

Global Business Environment

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| Module Code | 4BUSS001W |
| Module Level | 4 |
| Length | Session Two, Three Weeks |
| Site | Central London |
| Host Course | London International Summer Programme |
| Pre-Requisite | None |
| Assessment | Individual online test (50%), group report (50%) |

Summary of module content

The module offers students the opportunity to learn about business organisations, their purposes, structures and governance in a global context. At the same time students will study the cultural differences within and between business organisations and the ethical constraints facing these organisations. As part of the process of learning about business organisations students will learn effective group and leadership skills and develop the skills necessary to structure a coherent report with conclusions linked to evidence.

Learning outcomes

By the end of the module, the successful student will be able to:

1. Understand the internal functions and processes of organisations including their diverse nature, mission and purposes, structures, governance, operations and management
2. Explore & evaluate the nature of the interrelationships between internal and external pressures in an organisation within a global context.
3. Understand the characteristics and dynamics of the external environments that organisations operate within
4. Work effectively in a group on a given task meeting obligations to other group members
5. Recognise, support or be proactive in leadership
6. Structure a coherent argument with conclusions linked to evidence.
7. Be aware of cultural differences within organisations and their environments
8. Show an awareness of ethical constraints facing organisations.

Course outcomes

The module contributes to:

L4.1 - work effectively in a group meeting obligations to other group members while demonstrating an understanding of the characteristics, functions and processes of business organisations and economies in a global context (KU).

Indicative syllabus content

This module is structured in three 'problem' sections (and around three problem or case studies), each of which involves the study of an organisation, both in terms of its internal structure and governance, and in relation to its external operating environment. Examples are:

1. A problem based on a case study of a small local business (for example, the Divine Chocolate Company, a social enterprise based in London)
2. A problem based on a case study of a national business significantly affected by EU policies and regulation (for example, GlaxoSmithKline, GSK)
3. A problem based on a case study of an international/global business affected by the World Trade Organisation's rules and regulations (for example, the HSBC Bank).

Teaching and Learning Methods

This is designed as a problem-based learning (PBL) module combined with a strong blended learning (online) element.

Problem-based learning (PBL) is a student-centred pedagogy in which students learn about a subject through the experience of problem solving. The goals of PBL are to help the students develop flexible knowledge, effective problem-solving skills, self-directed learning, effective collaboration skills and intrinsic motivation. Working in groups, students identify what they already know, what they need to know, and how and where to access new information that may lead to resolution of the problem. The role class teacher (known as the tutor in PBL) is to facilitate learning by supporting, guiding, and monitoring the learning process.

To make the best use of contact time and to encourage groupwork the module uses a **variant of the 'Flipped Classroom' concept**. The traditional teaching and lecturing are transferred out of class to become an online resource for students to use in their own time. In this module the online resources will be supplemented by a specific lecture programme (particularly 'expert' lectures). The class or workshop time is used exclusively for group-based activities.

| Activity type | Category | Student learning and teaching hours* |
|--|-------------|--------------------------------------|
| Lecture | Scheduled | 12 |
| Seminar | Scheduled | 24 |
| Tutorial | Scheduled | 12 |
| Total Scheduled contact/ activity hours | | 48 |
| Structured independent study | Independent | 60 |
| Module and Course based general study | Independent | 36 |
| Working on and taking assignments | Independent | 56 |
| Independent study | | 152 |
| Total student learning and teaching hours | | 200 |

*the hours per activity type are indicative and subject to change.

Assessment rationale

- The first problem is designed to focus on a local organisation and the market in which it operates. This will be *formative* work concentrating on developing the skills necessary for students to effectively work in a group, to structure a coherent argument with conclusions linked to evidence.
- The second problem (Coursework 1) is designed to focus on a EU level organisation and the market in which it operates. This should help students understand the characteristics and dynamics of the external environments within which organisations operate. This is the 'in- module' assessment and covers LO's 1,3,4,5,6.
- The third problem (Coursework 2) will explicitly focus on a global organisation and the market in which it operates. The problem will encourage students to explore and evaluate the nature of the inter-relationships between internal and external pressures in an organisation and to develop awareness of cultural differences within organisations and their environments and of ethical constraints facing organisations.
This is the 'end-of-module' assessment and concentrates on LO's 2,7,8.

All three problems have been designed to test the student's ability to:

- Answer online questions designed to encourage the student to reflect on and overcome difficulties in analysing the problem.
- Answer a short online test designed to measure comprehension of the theories useful in analysing the problem
- Work with up to four other students to produce a coherent evidence-based report.

The assessment for this module has been designed in the full expectation that formative assessment is completed, as directed, by the module leader; failure to do so is likely to impact on the student's ability to pass the module.

Assessment criteria

Students will be assessed on:

Individual online tests:

- accuracy and coherence of knowledge-based answers.

Group Reports:

- evidence of research relevant to the problem

- provision of an appropriate range of supporting evidence (including relevant data)
- evidence of application of relevant theory
- development of a structured argument with conclusions linked to evidence
- use of specified referencing style to acknowledge sources
- ability to provide focused and well-structured written answers to the problem questions.

Assessment methods and weightings

| Assessment name | Weighting % | Qualifying mark % | Qualifying Set | LO's | Assessment type |
|-----------------|-------------|-------------------|----------------|-----------|---|
| Problem 1 | Formative | n/a | n/a | n/a | Individual online test (50%) + group report (50%) |
| Coursework 1 | 25 | 30 | A | 1,3,4,5,6 | Individual online tests |
| Coursework 2 | 25 | 30 | A | 1,3,4,5,6 | Group report (2,000 words) |
| Coursework 3 | 25 | 30 | B | 2,7,8 | Individual online tests |
| Coursework 4 | 25 | 30 | B | 2,7,8 | Group report (2,000 words) |

Synoptic assessment

This module integrates and synthesizes student learning through its emphasis on studying organisations using a holistic approach.

Sources

Books:

Harrison, A. (2013) Business Environment in a Global Context. (2nd ed.) Oxford: Oxford University Press.

Worthington, I. & Britton, C. (2009) The Business Environment. (6th ed.) Harlow: Financial Times/ Prentice-Hall.

Essential Reading List

Custom Textbook. This publication will be designed by the module team and contain chapters from published texts along with specific material written by the module team focused on the three problems.