

Annexe A: New/Revised Course Content in OBTL+ Format

Course Overview

The sections shown on this interface are based on the templates [UG OBTL+](#) or [PG OBTL+](#)

If you are revising/duplicating an existing course and do not see the pre-filled contents you expect in the subsequent sections e.g. Course Aims, Intended Learning Outcomes etc. please refer to [Data Transformation Status](#) for more information.

Expected Implementation in Academic Year	
Semester/Trimester/Others (specify approx. Start/End date)	
Course Author * Faculty proposing/revising the course	Assoc Prof Tan Joo Seng
Course Author Email	ajstan@ntu.edu.sg
Course Title	INTERNATIONAL BUSINESS ENVIRONMENT
Course Code	BE2501
Academic Units	0
Contact Hours	39
Research Experience Components	

Course Requisites (if applicable)

Pre-requisites	
Co-requisites	
Pre-requisite to	
Mutually exclusive to	
Replacement course to	
Remarks (if any)	

Course Aims

The international dimension has become a common feature of business and trade. We have all heard phrases such as 'globalization,' 'multinational corporation,' and 'cross-border transactions,' and this course will discuss these ideas in some detail. Yet, despite the appeal of international business, many companies find that the process is not at all easy. Whether in a broad sense, or in terms of the specific functions and activities of a firm, international business involves interaction between multiple players, in a dynamic and interconnected environment.

This elective course aims to provide you with a clear basis of the multi-level structure of the international business environment, as an interactive nexus of domestic and global contexts, shaped by institutions, businesses, and stakeholders. The course will address the various dimensions that shape the international business environment, as well as those factors that impact businesses themselves. You will be able to identify and understand issues that affect globalization and the international business environment. You should also be able to apply this understanding to design optimal responses to an international business environment created and impacted by these factors.

The course will develop your ability to analyse the countries you would like to do business in. It will help you to analyse and understand the macro and industry environment, develop an appropriate market entry strategy and international expansion plan.

Students interested in the international business environment will find this course useful.

Course's Intended Learning Outcomes (ILOs)

Upon the successful completion of this course, you (student) would be able to:

ILO 1	Explain the concept of globalization and international business, and the factors both driving and impacting these phenomena
ILO 2	Analyse the current international trade environment and the impact of government actions on international business
ILO 3	Explain the phenomenon of regional integration and how it impacts international business
ILO 4	Develop appropriate expansion strategies to a specific country

Course Content

The course will address the following key topics: •Globalisation and international business •The political, economic, legal, cultural and technological dimensions of international business •Trade theories, trade protectionism and regional integration •Evaluation of countries for international expansion and location screening •The global monetary environment•Global marketing •International strategies, including entry strategies •Macro and industry analysis •Developing an international expansion planbased on an extensive analysis

Reading and References (if applicable)

Prescribed textbook: Daniels, J.D., Radebaugh, L.H., Sullivan, D.P. (2022): International Business: Environments and Operations. 17th edition. Pearson. Print ISBN: 9781292403274. eBook ISBN:9781292403397 Other resources: Periodicals and newspapers. CNN.com, CNBC.com, etc.

Planned Schedule

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
1	Course Introduction - Course Framework and Objectives - Assessment Framework Overview of International Business and Globalisation Lesson outcomes: • Define the phenomena of globalization and international business • Explain the factors driving these phenomena and how it will impact globalisation and international business	1	Ch.1		

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
2	Introduction to International Business: Key Theories, Concepts & Tools Introduction to Critical Thinking Lesson outcomes: <ul style="list-style-type: none"> • Explain the theories, concepts and tools in analyzing the international business environment • Explain the principles and application of critical thinking 	1,2,3,4	Slides provided by lecturer		

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
3	Strategies for International Business Lesson outcomes: • Explain and choose the most appropriate strategies for international expansion Evaluation of Countries for Operations Lesson outcomes: • Identify and explain relevant countries in a region targeted for expansion • Identify and explain criteria for selection • Select most appropriate country for expansion	4	Ch. 12,13		

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
4	The Global Business Environment: National Environmental Differences - Culture, Political, Economic and Legal Lesson outcomes: • Explain the factors in the cultural, political, economic and legal domains that influence international business	1,2,4	Ch. 2,3,4		

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
5	Connecting Countries through Trade and Factor Movements - Trade and Factor Mobility Theory - Trade Protectionism - Economic Integration and Cooperation Lesson outcomes: • Explain the various theories of international trade • Explain the relevance of these theories in the modern world • Explain how governments respond to each others' actions in international trade • Recommend to international businesses how to respond to government actions in this regard	1,2,3,4	Ch 5,6,7		
6	International Market Screening Presentations GROUP ASSIGNMENT 1	4			

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
7	The Global Monetary Environment - Global Trade Finance - Global Forex & Capital Market - Foreign Direct Investment (FDI) - Global Institutions Lesson outcomes: Explain the forms of capital available for international expansion and the factors driving these forms of capital <ul style="list-style-type: none"> • Explain the factors that influence exchange rates • Explain the impact of currency volatility on international business • Explain factors driving foreign direct investment INDIVIDUAL ASSIGNMENT 1	1,2,3	Ch. 8,9,10		
8	Global Marketing Lesson outcomes: <ul style="list-style-type: none"> • Explain the main components of a marketing strategy • 	1,2,4	Ch. 17		

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
	<p>Explain the difference between local marketing and international marketing •</p> <p>Suggest the most appropriate marketing strategy for an intended international business expansion</p> <p>Technology as driver of International Business Lesson outcomes: •</p> <p>Identify and explain the technologies that are impacting international business •</p> <p>Explain how these technologies are impacting international business •</p> <p>Adjust international expansion strategies to provide for the new technologies</p>				

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
9	International Trade • Forms and Ownership of Foreign Production • Modes of Trading Internationally Lesson outcomes: • Explain the various forms and ownership of foreign production • Choose and motivate the choice of appropriate strategies in this regard • Explain the various modes of trading internationally • Motivate the choice of appropriate modes of trading internationally Final preparation for group project presentations	4	Ch. 14,15		

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
10	Ethics and Social Responsibility Lesson outcomes: • Explain the broad foundations of ethical behavior • Identify the cultural foundations of ethical behavior • Illustrate how ethical behavior is affected by different legal attitudes • Show how corruption and bribery affect and are affected by cultural, legal and political forces Final preparation for group project presentations	1	Ch. 11		
11	Group Project Presentations (Online): GROUP ASSIGNMENT 2	4			

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
12	Group Project Presentations (Online): GROUP ASSIGNMENT 2 INDIVIDUAL ASSIGNMENT 2 Submission (all individuals, Word document softcopy via Turnitin)	1,2,3,4			
13	Overview of Semester (Online) End-of-Course Review				

Learning and Teaching Approach

Approach	How does this approach support you in achieving the learning outcomes?
Interactive seminars and instructor-guided discussions	The interactive seminars provide ample opportunities for open discussion on the conceptual questions raised in the class allows you to think critically and share your ideas and concepts with the class. This also allows me to get the concepts clearly through the entire class by involving you and ensuring that the targeted learning outcomes are being achieved.
Individual assignment(s)	The assignments require you to generate, analyze and deliver/present relevant materials in a guided manner
Group analysis and presentation – case study/analyses	You will regularly be presented with articles on issues of the day, which you will read and contemplate in advance and discuss within your small groups and present your group views to the rest of the class.

Assessment Structure

Assessment Components (includes both continuous and summative assessment)

No.	Component	ILO	Related PLO or Accreditation	Weightage	Team/Individual	Rubrics	Level of Understanding
1	Continuous Assessment (CA): Others([assignments (e.g. term paper, essay)])	ILO1 ILO2 ILO3	Critical Thinking, Acquisition of knowledge	20			
2	Continuous Assessment (CA): Others([assignments (e.g. term paper, essay)])	ILO1 ILO2 ILO3	Critical thinking; Acquisition of knowledge	30			
3	Continuous Assessment (CA): Others([assignments (e.g. term paper, essay)])	ILO4	Problem solving & decision making	10			
4	Continuous Assessment (CA): Others([assignments (e.g. term paper, essay)])	ILO4	Problem solving & decision making	20			
5	Continuous Assessment (CA): Others([presentations])	ILO4	Oral Communication_x000D_	10			
6	Continuous Assessment (CA): Others([class participation])	ILO 1 - 4	Motivation & Development of self & others	10			

Description of Assessment Components (if applicable)

Individual Assessments: There are a total of TWO individual assessments. The focus of these individual assignments is on analysis and critical thinking.

a. Individual assignment #1: weight: 20%

b. Individual assignment #2: weight: 30%

Group Projects: The major group project assessment is concerned with the ability of students to work as a team, undertake research, assemble and organise material, analyse issues and present findings and conclusions

collectively. This project combines knowledge acquisition with problem-solving/decision-making skills. There are two components of the Group Project:

Group Assignment #1 – International Market Screening Proposal: Analysis & group presentation on Location Screening: weight: 10%

Group Assignment #2 – Detailed International Expansion Proposal: Analysis: weight: 20%

Individual Presentation (related to Group Assignment 2) (10%): It is important to learn how to communicate your ideas and thoughts in a clear, coherent and compelling way to an audience. How you deliver and how you present will be assessed. You will be doing an individual presentation related to Group Assignment 2. In Group Assignment 2, each student is required to make an individual presentation, and each student will be assessed individually.

Class Participation (10%): Class participation is a key component of your assessment. This course encourages proactive participation:

- During concept discussions
- During learning activities and group discussions
- Questions (number and quality) during the final presentations
- During group assignments – participation in development and presentation

The assessment will be based on feedback from your peers, as well as the instructor's evaluation. You will receive a peer assessment template to assess your fellow students. Peer assessment is mandatory. See below for more details on peer assessment.

Non-attendance of classes will reflect negatively on your class participation.

Peer Assessment: Your instructor cannot assess the contribution of each student to the completion of group-based assignments. Hence, all members must complete a peer evaluation for each member of the team, but self-assessment is not required. The completed peer evaluation form must be submitted individually to the instructor after the team project has been submitted for grading. Your instructor will provide the submission deadline. Identity of appraisers (i.e., group members) will be kept confidential and will not be revealed to other team members. Each member will be informed of his/her average rating. We will use a member's ratings (on a scale ranging from 1 to 7) to award marks for the team project to other members by computing the average rating that a member receives from other members (i.e., excluding each member's self-rating). Each member will be informed of his/her average rating. A member's mark for the team project will be computed as follows:

1. If a member's average rating is ≥ 4 , the member will receive 100% of the overall mark awarded to the team project.
2. If a member's average rating is < 4 but ≥ 3 , the member will receive 80% of the overall mark awarded to the team project.
3. If a member's average rating is < 3 but ≥ 2 , the member will receive 50% of the overall mark awarded to the team project.
4. If a member's average rating is < 2 , the member will receive 30% of the overall mark awarded to the team project.

An average rating of 2 and less will be investigated and the student may receive 0% of group grades. A member who has concerns with the ratings given by other team members and/or his/her average rating, should immediately consult his/her instructor upon receiving his/her peer evaluation feedback. Example: Assume the overall group assignment is 60 marks. A student with an average rating of 5.90 gets 100% of 60 marks, i.e. 60 marks. An average rating of 3.29 means that a student gets 80% of 60 marks, i.e. 48. Your instructor reserves the right to review the student ratings for questionable circumstances, which include, but are not limited to, acts of discrimination or malice. It is the responsibility of the student to raise his/her concern about the average rating to

his/her instructor, and this has to be done within one week upon receiving the average rating. The group evaluation form is attached in Appendix.

Formative Feedback

- Feedback is central to this course. You will receive formative feedback through written responses from me on your first individual assignment.
- I will also provide verbal feedback on your group presentations.

The feedback will be based on the following rubrics, as indicated in Appendices:

- Critical Thinking (individual assignment 1 and 2)
- Problem-solving and decision-making (group assignment 1 and 2)

NTU Graduate Attributes/Competency Mapping

This course intends to develop the following graduate attributes and competencies (maximum 5 most relevant)

Attributes/Competency	Level
Collaboration	Intermediate
Decision Making	Intermediate
Global Perspective	Intermediate
Transdisciplinarity	Intermediate
Project Management	Intermediate

Course Policy

Policy (Academic Integrity)

Policy (General)

You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments by due dates. You are expected to take responsibility to follow up with course notes, assignments and course-related announcements for seminar sessions you have missed. You are expected to participate in all seminar discussions and activities.

Policy (Absenteeism)

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick, supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. If you miss a seminar, you must inform the course instructor via email prior to the start of the class.

Policy (Others, if applicable)

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values. As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the academic integrity website for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

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