

Module code	INB701	Level	7
Module title	International Business & Finance	Credit value	20
Programme(s) on which the module is taught	MA International Business	ECTS Credits	10
		Notional learning hours	200

1. Pre-requisite modules

None

2. Module aims and objectives

International business has existed in various forms ever since human communities began interacting with one another. When human tribes first started trading beads or minerals like flint more than ten thousand years ago, they were engaging in prehistoric forms of international business (Watson 2005). Of course, trade has become more complicated since then.

Nowadays, international business refers to the exchange not only of physical goods but also of services, capital, technology, and human resources. The first point to make about this field is that it covers a very broad spectrum of activities.

It is important to recognize what makes international business distinct from other areas of study, and where it overlaps with them. Many aspects of domestic business are also found in international business, but they are treated differently because of the latter field's emphasis on cross-border aspects. Similarly, international business covers most if not all of the same topics as international management but goes much further. Where international management focuses mainly on decisions made by individuals operating in a corporate setting, international business also incorporates the broader financial, political, economic, social, technological, philosophical, and environmental contexts within which firms operate. It is a very broad discipline with connections to many if not most of the issues affecting people in their daily lives. The best international business students and practitioners can analyse on many different levels and tend not to recognize artificial borders between business, economics, and politics (White 2001). Indeed, the ability and desire to embrace diversity is what gives this discipline its distinct philosophy and enduring attraction – and explains the very particular mindset that the present module helps learners to acquire.

3. Learning outcomes

A) Knowledge and understanding

Upon successful completion of this module the students will be able to:

A13. Deploy Adaptive Expertise

Operates in complex, unpredictable and specialised international contexts, requiring selection and application from a wide range of advanced techniques, technology and information sources. Develops the fluency and flexibility to apply ethical and novel approaches. Undertakes analysis of complex, incomplete or contradictory evidence and judges the appropriateness of the enquiry methodologies used. Recognises and argues for alternative strategies.

A14. Be Culturally Intelligent Internationally

Understands the benefits of flexibly and creatively in unfamiliar international contexts. Knows how to synthesise ideas and information in innovative ways taking into consideration international dimensions, change and management across cultures. Acts with initiative within professional or given guidelines, accepting accountability for outcomes.

B) Skills

Upon successful completion of this module the students will be able to:

B14. Problem Solve

Evaluates and addresses systematically complex problems in international contexts. Designs and undertakes substantial investigations to address significant areas of theory and/or practice. Selects appropriate advanced methodological and technological approaches. Critically evaluates their effectiveness.

4. Indicative content

The module's initial "macro" section helps learners to discover the country-specific environments within which international operations occur, enhancing their ability to relativise and gain a realistic perception of international contexts. It then moves on to "micro" topics offering the opportunity to appropriate some of the finite business knowledge that prepares graduates to function in MNEs.

Micro-section

- International Ethics and CSR
- The politics of FDI
- "Changing geography of international business" (rise of the Global South)
- Ecology and international business

Macro-section

- Market entry modes and commitment to internationalisation
- MNE power and structure: headquarters vs. subsidiaries
- MNE value chain: production-side organisation (inc. outsourcing), adaptation vs. standardisation
- Foreign exchange in MNEs
- Funding MNEs

5. Learning and teaching methods

The teaching/learning strategy for this module has been designed to ensure that learners acquire the programme level learning outcomes. Methods applied towards this end include:

- Seminars: providing a forum for consolidation, extension work and self-exploration
- Student presentations: providing learners with an opportunity to research and present a module of relevance to their personal interest
- Research discussion groups: opportunity to apply theories studied in-class to real-life situations
- Formative learning check: assessing students' understanding of theory and practice, as covered both internally and externally

Students are expected to be self-directed in their readings and preparations for each class

This module will be delivered in line with the BAM pedagogic principles (see programme handbook for full details). Specifically, for this module;

BAM Pedagogic principle	How it applies to this module
1. Education Technology	This module will feature full use of the VLE to include programme materials and assessment guidelines. It will also make use of on line discussion groups, to support and challenge students. The module will feature cases and simulations that are delivered and supported on-line to enable 24/7 access and learning opportunities outside of the scheduled sessions. Students will be expected to use online research to discover and challenge ideas offered by the tutor and their peers.
2. Multicultural and diversity	Cases and background information will be used to support the modules from a range of economic and cultural scenarios. Students will be expected to compare and contrast applications across geographic and cultural backgrounds.
3. Solution focused and practice oriented	Application of understanding will be expected through the use of contemporary and future focused predictive work, enabling the student to apply to real life and real time issues and challenges.
4. Integration of learning	This module will draw on student experience and learning from other modules such as strategy, marketing communication, marketing psychology, and marketing strategy.

5. Assessment for learning	The assessments for this module require formative work in support of full submission thereby allowing for learning by doing rather than assessment as an end point.
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This is an example of the notional learning hours for this module:

20 credit module – 200 learning hours	
Directed learning	50 hours
Lectures	22
Seminars	22
Other	6
Collaborative Learning	11 hours
Tutorials (1:1 and group)	11
Self-directed learning	139 hours
Preparation for class	33
Self-study after class	33
Preparation for assessments	70
Assessment	3
Total	200

6. Assessment and relative weightings

Formative assessment

Students' active participation in seminar activities (inc. role plays, debates, case study presentations, etc.) will generate written outputs on which formative feedback will be received. Written formative feedback will help students prepare for subsequent assessments.

Summative Assessment

Summative Assessment 1 - Multinational Challenge, individual assessment, 1000 words (+/- 10%) (50% TMM)

Students can deconstruct the way international managers in a real company have approached internationalisation opportunity in a specific country. By analysing analysts, they develop their own empathetic capabilities.

Summative Assessment 2 - Case-based “scenarios” essay written under examination conditions, Individual assessment, 3 hours (50% TMM)

The assessment will provide students with opportunity to apply thematic/theoretical learning appropriated during module to topical issue – redolent of the micro/macro crossovers that will consistently be required of international business graduates upon entering the workforce.

7. Mapping of assessment tasks for the module

Assessment tasks								A13	A14	B14
Multinational Challenge								x	x	x
Case-based “scenarios” essay written under examination conditions								x	x	x

8. Key reading

Core Textbook:

Sitkin, A. and Mangion, K. (2020), Absolute Essentials of International Business, Routledge

Further Reading

Aerni, P. (2018), Global Business in Local Culture, Springer

Alon, I. (2010). Franchising Globally: Innovation, Learning and Imitation, Palgrave Macmillan

Bartlett, C. and Ghoshal, S. (2002). Managing Across Borders: The Transnational Solution, Boston MA: Harvard Business School Press

Bitzenis, A., Vlachos, V., and Papadimitriou (2012). Mergers and Acquisitions as the Pillar of Foreign Direct Investment, Palgrave-Macmillan

Buckley, P. (2018), The Global Factory-Networked Multinational Enterprises in the Modern Global Economy, Edward Elgar Publishing

Butler, K. (2012), Multinational Finance: Evaluating Opportunities, Costs, and Risks of Operations, Wiley Finance

Chandler, A. and Mazlish B. (2005). Leviathans: Multinational Corporations and the New Global History, Cambridge University Press

Chang, S. (2015), Multinational Firms in China: Entry Strategies, Competition and Firm Performance, OUP

Crane, A. and Matten, D. (2015), Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization, Oxford University Press