

BUS020C407J Business Organisations in a Global Economy

Semester: J-Term

Academic discipline: Business and Law

Credits: 20

Module information

What is a business organisation and what external factors affect its objectives and how well it performs? These are the sort of questions that are examined in this module, which provides an introduction to different types of business organisations and how they interact with the different environments that they operate within. The module particularly focuses on the factors affecting businesses that are located in advanced economies, as well as in developing countries/emerging economies (to a lesser extent). As a result, there will be a focus on issues relating to market and industrial structure, international trade and technological change. However, in addition to emphasizing the economic, financial and technological factors that can impact on business organisations, political, social, cultural, legal and environmental influences will also be considered through an introduction to PESTLE analysis.

Module convenor

Dr. Viktorija Mano

Dr. Mano is an Associate Professor in the Faculty of Business and Law at the University of Roehampton, where she earned her PhD in 2016. Her expertise and interests include economic policy research, development economics, foreign direct investment, regional economics and data analysis. Alongside her role as an Associate Professor, Dr. Mano is also Head of Academic Partnerships, working to build connections between Roehampton and a national and global network of institutions and organisations.

Learning outcomes

On completion of this module, students should:

- have developed an understanding of business organisations and global business environments;
- be able to apply basic environmental analysis techniques to organisations.

Module assessment

Students are required to submit a 2,500-word report for their assessment. The basis for the report involves students being allocated a country in which they need to provide an assessment of the business environment prevailing in that country. Another important feature of the report is that it should be focused around a particular business organisation. More information can be found at the end of this syllabus.

Teaching and attendance guidelines

The in-person section of this module will be taught over ten sessions, each lasting three hours, from 8 to 19 January. During the week of 22 January, students will be assigned a series of formative tasks that will form the basis of their summative assessment submission (see the end of the syllabus for further information). These tasks will be accessed online in an asynchronous format, students will not be required to attend a live session during the final week of learning.

While attendance is not factored into the grade for this module, students who wish to perform well in their assessment should aim to attend all sessions and complete all tasks to achieve the best possible academic outcome. If you are unable to attend a session, please notify the module convenor and follow any instructions to catch up on content you have missed.

Module schedule

Date	Topic	Activities
8 January	<i>The Business Environment and Introduction to Markets</i> Objectives: <ul style="list-style-type: none"> • To introduce the aims of the module • To overview the main topics that will be covered in the module • Students are introduced to the concept of demand • To provide clear information on the summative assessment 	1. Icebreaking/Introductions by members of group 2. Discussion of some of the key basic concepts and issues that will be introduced during the module 3. Discussion of questions on demand 4. Introduction to the summative assessment 5. Selection of country that each student will base their assignment on
9 January	<i>Globalisation</i> Objectives: <ul style="list-style-type: none"> • To describe the main features of globalisation • To understand the main drivers of globalisation • To examine the main barriers to further globalisation • To understand the concept of market supply 	1. Discussion of questions on Globalisation 2. Discussion of mini case study from Hamilton and Webster, Chapter 1 (Globalisation and Football) 3. Discussion of questions on market supply 4. Brief discussion on the choice of company
10 January	<i>Types of Business Organizations</i> Objectives: <ul style="list-style-type: none"> • To outline and understand differences, strengths and weaknesses in the legal structure of organisations • To discuss the importance of elasticity for business organisations 	1. Question sheet prepared based on the newspaper readings and the digitised chapter 2. Discussion of questions on elasticity 3. Further discussion on the choice of company/assessment brief

11 January	<p><i>Objectives and Functions of Business Organizations</i></p> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> • To compare and contrast organisations from three different sectors and draw out their common features • To begin to examine how organisations are affected by environmental changes which impact upon these features • To appreciate that a large range of factors can impact and combine in complex ways to challenge organisations • To understand the functioning of a market and its equilibrium • To discuss marking criteria for the assessment 	<ol style="list-style-type: none"> 1. Question sheet prepared based on the academic article and the digitised chapter pages 2. Exercise in groups to answer the questions and to invite explanations of why schools are portrayed in the article as they are, to compare with the experiences since the early 2000s and to begin to outline what changes in the environment have caused these changes, and how we can apply that thinking to other organisations 3. Assessment briefing 4. Final confirmation of country and company that reports will be based on
12 January	<p><i>The Global Economy</i></p> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> • To introduce concepts used to further investigate globalisation and international business matters • To identify the impact on the operations of firms from changes in macroeconomic conditions • To become familiar with sources of international data 	<ol style="list-style-type: none"> 1. Discussion of questions on the Global Economy 2. Data sources on the Global Economy 3. Discussion of questions on inflation and GDP. <p>Further discussion of plans for report to be submitted in week 6 and organisation to be selected</p>
15 January	<p><i>Analysing Global Industries</i></p> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> • To distinguish between the concepts of market and industry • To identify various market structures and their implications for competition and performance • To measure market concentration and explain the link with market power • To explain and use the Porter Five Forces model 	<ol style="list-style-type: none"> 1. Discussion of Porter's Five Forces 2. Discussion of Counterpoint Boxes 1 and 2 from Hamilton and Webster, Chapter 3 (Market Power – good or bad? and International Joint Ventures – cooperation not competition)
16 January	<p><i>International Trade</i></p> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> • To describe patterns of and trends in international trade • To explain why particular countries trade with each other • To identify the determinants of trade 	<ol style="list-style-type: none"> 1. Worked examples of exchange rates and discussion of their importance for business 2. Discuss questions on balance of payments. 3. Discussion of Mini Case Studies from Hamilton and Webster, Chapter 2 (especially Yemen's entry into the WTO, the WTO's

	<ul style="list-style-type: none"> To discuss the importance of exchange rates and the balance of payments for the understanding of international trade. 	dispute settlement and China's exchange rate)
17 January	<p>The Global Business Environment and Firm Strategy</p> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> To recognise of the opportunities and threats to business To appreciate the importance of the External Environment, especially through the application of PESTLE Analysis To understand the role played by the Macro-environment To introduce the key stakeholders within a business organisation To discuss how business can influence government 	<ol style="list-style-type: none"> Question Discussion Sheet on the Global Business Environment and PESTLE analysis (to be downloaded from moodle) Discussion of PESTLE in relation to report General feedback on one-page plans. Discussion of Counterpoint Box 4.1 from Hamilton and Webster, Chapter 4 (What's right and wrong with Stakeholder Management)
18 January	<p>Economic (Policy) Environment</p> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> To evaluate the impact of public intervention on markets To understand why the government has incentives to intervene despite what economic theory predicts, To understand the effects of taxation 	<ol style="list-style-type: none"> Discussion of questions on public intervention. Discussion and solution of exercises on public intervention <p>Discussion of individual feedback received on assessment plans</p>
19 January	<p>Assessing Country Attractiveness</p> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> To understand of the Internationalisation process To recognise the reasons for Foreign Direct Investment To gain an awareness of how foreign markets can be evaluated including with regards to country risks Discuss "good practice" for the report 	<ol style="list-style-type: none"> Discussion of Mini Case Studies from Hamilton and Webster, Chapter 5 (especially China and Brazil – FDI and Trade and Investing in Africa). <p>Final questions and answers session on the assignment</p>

Essential reading

Each session will include discussion of passages from one or more of the following key texts:

Gillespie, A. (2016). Foundations of Economics. 4th ed. Oxford: Oxford University Press.

Hamilton, L. and Webster, P. (2015). The International Business Environment. 3rd ed. Oxford: Oxford University Press.

Wetherly, P. and Otter, D. (2018). The Business Environment : Themes and issues in a globalizing world. 4th ed. Oxford: Oxford University Press.

In some sessions, these readings may be supplemented with extracts from other sources.

Assessment Details

The 2,500-word report should essentially provide an analysis of a specific organisation, of the student's choice, that may be looking to expand its business activities in relation to the particular country that they have been allocated. The scenario to be considered should relate to a foreign direct investment (FDI) decision and could either be concerned with:

- 1) the establishment of a company in the allocated country; or
- 2) an expansion of its current operations within the allocated country.

In addition to the final report, students should also submit a two-page (maximum, using 12 point font) plan for their report as part of their online learning activities in the third week of the module. They will receive feedback, but **this will not be part of the summative assessment.**

Students will be allocated a country that they should focus their report on. **They will also be required to focus their report around a specific organisation. In particular, the report should be written from the perspective of a multinational company (of their own choosing) that is contemplating establishing or expanding their business operations in the country that they have been allocated.** This could be viewed as a consultancy report for the company or one produced by a manager from the company itself.

It is required that the report relates to an **FDI**. Thus, an example of a relevant scenario is a report based around the issues that would need to be considered by Waitrose if they were considering opening new stores in the United States. On the contrary, if the allocated country is Sweden, companies like IKEA or Volvo will not be valid options for the report.





The report will require an analysis of the general business environment in the country that the student has been allocated as well as relevant information on the organisation that they have chosen. In particular, students should attempt to focus on specific aspects relating to the type and nature of the organisation with the main factors, issues and considerations affecting the business environment in that country. The report should include relevant tables, graphs and statistics, together with an accompanying commentary of these, in order to provide specific details – especially with regards to the business environment. Students will also be expected to develop some of their discussions around **appropriate analytical frameworks e.g. PESTLE analysis, Porter's 5 Forces and demand-supply scheme (SWOT analysis is not allowed for this assignment)**. Support for the development of the report will be provided by tutors during the seminars, which will also include more general exercises and discussions that are related to the material that has been covered in the module.

- Your report will be assessed against the following criteria:

- Information on the selected business organisation (20%);
- Discussion of the allocated business environment (20%);
- Application of an appropriate analytical approach (25%);
- Use and application of appropriate data and examples (15%);
- Structure of and quality of writing in the report (10%);
- Presentation and referencing (10%).

Grading scale

The below table is intended to aid Study Abroad students and partner institutions in calculating the conversion of UK percentage marks to the relevant grading system for their home country. The information listed below is an approximation. Final grade conversions are the responsibility of each student's home institution. Calculations may vary by institution. Students should consult their home advisors for information on exactly how their credits and grades will be transferred.

 UK Classification / Percentage		 US Grade / GPA		 Australia Grade / Percentage		 ECTS Grade
First	80-100	A+	4.3	High Distinction	85-100	A
	70-79	A	4.0			
Upper Second	65-69	A-	3.7	Distinction	75-84	B
	60-64	B+	3.3			
Lower Second	55-59	B	3.0	Credit	65-74	C
	50-54	B-	2.7			
Third	46-49	C+	2.3	Pass	50-64	D
	43-45	C	2.0			D/E
	40-42	C-	1.7			
Fail	35-39	D	1.0	Fail	0-50	E/F
	0-34	F	F			F