

Module Syllabus

MIM125

International Business and Global Business Challenges

Lecturer:	Maria Nikishina
Term, year:	Winter, 2025
Number of ECTS:	6
Email:	Maria.nikishina@faculty.gsb.global

1. Module Description

This unit focuses on key global business environmental factors and issues that affect organizations that do business internationally. The aim of this unit is to provide students with the theoretical understanding of the relationship between two major themes in International Business: the existence of differences in national business systems, and the present-day character of processes of internationalization and globalization of economic and business activities. Upon completion of the unit students will have developed the ability to evaluate the impact of key business environmental factors on multinational organizations which will allow them to manage international business more effectively.



NOTE: The content of this module is regulated by the Malta Further and Higher Education Authority (MFHEA).

2. Module Learning Outcomes

Competencies – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

- a) C.1. Take responsibility for initiating strategic actions grounded on the global market opportunities assessment and for leading a multinational organization into a new direction on the global business arena;
- b) C.2. Have the learning skills to allow continuation to study main causes, forces and drivers of the processes of internationalization and globalization of economic and business activities and to evaluate their impact on a multinational organization in a manner that may be largely self-directed or autonomous;
- c) C.3. Manage and transform work or study contexts that are complex and unpredictable that require new strategic approaches by using knowledge and understanding of global markets and international business environment.

Skills – at the end of the module/unit the learner will have acquired the following skills:

- a) S.1. Demonstrate capability in using knowledge and skills of international business and global business environment to formulate responses to different challenges faced by multinational organizations on the global business arena;
- b) S.2. Develop new knowledge and procedures on how to adopt different business processes to different national business systems when operating a business internationally;
- c) S.3. Demonstrate specialized problem-solving skills required in research in international business by examining the way in which global markets forces shape the responses of multinational organizations.

Judgement Skills and Critical Abilities – at the end of the module/unit the learner will have acquired the following judgement skills and critical abilities:

- a) J.S.1. Perform critical evaluation and analysis of the main causes, forces and drivers of the processes of internationalization and globalization of economic and business activities;
- b) J.S.2. Critically analyze the role of corporations and societal responsibility from a global perspective;
- c) J.S.3 Critically formulate practical and theoretical responses to global business environment circumstances.

3. Module Topics and Content

Week	Topics and Content	Class Activities	Assessment	Readings
Week 1	<p>Session 1:</p> <p>Module Introduction:</p> <ul style="list-style-type: none"> - What is Globalization? - Definitions - Historical Context - Causes of Globalization 	<p>Debate: Paper on Globalization</p> <p>Explanation: what do you perceive as good or bad in world globalization? List it.</p> <p>Word count: 100 words</p> <p>Group size: 4</p> <p>To be individually uploaded on</p>		<p>Stiglitz, J. E. (2017). <i>The overselling of globalization. Business Economics</i>, 52(3), pages 129-134. Especially page 129, Abstract.</p>

		<p>Discussion Board on the VLE.</p> <p>Remember to include all the names of the group members in the document.</p>		
	<p>Class 2:</p> <ul style="list-style-type: none"> ○ International Trade and Policies ○ Economic Development ○ Global World Differences: economy, culture, language... ○ Global Challenges ○ The Future to Come 	<p>Direct Questions and Responses in Class</p> <p>Explanation: direct question by the lecturer to class, to confirm understanding has been achieved in the first units.</p> <p>10 to 15 mins</p>		<p>Yoder, S., et al. (2016). <i>Lessons learned from international expansion failures and successes. Harvard Business Review</i>, March. Page 1 Abstract.</p>
<p>Week 2</p>	<p>Class 3:</p> <p>Multinationals:</p> <ul style="list-style-type: none"> ○ Definitions ○ What is an MNC? ○ Theories of Multinational Enterprises: Six Perspectives ○ Relevance <ul style="list-style-type: none"> ○ Global Goliaths 	<p>Debate: Factors affecting international business</p> <p>Explanation: list the impacts of international business in your region on people and local businesses.</p> <p>Group size: 3 to 4</p> <p>Task commented in group and shared for class discussion</p> <p>15 mins</p>	<p>Formative Assessment 1: TESLA Multinational Corporation Development Group Work + Public Presentation (30%)</p> <p>Explanation: Work in groups of 3-4 on TESLA. Research and present how TESLA started up and converted to MNC, the starting point, the reasons for developing into an MNC, and the main points of success in their internationalization strategies; pros and cons observed in the process of converting into an MNC.</p>	<p>Yoder, S., et al. (2016). <i>Lessons learned from international expansion failures and successes. Harvard Business Review</i>, March. Page 2 to 10.</p>

			<p>Presentation should be between 5-8 minutes per group.</p> <p>Min/Max number of slides presented per group: 4-5</p> <p>To be presented in class 5.</p>	
	<p>Class 4:</p> <p>International Businesses</p> <ul style="list-style-type: none"> -International Business -Factors affecting local people and businesses -Economic interdependence of nations 	<p>Discussion: International Business – Factors of Influence</p> <p>Explanation: The class will explore and develop ideas on international business related to its local, national, regional, and continental factors of influence in topics such as health, safety, education, localization, unemployment, equal opportunities, and similar. List and select those that are more relevant in your class opinion with the lecturer.</p> <p>15 mins</p>		<p>Fatehi, K., & Choi, J. (2019). <i>The management of international business. In International Business Management</i> (pp. 3-35). Springer, Cham.</p>
Week 3	<p>Class 5</p> <p>Global Business Environment:</p> <ul style="list-style-type: none"> -How trade is measured -Definitions of allocation of resources, size of economy, GDP, GNP... -Impacts of International Business per region and continent on local businesses 	<p>Formative Assessment 1: TESLA Group presentation in class (5-8 minutes per group)</p> <p>Group size: 3 to 4</p> <p>2 groups presentation per group of 4 slides maximum. Not all groups will present.</p> <p>60 mins maximum discussion and presentation in total.</p>	<p>Formative Assessment 2: Case Study -The Volkswagen wrong decision-making case (12%)</p> <p>The VOLKSWAGEN Scandal Case Study</p> <p>Task: After reading the case presented for study, the group will have to answer the five questions written at the end of the case document. Is the described business environment</p>	<p>Taylor, C., & Zhou, J. (2019). <i>How does culture affect international business between the United States and China? Journal of Marketing Development & Competitiveness</i>, 13(3). P ages 1 to 10.</p>

			<p>affecting VOLKSWAGEN decision-making? Use the online sources proposed at the end of the case study for a suggested response as necessary.</p> <p>Case study written report 500 words.</p> <p>To be uploaded on the VLE.</p>	
	<p>Class 6</p> <ul style="list-style-type: none"> -Business policy -Trade blocks -Regulations and government intervention -Regulatory environments -Trade barriers: tariffs -International taxation -Free trade -Examples 	<p>Group Work: Role Play</p> <p>Explanation: Under lecturer supervision, divide the class into groups: (1) regulators, (2) leaders of controlled centralized economies, (3) leaders of capitalist liberal economies, and (4) MNCs from groups 3 and 4. Respond from each group: What can I propose to develop a recovery of the world economy, control inflation, and provide basic rights and values, including wealth, to the countries' nationals?</p> <p>20 to 30 mins</p>		<p>Stiglitz, J. E. (2017). <i>The overselling of globalization. Business Economics</i>, 52(3), pages 134-136.</p>
<p>Week 4</p>	<p>Class 7:</p> <ul style="list-style-type: none"> -Sociocultural environment link to international business - National cultures, religion, ethical and green environmental issues, country variations - How culture affects international business - Cross-cultural communications - Attitudes towards businesses 	<p>Group Problem-Solving: How to overcome cultural barriers in international business. Class discussion</p> <p>Explanation: list identified business cultural problems between EU, US and China and your proposals for solutions.</p> <p>Group size: 3 to 4</p>		<p>Taylor, C., & Zhou, J. (2019). <i>How does culture affect international business between the United States and China? Journal of Marketing Development & Competitiveness</i>, 13(3).</p> <p>Fatehi, K., & Choi, J. (2019). <i>The management of international business. In International Business Management</i> (pp. 77-106). Springer, Cham</p>

		15 mins		
	<p>Class 8:</p> <p>Business Ethics and Corporate Social Responsibility</p> <ul style="list-style-type: none"> - Business Ethics Basics - Terminology - Ethical Issues - HR - Ethical Issues - IT - Ethical Issues Finance - Ethical Issues – Other - Ethical Issues in International Businesses - Ethical Theory, Ethical Decision-Making, and Ethics in Organizations 	<p>Group Problem-Solving Based on the Apple Case Problem</p> <p>Explanation: The lecturer introduces a real case publicly known from Apple Company (supporting written documentation will be shared). The class will be divided into 4 groups to discuss solutions for the ethical case faced. Results will be shared and discussed in class.</p> <p>20 to 30 mins</p> <p>Individual Research Project Start:</p> <p>(Activity works in Class 8, 12, and 14). Investigate, research, and pick 1 Chinese Multinational Corporation or Company among the following: E-bay, Tik Tok, and Huawei. We will vote in Session 8 for 1 firm among the previous 5.</p> <p>We will then research in Class 8 on its Chinese MNC steps from founding stages to multinational globalization, financial information, political approaches, ethical behavior, and global integration.</p> <p>30 mins</p>	<p>Formative Assessment 3: Case Study – Enron (12%)</p> <p>The Enron Case Study</p> <p>Task: Each group must identify the ethical failures that happened in the Enron Case and suggest how it could have been predicted in advance after following the company signals to the public and the known internal information available for managers.</p> <p>Case study written report 500 words.</p> <p>To be uploaded on the VLE.</p>	<p>Fatehi, K., & Choi, J. (2019). <i>The management of international business. In International Business Management</i> (pp. 36-72). Springer, Cham.</p>
<p>Week 5</p>	<p>No classes</p>			

Week 6	<p>Class 9</p> <ul style="list-style-type: none"> - Political and legal systems in national environments - Country risk - Political and legal systems - Political systems - Legal systems: labor, consumer, environmental, employee legislations - Actors in political and legal systems - Types of country risk produced by the political system - Types of country risk produced by the legal system 	<p>Discussion: Ethics vs Legal Systems</p> <p>Discuss ethical theory, ethical decision-making and ethics in organizations. Difference between Laws and Legal environment.</p> <p>Group size: 3-4</p> <p>20 mins</p>	<p>Formative Assessment 4: Case Study – The Aircraft Brake Scandal (12%)</p> <p>The Goodrich Co. Case Study</p> <p>Task: Each group has to identify the main operational failures, economic failures, and the political and regulatory influences that happened in this aircraft case. Additionally, suggest how it could have been predicted and avoided in advance by following the case study's available information. Discuss how you would have controlled this situation at the beginning and propose new internal procedures to prevent such company behaviors in the future.</p> <p>Case study written report 500 words</p> <p>To be uploaded on the VLE.</p>	<p>Yoder, S., et al. (2016). <i>Lessons learned from international expansion failures and successes. Harvard Business Review</i>, March. Pages 233 to 242.</p>
	<p>Class 10</p> <ul style="list-style-type: none"> - Multinationals' political and legal adaptation -MNC as political actors -MNCs' role in international politics and regulations -Legal control of MNCs: International laws and MNCs -Political strategies of MNCs 	<p>Workshop</p> <p>Explanation: Virtual connection to an invited professional who teaches students hands-on skills and the latest instantly applicable workplace practices related to the MNC topic. He/She will share his/her experiences and lessons learned leading</p>		<p>Fatehi, K., & Choi, J. (2019). <i>The management of international business. In International Business Management</i> (pp. 377-408). Springer, Cham.</p>

	-Corporate Governance-related issues	multinationals and adapting to national environments. 1 hour		
Week 7	<p>Class 11</p> <ul style="list-style-type: none"> -Global Integration Policies -Transnational corporations -Trading blocks -Multilaterals: World Bank, IMF, IBRD, EBRD, IADB, ADB, CABEI, AfDB, CAF, - G20 -OPEC -Davos summits -Others -Why current groups may change and reorganize? 	<p>Discussion: The role of Multilateral Banks</p> <p>Multilateral banks like the World Bank: are they a real solution for poor countries? Class, discuss the pros and cons involved.</p> <p>Respond to: Grants and loans are often managed politically when granted by multilaterals to impose conditions on recipients.</p> <p>Group size: 2 to 4 20 mins</p>		Fatehi, K., & Choi, J. (2019). <i>The management of international business. In International Business Management</i> (pp. 60 to 68 and 193 to 216). Springer, Cham.
	<p>Class 12</p> <ul style="list-style-type: none"> - Competition and Regulatory Mechanisms in the EU and the Brexit Impact -EU Competition and Regulatory Laws -How the Law Works -Competition Enforcement -Tensions Between Competition and Economic Regulations -What is Brexit -Brexit Impacts -Customs and Competition Issues 	<p>Case study: Brexit-between Political and Financial Market uncertainty</p> <p>Direct PDF Case Study supplied by the Lecturer on political and financial market experiences related to Brexit. Students will propose answers to the problems faced in the Case Study.</p> <p>Individual 30 mins</p> <p>Individual Research Project</p> <p><i>Coming from Class 8</i></p> <p>Company selected among E-bay, TikTok, and Huawei. Research its presence and integration within EU regulations. Explore the approach the company has taken when dealing with the EU—whether it involves exporting,</p>	<p>Formative Assessment 5: Case Study on Shell – ENI (international bidding and competition) (12%)</p> <p>The Shell ENI Business Case Study</p> <p>Suggested business case questions written at the end of the document, in the Case Study handover.</p> <p>Case study written report 500 words.</p> <p>To be uploaded to VLE.</p>	Fatehi, K., & Choi, J. (2019). <i>The management of international business. In International Business Management</i> (pp. 150-164). Springer, Cham.

		<p>establishing a presence, or engaging in mergers and acquisitions. Analyze the impacts, if any, that the company has suffered due to Brexit. Additionally, investigate how they compete within the EU market.</p> <p>30 mins, includes class discussion on findings.</p>		
Week 8	<p>Class 13</p> <ul style="list-style-type: none"> -World economies: from poor to advanced -Definitions of emerging markets, developing economies, and advanced economies -World Bank Country classifications -Traditional, Command, Market, and mixed economies -Country risks -Risks and opportunities that different types of economies provide for multinational organizations -Discuss a comprehensive framework for global market opportunity assessment -Soft Loans -Export Finance -PESTEL analysis (Political, Economic, Sociocultural, Technological, Ecological, Legal) 	<p>Group Activity: The role of Multinationals to develop world economies</p> <p>Respond to: if you were to lead the policies of a multinational, what would you pick as your mission, vision and values? Why? List the 3 of them as a proposal for discussion.</p> <p>Group size: 3 to 4 15 to 20 min discussion</p> <p>Individual Work: Risk Matrix</p> <p>Lecturer will provide a risk matrix for each student individually inserting into the two input sides, relevance and urgency, the risks faced by MNCs according to the situation described by Lecturer at the beginning of the Activity</p> <p>Individual upload on VLE (risk matrix solving).</p>		<p>Zeng M., (2018), <i>Alibaba and the future of business</i>. Harvard Business Review, October.</p>

	<p>Class 14</p> <p>Impact of various global factors on international business decisions</p> <p>Digitalization of business activities</p> <p>Technology</p> <p>Shortage of resources</p> <p>Labor costs</p> <p>Taxation</p> <p>Commodity prices</p> <p>Exchange rates, etc</p> <p>Understanding the future of Multinationals</p> <p>Current and future trends in the global business environment</p> <p>Major recent global events changing the environment</p> <p>Financial Crisis</p> <p>COVID era</p> <p>Super-inflation periods</p> <p>Wars (Ukraine, Afghanistan, Ethiopia, Yemen)</p>	<p>Individual Research Project</p> <p>(Started in Session 8, followed in 12, ends in 14).</p> <p>The company selected among the following: E-bay, Tik Tok, and Huawei.</p> <p>Research on the developments of the selected MNC.</p> <p>Any future trends, what are they doing in the Ukraine war, and with Russia, and within EU on this topic?</p> <p>Research on taxes paid in EU, how they address super-inflation prices impacts...?</p> <p>Students present their findings to class (2-3 minutes each)</p>	<p>Formative Assessment 6: Case Study – International Mining in Central America (12%)</p> <p>The Gold & Copper multinational mining Case Study (Group written report)</p> <p>Group size: 3-4</p> <p>A financial model will be provided to students by the lecturer. Questions to be addressed by the Groups include:</p> <p>a. How can you be sure the financial model is correct; what should you observe if you are a Mining Co. director?</p> <p>b. As an MNC investor, would you build the Mine with local contractors even if they don't reach international standards; or international Contractors; or a mix; please point pros and cons.</p> <p>c. How would you split the profits obtained in the Mine Operations, what would you do with the proceeds (repatriate, reinvest, etc) and why, give group reasons.</p> <p>Case study written report 500 words.</p> <p>To be uploaded to VLE.</p>	<p>Fatehi, K., & Choi, J. (2019). <i>The management of international business. In International Business Management</i> (pp. 193-216). Springer, Cham.PDF</p>
--	--	--	---	---

Week 9	Class 15 Course Revision sessions: Course revision, study cases review and examples			Murray, A., Skene, K. & Haynes, K. (2017). <i>The circular economy: An interdisciplinary exploration of the concept and application in a global context.</i> <i>Journal of Business Ethics</i> , 140, 369–380
Week 10 & 11	Submission of the Summative Assessment Activities			

4. Module Assessment

The assessment of this Module consists of Formative and Summative assessment activities listed in the table 1 below:

Table 1:

Face-to-Face 100%	
<i>Formative</i>	<i>Summative</i>
16.5 hours	13.5 hours
Set Exercise/Case Study (in groups) – 60%	Written Assignment (1500 words) – 50%
Oral Presentation (in groups) – 30%	Written Assignment (1500 words) – 50%

*Prefinal grade is based on the Formative Assessment activities, and it is not a part of a module final grade. **Students should have more than 50 points of the prefinal grade to be allowed to submit summative assessment activities which represent module final grade.***

Table 2:

Formative	Summative
Oral Assessment/ Online Participation: On a weekly basis, students will have to participate in a discussion forum, with questions covering the topics of the week. This will help students to be in contact with different perspectives due to the diversity of participation, as well as to develop proficiency in understanding and applying concepts and developing critical thinking.	
Set Exercise/Case Study: Students work in groups on different case studies that present various issues	Written Assignment: Students should select a major global force (either political, economic, technological, etc.) and conduct a

encountered by multinational organizations.	thorough analysis of how this force has impacted multinational organizations by analyzing general trends and organizational responses of at least three organizations and providing critical assessment of such responses using knowledge and skills of international business.
Oral Presentation: Students work in groups and professionally assess a global business opportunity encountered on the market for a particular real organization provided by an instructor.	Written Assignment Global opportunity assessment – each student should identify an opportunity on the global market for a particular real MNC organization of choice and conduct a PESTEL analysis of that opportunity followed by corresponding recommendations.

The passing grade for the module is 60%.

4.1 Summative Assessment 1: Written Assignment – 50%

Task

Individually select a major global force from the following:

- Political
- Economical
- Technological
- Human resources and leadership style
- Legal and Regulatory environment

Conduct a detailed analysis of how your chosen force has impacted 3 technology leaders such as **Samsung, Xiaomi** and **Apple** organizations. Compare between them.

Research, compare and report how these 3 MNCs had received and responded to the last 10 years challenges of the major global force you had selected affecting the MNC observed, describing the 3 firms' similarities and differences. Evaluate your opinion with pros and cons observed.

Objectives

Observe how similar MNCs can respond different globally and sustain if MNCs can respond to the International Business Challenges similarly (or differently) when they come from different origins, cultures and histories, but enter and attack the same markets or regions.

Guidelines

-1500-word report

-APA referencing to be used (both in-text and reference list)

-Font Georgia size 10

- Report structure:

1. Start with the problem or need the document is solving. Describe the initial situation, why this paper is written and what targets are intended to report. (10 points)
2. Outline observations, the differences and similarities found, the pros and the cons, and your recommended solutions, when applicable. (30 points)

3. Explain the recommendations or solution's value. (30 points)
4. Wrap up a conclusion about the importance of the work and your personal view on it. (30 points)

Evaluation Rubric

Criteria	Identification of Main Issues	Analysis	Solutions
	<ul style="list-style-type: none"> • Clear explanation of key problem-solving related issue. • The problems, scope and seriousness were identified in the proposed solutions. • There was a well-focused diagnosis of issues and organized solutions of key problems that demonstrated a good grasp of the International Business issues and challenged worked in class program. • Effective Executive Summary. • Did not waste space summarizing information that is not relevant to the case analyzed. 	<ul style="list-style-type: none"> • Logical, organized, key points, key arguments, and important criteria for evaluating the MCNs situations. • Critical issues and key problems that supported the MCNs behavior and decisions were identified and supported. 	<ul style="list-style-type: none"> • Specific solutions and/or plans of action provided. • Specific Global MNCs logic and understanding were used when necessary to support the solutions. • Calculations, estimations, judgements, assumptions, argumentations and conclusions were presented and supported in an effective manner. International References well quoted.
0 to 20 pts	Identifies and understands a few of the issues in the problems proposed.	Incomplete or no analysis of the issues, nor analyzed root causes, risks or evaluation identification at all.	Little or no estimations nor judgements suggested, and/or inappropriate solutions to all of the issues in the Global Business challenge. None, not relevant or not applicable references.
21 to 45 pts	Identifies and understands some of the issues in the targeted International Businesses proposed.	Superficial analysis of some of the issues in the approach taken.	Superficial and/or inappropriate estimations or calculations and / or solutions to some of the Global Challenges issues in the approach taken. Few references quoted.
46 to 75 pts	Identifies and understands most of the main issues in the Global Business problems.	Good analysis of most of the International Business issues.	Appropriate, well thought solutions, or proposals for solutions, to most of the issues in the Global Challenge analyzed. Relevant references added.
76 to 100 pts	Identifies and understands all of the main issues in the Global Business Challenge valuation in the sector / International	Insightful and thorough analysis of all the issues.	Well documented, reasoned and quality commented solutions, or proposals for solutions, to

Criteria	Identification of Main Issues	Analysis	Solutions
	<ul style="list-style-type: none"> • Clear explanation of key problem-solving related issue. • The problems, scope and seriousness were identified in the proposed solutions. • There was a well-focused diagnosis of issues and organized solutions of key problems that demonstrated a good grasp of the International Business issues and challenged worked in class program. • Effective Executive Summary. • Did not waste space summarizing information that is not relevant to the case analyzed. 	<ul style="list-style-type: none"> • Logical, organized, key points, key arguments, and important criteria for evaluating the MCNs situations. • Critical issues and key problems that supported the MCNs behavior and decisions were identified and supported. 	<ul style="list-style-type: none"> • Specific solutions and/or plans of action provided. • Specific Global MNCs logic and understanding were used when necessary to support the solutions. • Calculations, estimations, judgements, assumptions, argumentations and conclusions were presented and supported in an effective manner. International References well quoted.
	Business situation presented.		all identified issues in the Global Business challenges analyzed. Perfect references quoted added.

4.2. Summative Assessment 2: Written Assignment 2 – 50%

Task

Global opportunity assessment – each student should identify an international opportunity on the global market for the Company selected: ALPHABET (GOOGLE) and conduct a PESTEL analysis of that opportunity followed by corresponding recommendations.

Opportunities: 1 to be picked among -or out of- the following (for Alphabet)

- Acquisitions for new developments, new sales and leadership
- Expanding to new markets
- Expanding Google Online businesses

(pick only one of the above for your analysis)

A PESTEL analysis is a strategic framework commonly used to evaluate the business environment in which a firm operates. The framework was referred to as PESTEL, an acronym for Political, Economic, Social, Technological Environmental and Legal factors. There are tons of information on the Pestel Model and how to apply it on the net, which is expected to be researched by the student before writing this Summative assignment. Individual assessment and judgement are valued here.

Objectives

Understand and develop a framework to assess political, economic, social, technological, environmental, and legal factors, as it is used in most multinationals by management teams and boards in their strategic planning processes and enterprise risk management planning

Guidelines

- 1500-word report
- APA referencing to be used (both in-text and reference list)
- Font Georgia size 10.

To be applied on your selected real international MNC

Step 1: Understand PEST Factors Before Asking How to Do a PESTEL Analysis, and list your findings in each of the following factors in the case of Google:

- Political Factors
- Economic Factors
- Social Factors
- Technological factors
- Environmental Factors
- Legal Factors

Step 2: Gather Relevant Data from selected Company and summarize it

Step 3: Identify Opportunities for Google coming from your described Factors above in Step 1 and the Data reported in Step 2.

Step 4: Identify Threats as well for Google, from above Steps

Step 5: Conclude your findings, make recommendations and suggest actions to be considered by Google

Allocation of Marks

Each of the above 5 steps to be reported in writing, for an **equal mark of 20 points each** (total 100 points)

Evaluation Rubric

Criteria	Identification of Main Issues	Analysis	Solutions
	<ul style="list-style-type: none"> • Clear explanation of key problem-solving related issue • The problems, scope, and seriousness were identified in the proposed solutions. • There was a well-focused diagnosis of issues and organized solutions of key problems that demonstrated a good grasp of the International Business issues and challenged worked in class program. • Effective Executive Summary. • Did not waste space summarizing information that is not relevant to the case analyzed. 	<ul style="list-style-type: none"> • Logical, organized, key points, key arguments, and important criteria for evaluating the MCNs situations. • Critical issues and key problems that supported the MCNs behavior and decisions were identified and supported. 	<ul style="list-style-type: none"> • Specific solutions and/or plans of action provided. • Specific Global MNCs logic and understanding were used when necessary to support the solutions. • Calculations, estimations, judgements, assumptions, argumentations and conclusions were presented and supported in an effective manner. International references well quoted.
0 to 20 pts	Identifies and understands few of the issues in the problems proposed.	Incomplete or no analysis of the issues, nor analyzed root causes, risks or evaluation identification at all	Little or no estimations nor judgements suggested, and/or inappropriate solutions to all of the issues in the

Criteria	Identification of Main Issues	Analysis	Solutions
	<ul style="list-style-type: none"> • Clear explanation of key problem-solving related issue • The problems, scope, and seriousness were identified in the proposed solutions. • There was a well-focused diagnosis of issues and organized solutions of key problems that demonstrated a good grasp of the International Business issues and challenged worked in class program. • Effective Executive Summary. • Did not waste space summarizing information that is not relevant to the case analyzed. 	<ul style="list-style-type: none"> • Logical, organized, key points, key arguments, and important criteria for evaluating the MCNs situations. • Critical issues and key problems that supported the MCNs behavior and decisions were identified and supported. 	<ul style="list-style-type: none"> • Specific solutions and/or plans of action provided. • Specific Global MNCs logic and understanding were used when necessary to support the solutions. • Calculations, estimations, judgements, assumptions, argumentations and conclusions were presented and supported in an effective manner. International references well quoted.
			Global Business challenge. No references quoted.
21 to 45 pts	Identifies and understands some of the issues in the targeted International Businesses proposed.	Superficial analysis of some of the issues in the approach taken.	Superficial and/or inappropriate estimations or calculations and / or solutions to some of the Global Challenges issues in the approach taken. Poor or not relevant references quoted.
46 to 75 pts	Identifies and understands most of the main issues in the Global Business problems.	Good analysis of most of the International Business issues.	Appropriate, well thought solutions, or proposals for solutions, to most of the issues in the Global Challenge analyzed. Reasonable references quoted.
76 to 100 pts	Identifies and understands all the main issues in the Global Business Challenge valuation in the sector / International Business situation presented.	Insightful and thorough analysis of all the issues.	Well documented, reasoned and quality commented solutions, or proposals for solutions, to all identified issues in the Global Business challenges analyzed. Perfect international references quoted.

5. Module Requirements

A. Core Readings List

- 1) Fatehi, K., & Choi, J. (2019). *The management of international business. In International*

- Business Management* (pp. 3-35). Springer, Cham.
- 2) Müllner, J., & Filatotchev, I. (2018). *The changing face of international business in the information age*. *International Business in the Information and Digital Age*; Emerald Publishing Limited: Bingley, UK, 91-121. <https://www.perlego.com/book/800651/international-business-in-the-information-and-digital-age-pdf>
 - 3) Murray, A., Skene, K. & Haynes, K. (2017). *The circular economy: An interdisciplinary exploration of the concept and application in a global context*. *Journal of Business Ethics*, 140, 369–380.
 - 4) Stiglitz, J. E. (2017). *The overselling of globalization*. *Business Economics*, 52(3), 129-137.
 - 5) Taylor, C., & Zhou, J. (2019). *How does culture affect international business between the United States and China?* *Journal of Marketing Development & Competitiveness*, 13(3).
 - 6) Yoder, S., et al. (2016). *Lessons learned from international expansion failures and successes*. *Harvard Business Review*, March.
 - 7) Zeng M., (2018), *Alibaba and the future of business*. *Harvard Business Review*, October.

B. Supplementary Reading List

- 1) Beck, U. (2018). *What is globalization?* John Wiley & Sons.
- 2) Buckley, P., & Casson, M. (2019). *Decision-making in international business*. *Journal of International Business Studies*, 50(8), 1424-1439.
- 3) Daniels, J.D. (2017). *International Business: Environment and Operations* (16th ed). Pearson.
- 4) Hamilton, L., & Webster, P. (2018). *The International Business Environment*. Oxford University Press.
- 5) Meyer, K. E. (2017). *International business in an era of anti-globalization*. *Multinational Business Review*.
- 6) Parente, R. C., Geleilate, J. M. G., & Rong, K. (2018). *The sharing economy globalization phenomenon: A research agenda*. *Journal of International Management*, 24(1), 52-64.
- 7) Sharma, P., Leung, T. Y., Kingshott, R. P., Davcik, N. S., & Cardinali, S. (2020). *Managing uncertainty during a global pandemic: An international business perspective*. *Journal of Business Research*, 116, 188-192.
- 8) Van Assche, A., & Lundan, S. (2020). *From the editor: COVID-19 and international business policy*. *Journal of International Business Policy*, 3, 273–279.

C. General Rules for Submitting Written Assignments

Prior to the assessment and grading, all homework assignments submitted via Virtual Learning Environment (VLE) are checked for plagiarism with the software embedded to the system. Before turning in the first assignment each student is responsible to familiarize him/herself with the Plagiarism Handbook available in the VLE.

Written assignments should generally be typewritten and will only be marked and graded if they are submitted via VLE by the requested time. **Late submissions will not be accepted under any circumstances!** *Being virtually absent shall not be an accepted excuse for not submitting the required homework for the following session.*

Technical issues: The VLE system works functionally well and technical issues almost non-existent. Failure to submit the assignment on a timely basis is typically a result of a misuse of the VLE instructions or simply a missed deadline.

In case a student experiences issues with the submission of a particular assignment, an email should be sent before the submission deadline to the lecturer (with a copy to the Academic Coordinator) along with the screenshot of the technical issue. Each case will be thoroughly investigated, and the ultimate decision will be made by the Academics Department whether the homework should be accepted for evaluation and grading.

D. Attendance

80% attendance is compulsory. Students who miss more than 20% of classes without a justified reason (e.g. medical certificate) will automatically fail the module.

All appointments, including regular medical appointments, should be scheduled outside of class time, as any absence will affect the participation component of the module evaluation. If you are ill and you cannot attend a class, you will need to fill in the Absence Excuse form and provide a valid certificate

from a credible medical institution. Under no circumstances, is the lecturer involved in consideration of absence excuses. This responsibility lies with the Academic Coordinator and the Academic Committee. Please refer to the **Academic Policies and Student Guidelines** for further information.

Students who are late (not more than the first 10 minutes) will be allowed to enter the classroom upon the consideration of a lecturer meaning that if a lecturer started the class and believes that those arriving late may disturb the class, he/she has a right not to allow any late students to enter the classroom. Students who are more than **10 minutes late should NOT be allowed to enter the classroom until the next break.** In case the student is not allowed to enter the classroom in the first part of the class or is late more than 10 min, then the attendance will be rated at **50%** or a half class. This margin of time is not applicable after the mid-class break, i.e. students coming late or not returning after the break, will not be allowed into the class and/or will get documented only 50% of presence. Continuous late arrivals by a student gives the lecturer the right to dismiss that student from their class, with a failing grade.

Note: *As entering in the middle of a class session disrupts the entire class and is regarded as disrespectful, students should strictly adhere to the rules. Arriving late or leaving early will be noted and the total time of absences will be calculated by applying the same corresponding rules for continuous tardiness.*