

1 Global Business Environment

1.1 Headline information about the module

Module title	Global Business Environments
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	21
Parent programme(s) the plural arises if there are embedded programmes to be validated.	Bachelor of Arts (Hons) in Business Bachelor of Arts (Honours) in Business (HRM) Bachelor of Arts (Honours) in Business (Marketing)
Stage of parent programme	Award
Semester (semester1/semester2 if applicable)	Semester 2
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	10
List the teaching and learning modes	Full Time, Part Time, Blended
Entry requirements (statement of knowledge, skill and competence)	Learners must have completed the previous stage or equivalent
Pre-requisite module titles	Business Management Strategic Management
Co-requisite module titles	None
Is this a capstone module? (Yes or No)	No
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	Lecturing staff are required to hold at least a master's degree in a business-related discipline and / or an equivalent professional qualification. Industry experience is desirable but not essential.
Maximum number of learners per centre (or instance of the module)	100
Duration of the module	12 weeks
Average (over the duration of the module) of the contact hours per week (see * below)	5 hours
Module-specific physical resources and support required per centre (or instance of the module)	<ul style="list-style-type: none"> Fully equipped classroom for lectures, with capacity to hold at least 100 learners, including projection and video recording capability, internet access and presentation software Tutorial rooms to accommodate 25 learners Online broadcasting and recording capability to stream and store lectures

Analysis of required learning effort		
*Effort while in contact with staff	Minimum ratio teacher / learner	Hours
Classroom and demonstrations	1/100	48
Monitoring and small-group teaching	1/25	10
Other	-	-
Independent Learning		
Directed e-learning (hours)		20
Independent Learning (hours)		172
Other hours (specify)		-
Work-based learning hours of learning effort		-
Total Effort (hours)		250

Allocation of marks (within the module)					
	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	40%	-	-	60%	100%

1.2 Module aims and objectives

This module provides a comprehensive introduction to international business in which the environmental (political/legal, cultural, economic and financial) underpinnings of international business are examined. Learners are introduced to trade and investment trends as well as the internationalisation rationales for both MNCs and SMEs. This module analyses competitive environments and provides a strategic view of international business at both firm and national levels.

1.3 Minimum intended module learning outcomes

On successful completion of this module, learners are able to:

- (i) Assess the key factors driving international business and the global economy
- (ii) Appraise the theories of international trade and investment
- (iii) Discuss the different political, legal, cultural, financial and economic environments encountered in the international marketplace
- (iv) Evaluate strategies used by international enterprises to support successful international operations
- (v) Discuss different levels of cross-national cooperation and agreements that provide preference for member countries

1.4 Rationale for inclusion of the module in the programme and its contribution to the overall MIPLOs

Building upon previous business management studies, this award stage module evaluates globalisation and international trade and investment (Foreign Direct Investment FDI). The module also considers how business beyond an organisation's national borders is conducted by internationalising value chain activities. Ethics, sustainability and corporate social responsibility in international business are discussed. Learners explore how political and legal systems differ across regions and how this affects international trade and investment.

This is one of the mandatory modules at award stage of the programme and supports the achievement of MIPLOs 2, 4, 5, 6, 9, 10, 11, 12, and 13. See appendices 1 and 2 of the programme document for more detail of the mapping.

1.5 Information provided to learners about the module

Learners enrolled on this module initially receive a copy of the module descriptor, assessment briefs and assessment strategy. These materials are given directly by the lecturer but also by the year head as part of the Semester Schedule Handbook for award stage modules of the programme. All content is provided on Moodle as well as access to additional content through the library and online resources.

1.6 Module content, organisation and structure

The Nature of International Business

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

Theories of International Trade and Investment

- Why do Nations Trade?
- How can Nations Enhance their Competitive Advantage?
- Why and How do Firms internationalise?
- How can Internationalising Firms Gain and Sustain Competitive Advantage

Ethics, Sustainability and Corporate Social Responsibility in International Business

- Key aspects of International Ethics
- Corporate Social Responsibility
- The Role of Sustainability in International Operations

Political and Legal Systems in National Environments

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

Regional Economic Integration

- Regional Economic Integration and Economic Blocs
- Levels of Regional Integration
- Advantages of Regional Integration
- Ethical Dilemmas and Drawbacks of Regional Integration

Global Foreign Exchange and Capital Markets

- Exchange Rates and Currencies in International Business
- How Exchange Rates are Determined
- The Monetary and Financial Systems

The Cultural Environments Facing Business

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

Understanding Emerging Markets

- The new global challengers: MNEs from emerging markets
- Assessing the potential of emerging markets
- Risks and challenges of emerging markets
- Success strategies for emerging markets

International Strategy

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

1.7 Module teaching and learning (including formative assessment) strategy

The module is delivered by way of a combination of lectures, case studies, video, class discussion, problem-solving exercises and self-directed learning. Lectures are delivered in a way that is informative and engaging. The material is well-organised and is supported by the use of short real case videos to encourage learners to apply concepts and frameworks to well-known organisations. Readings and videos are given to learners to review in their own time and used to frame group questions and answers in tutorials. Formative feedback is given in tutorials, and also during and following the project submissions. The results of the project inform the tutorial sessions that follow.

Computer supported collaborative learning (CSCL) provides formative assessment opportunities through online quizzes and multiple-choice questions providing opportunities for peer interaction and immediate feedback for both the learner and lecturer. Mini-case studies also present contemporary issues in a variety of contexts and provide for individual and group work and open classroom discussion.

1.8 Work-based learning and practice-placement

There is no work-based learning or practical placement in the module.

1.9 E-learning

Moodle is the College's virtual learning environment (VLE) from which learners are able to access all materials. These include class notes, reading materials, videos and case studies. Online classes and seminars are provided for learners undertaking the 'Blended Learning' courses.

1.10 Module physical resource requirements

The module requires a fully equipped classroom for lectures, with capacity to hold at least 100 learners, including projection and video recording capability, internet access and presentation software, and tutorial rooms to accommodate 25 learners. Online broadcasting and recording capability to stream and store lectures is also required.

1.11 Reading lists and other information resources

Primary Reading

Cavusgil, T., Knight, G. and Riesenberger, J. (2020) *International Business, The New Realities*, Global Edition, 5th ed. Harlow: Prentice Hall Publishers.

Daniels, J., Radebaugh, L. and Sullivan, D. (2019) *International Business*, Global Edition, 16th ed. Harlow: Prentice Hall Publishers.

Wild, J. and Wild, K. (2016) *International Business, The Challenges of Globalization*, Global Edition, 8th ed. Harlow: Prentice Hall Publishers.

Secondary Reading

Collins, D. (2014) *International Strategy: Context, Concepts and Implications*, 1st ed. Chichester: Wiley.

Hill, C. and Hult, T. (2020) *International Business: Competing in the Global Marketplace*. 12th ed. New York: McGraw Hill Education.

Journals

[Corporate Governance: An International Review](#)
[Cross-Cultural Research](#)
[European Journal of International Management](#)
[Global Strategy Journal](#)
[Journal of International Business Studies](#)
[Journal of International Economics](#)
[Journal of International Management](#)
[Management International Review](#)

Websites

Bloomberg Emerging Markets
CIA World Factbook
Financial Times
globalEDGE [Country](#) insights
International Monetary Fund (IMF)
[OECD Economic Surveys](#)
The Economist Intelligence Unit
[World Economic Forum](#)
World Trade Organization (WTO)

1.12 Specifications for module staffing requirements

Lecturing staff are required to hold at least a master's degree in a business-related discipline and/or an equivalent professional qualification. Industry experience is desirable but not essential.

1.13 Module summative assessment strategy

Learners are presented with an organisational scenario posing internationalisation challenges, requiring country / industry research after which learners make recommendations. This individual project-based approach encourages learners to carry out independent research into industries based in foreign locations. Research guidance and the assessment brief is contained within the learner's handbook distributed at the beginning of semester and is made available through Moodle. Results and feedback are provided prior to end of semester.

The end-of-term exam is graded indicating whether the learner has an acceptable level of knowledge-gain in relation to the expected learning outcomes.

The assessed work breakdown is indicated in the table below.

No.	Description	MIMLOs	Weighting
1	Project	(iii), (iv)	40%
2	Examination	(i) to (v)	60%

1.14 Sample assessment materials

The sample assessment materials are included in a separate document.