory <b>LO 1 and 2</b>	Fails to identify the relevant theory	Insufficient theory considered.	Covers most relevant theory and makes good use of the concepts.	Reveals an excellent grasp of all relevant theory and the ability to apply concepts.
Ability to generate findings through a synthesis of theory and data and to suggest implications <b>LO 3 - 6</b>	No meaningful synthesis of data and theory has been identified	An attempt has been made to relate theory and data.	A good attempt has been made to assess the usefulness of the theory.	An excellent applied answer that relates theory and practice.
Organisation of the group and the presentation <b>LO 8</b>	Inadequate evidence of organisation of the group.	Adequate evidence of organisation.	A good structure and use of group resources.	An excellent use of the resources available to the group. A creative structure.
Ability to present the findings in a coherent manner with a good delivery style and appropriate visual aids <b>LO 8</b>	Incoherent and badly paced with a poor delivery style and inappropriate visual aids.	Adequately coherent at an acceptable pace with a satisfactory delivery style and appropriate visual aids.	A good well paced delivery and use of visual aids.	Excellent well paced delivery and use of visual aids
A coherent response to questions demonstrating a deep understanding of the issues raised in the presentation. <b>LO 8</b>	An inability to respond appropriately to the questions asked.	A reasonable attempt has been made to at least respond to the questions.	A good grasp of the issues raised and a clear answer.	A thorough grasp of the issues raised and a clear and appropriate answer.

## Individual Assignment

<b>Assessment Criteria</b>	<b>Below 40%</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
Must explicitly and directly answer the question in a well informed manner <b>LO 1</b>	Fails to answer the set question adequately.	Answers most aspects of the question. Minimal use has been made of the material provided and there is no evidence of significant additional reading.	Answers the question explicitly and makes very good use of course material and set reading.	An excellent answer, detailed and comprehensive with evidence of additional research and reading.
Definition of relevant concepts and principles <b>LO 1 and 2</b>	Fails to define any relevant concepts and principles.	A clear definition of some relevant concepts and principles.	Detailed definition of all major relevant concepts and principles.	All relevant concepts and principles clearly defined.
Application of relevant concepts and principles <b>LO 3 - 6</b>	Fails to apply any relevant concepts and principles.	Some attempt has been made to apply relevant concepts and principles.	Very good application of most relevant concepts and principles.	Virtually all relevant concepts and principles accurately applied.
Evidence of significant reading and research and knowledge in depth of the topic. <b>LO 7</b>	No evidence of significant reading or research and little evidence of knowledge on the topic.	Limited evidence of reading and research and knowledge of the topic	Clear evidence of extensive reading and research and knowledge of the topic.	Clear and wide ranging evidence of extensive reading and research and a deep knowledge of the topic.
Presentational quality of answer. <b>LO 8</b>	Very poor presentation with many grammatical and spelling errors.	Serious weaknesses in structure, grammar and spelling.	Logical structure and good overall quality of presentation.	Coherent and reader friendly, logical structure and good quality of all attributes.

## 7 THESE ARE EXAMPLES OF THE KEY LEARNING RESOURCES YOU WILL USE

A range of useful textbooks are suggested. As a core the following is suggested:

S.T. Cavusgil, G. Knight and J.R. Riesenberger (2008), *International Business. Strategy, Management and the New Realities*, Pearson, Prentice Hall. New Jersey.

Supplementary texts could include:

Peter Dicken (2007): Global Shig (Eds.), *Capitalist: Mapping the changing contours of the world economy*, 5th Edition, (Sage) ISBN 978-1-4129-2955-4

Guirdham, M (2009). *Culture and Business in Asia* 9780230518087 (0230518087) Paperback . Palgrave Macmillan

A.M.Rugman and S. Collinson, *International Business*, 5<sup>th</sup> Edition, Pearson Education, Essex UK, 2009.

J.D.Daniels, L.E.Radebaugh and D.P.Sullivan, *Globalization and Business*, Pearson Education, New Jersey, 2009.

C.Hill, *International Business: Competing in the Global Marketplace*, Fourth Edition, McGraw-Hill Irwin 2009.

H.Deresky, *International Management, Managing Across Borders and Cultures*, Pearson Prentice Hall, New Jersey 2006.

R.W.Griffin and M.W. Pustay, *International Business. A Managerial Perspective*, Pearson Prentice Hall, New Jersey, 2005.

R.Cartwright, *Mastering the Globalisation of Business*, Palgrave 2004.

Clegg, S. R. & Readinm in contrasting Cultures.

In addition some key electronic articles / journal articles will be placed for each topic within blackboard. This should facilitate and enrich the student learning experience. It is also envisaged that students should engage in learner autonomy. For this purpose, the MLS will highlight key issues for study each week.

### **Journals**

Reference will also be made to leading academic journals in the area (e.g. *International Business*, the *Journal of International Business Studies*, the *International Business Review* and the *Journal of Business Strategy*). These will be available to students' online (see below). Students will be strongly advised to read leading financial newspapers and business magazines in order to keep abreast of recent developments.

### **Online**

Use will also be made of the SHU E-Learning Facilities. This will include the use of the My SHU (Blackboard) site and the SHU Library Gateway, which has a wide range of on-line databases. The Gateway has an expanding range of electronic books, which can be either viewed online or downloaded to computers.

**FINAL TASK**

<b>According to the Assessment Strategy shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Strategy)</b>	Task No. 2
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**MODULE REFERRAL STRATEGY**

<b>Task for Task (as shown for initial assessment strategy)</b>	Y
<b>Single Referral Package for All Referred Students</b>	N

**REVISIONS**

<b>Date</b>	<b>Reason</b>
July 2012	Assessment Framework review