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The published on-line version of the Course Profile is the authoritative version and by the publication of the Course Profile on-line the University deems the student has been notified of and read the course requirements.

1. General Course Information

1.1 Course Details

COURSE CODE	1005IBA
COURSE TITLE	Introduction to International Business
ACADEMIC ORGANISATION	IBA Department of Business Strategy and Innovation
TRIMESTER	Trimester 2 2019
MODE	In Person
LEVEL	Undergraduate
LOCATION	Gold Coast, On Campus
CREDIT POINT VALUE	10

Course Description:

This course focuses on the study of international business in a cross-cultural environment. It provides a survey of the key issues and relationships in the field of international business and provides students with the basic foundations to deal with specialised courses in trade, economics, international marketing and finance, in a dynamic international business environment. Furthermore, the course offers guidance to conceptual frameworks covering public policy perspectives on international trade, direct foreign investment and external debt, functions and forms of the global monetary system, the impact of multilateral institutions and trade blocs on international business, and the management of multinational companies. This course is offered: Gold Coast: Trimester 1 Trimester 2 (Day) Nathan: Trimester 1 Trimester 2 (Day) Incompatible: 1085IBA Introduction to International Business

Assumed Background:

There is no assumed background required for this course.

1.2 Course Introduction

Introduction to International Business is designed for first-year students and as such provides those students with a broad but detailed overview and indications of the most important areas in the international business environment. Integration of topics is achieved by organising them in a logical fashion showing students how they build on each other. The international business arena is exciting and learning about it is made more easily comprehensible if the subject matter is communicated in an interactive, informative, and accessible way thus raising students' interest and giving them a good understanding of important aspects of international business. Students will need to consistently focus on the key concepts taught in this course via attendance at lectures, tutorials and personal research. Of course, students from other programs and degrees will find this course valuable because it offers a broad knowledge base through which an understanding of the complexities of doing business on an international scale may be developed.

Previous Student Feedback

This course is great because every week is a different aspect of international business, this course helped me decided which element I like and which elements are not for me!

The content (of this course) was easy to understand and the assessments were fair and structured well.

It was a very interesting course. Learning about global business and cultures was very intriguing.

(This course) allowed me to consider a global perspective and outlook on different business scenarios. (It) encouraged to be open-minded in my decisions, to respond to different cultures.

The concepts, theories and skills covered in this course all have a strong connection to real-life situations.

1.3 Course Staff

Primary Convenor **Dr Bernard Gan**

PHONE	(07)37357323
EMAIL	b.gan@griffith.edu.au
HOMEPAGE	www.griffith.edu.au/griffith-business-school/departments/business-strategy-innovation/contact-us/staff/dr-bernard-gan
CAMPUS	Nathan Campus
BUILDING	Macrossan (N16)
ROOM	1.57
CONSULTATION	Refer to Learning@Griffith for more information

Course Moderator **APro Gloria Ge**

EMAIL	gloria.ge@griffith.edu.au
CAMPUS	Nathan Campus
BUILDING	Macrossan (N16)
CONSULTATION	A Course Profile Moderator is an academic with expertise in this field of study. The Moderator checks the Course Profile to ensure that it meets the University's quality requirements as well as its suitability and relevance to your level and the program/major or specialisation. The Course Profile Moderator is NOT part of the teaching team of the course.

1.4 Timetable

Timetables are available on [the Programs and Courses website](#).

The Griffith Business School expects students enrolling in an on-campus course to have the capacity and commitment to attend class. Students should be prepared to commit approximately 150 hours of work over the whole trimester for a 10 credit point course. This includes class attendance and private time spent on learning activities and assessment items including exam revision, and it applies to all modes of course delivery - on campus, online, and on campus mixed mode - irrespective of the duration of the course.

NB: Details contained in this section of the course profile and section 4.1 Learning Activities are to be read in conjunction with the official class timetable. The published class timetable which is the authoritative source for timetabling information for all campuses can be located by clicking on the link above.

Additional Timetable Information

It is important for students to **check the course website and their student emails regularly** for course announcements. Some announcements may relate to last minute changes in class timetabling due to unforeseen circumstances.

1.5 Lecture Capture

It is standard practice at Griffith University that lectures timetabled in lecture capture-enabled venues are recorded and made available to students on the relevant course site, in accordance with the University's [Lecture Capture Policy](#).

The lecture series delivered as part of this course will be recorded and accessible via the Learning@Griffith course site.

1.6 Technical Specifications

Students are expected to visit the course website on a regular basis (i.e. at least once a week) to download lecture notes, review lecture recordings, read course-wide announcements and other relevant course-related information.

2. Aims, Outcomes & Graduate Attributes

2.1 Course Aims

It is important for business students to understand different ways in which international businesses operate due to rapid globalisation and technological advances in recent decades. The course outline provides you with a detailed study guide, explains how the course is organised, what will be taught, how it will be taught, and what will be expected of you.

The course is designed to teach you the basics of modern international business. It provides a general overview of core functional areas, international trade and business as well as contemporary business issues viewed from international and global perspectives. It will teach you how international businesses make themselves efficient and profitable. All trade and business theories and concepts in the course are based on classical and modern economic theories of trade, as well as contemporary academic and market research. The course will provide a wealth of illustrative practical examples of globalised international business in action.

2.2 Learning Outcomes

After successfully completing this course you should be able to:

- 1 Demonstrate an understanding of working effectively in an international business environment.
- 2 Review and understand the international business and management literature, which serves as a foundation for developing effective (international) business skills
- 3 Explore the relationship between theory and practice as it pertains to international business in a highly competitive global marketplace
- 4 Apply contemporary research and communicate effectively in business issues.
- 5 Develop professional values in regards to ethical, social and environmental responsibilities whilst working in an international environment by interacting with lecturers, tutors and fellow students in class.
- 6 Work cooperatively with a diverse set of people and be willing to take on responsibilities

2.3. Graduate Attributes

For further details on the Griffith Graduate please [click here](#)

Griffith University prepares influential graduates to be:

- [Knowledgeable and skilled, with critical judgement](#)
- [Effective communicators and collaborators](#)
- [Innovative, creative and entrepreneurial](#)
- [Socially responsible and engaged in their communities](#)
- [Culturally capable when working with First Australians](#)
- [Effective in culturally diverse and international environments](#)

This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.

For further details on the Griffith Graduate Attributes please refer to [The Griffith Graduate policy](#).

University wide attributes

GRADUATE ATTRIBUTE	TAUGHT	PRACTISED	ASSESSED
Knowledgeable and skilled, with critical judgement	•	•	•
Effective communicators and collaborators	•	•	•
Innovative, creative and entrepreneurial	•	•	•
Socially responsible and engaged in their communities	•	•	•
Culturally capable when working with First Australians	•	•	•
Effective in culturally diverse and international environments	•	•	•

Additional IBA Department of Business Strategy and Innovation Information on Graduate Attributes

Professional Skills

All students graduating from the Griffith Business School, will have a thorough grounding in business based courses, and in addition will have acquired a high level of knowledge from specialist courses they have studied in relevant industry or public sector areas.

They will understand in the context of those areas:

- relationships and networks of corporate, non-government and government organisations
- distinctive systems of operations and management
- various stakeholder perspectives
- development of human capital
- customer perceptions of quality
- need for sustainability
- cultural and social responsibilities
- need for analytical decision making using evidence based research
- requirement for strategic thinking

The Griffith Business School Mission statement - *To deliver outstanding business education and research through engagement and industry, government and the social communities we serve, and to do so in ways that contribute to a prosperous, equitable and sustainable future.*

The Griffith Business School Equity statement - *Social inclusion is intrinsic to all aspects of University life. Equity, diversity and social inclusion will be expressed in teaching, research, service and community engagement at all levels.*

Additional Course Information on Graduate Attributes

In providing solid foundation and comprehensive insights to topics in international business, this course place particular emphasis on student's employability. Acquiring employable skills begins from day 1 at the university. Working in group presentations improve team building skills. Doing

presentation and getting constructive feedback provides students deep insights of themselves as a communicator, and how to keep improving their communication skills. Group presentations that engaged the audience are awarded high marks because the best solution to a business problem is useless if the team is not able to communicate their ideas clearly and succinctly. The individual written report provides students with opportunities to improve their critical thinking and research skills. All assessments in this course has one clear objective - to train students to be able to make informed decisions/ solutions in their future roles in international business.

3. Learning Resources

3.1 Required Resources

Details of your Required Learning Resources are available from the [Reading List](#).

3.2 Recommended Resources

Details of your Recommended Learning Resources are available from the [Reading List](#).

3.3 University Learning Resources

The University provides many facilities and support services to assist students in their studies. Links to information about University support resources that are available to students are included below for easy reference.

[Readings](#) - New online service enabling students to access Required and Recommended Learning resources. It connects to the library catalogue to assist with quickly locating material held in Griffith libraries and enables students to manage and prioritise their readings, add personal study notes and export citations.

[Learning@Griffith](#) - there is a dedicated website for this course via the Learning@Griffith at myGriffith.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of academic misconduct, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

[Student Services](#) provides a range of services to support students throughout their studies including personal support such as Counselling and Health Services; Academic support; and Financial and Welfare support.

[Careers and Employment Service](#) can assist all enrolled students and recent graduates with career direction, course uncertainty, interview preparation, job search tips, LinkedIn reviews and much more. Our [Unitemps Recruitment Service](#) can assist you with finding paid casual work while you study.

[Library and Learning Services](#): Library and Learning Services provides a wide range of quality client-focused services and programs to students, researchers and staff of the University. Library and Learning Services works in collaboration with the academic community to achieve academic and research outcomes.

[Support for learning](#) - the University provides access to common use computing facilities for educational purposes.

[Code of Practice](#) - Griffith Information Technology Resources.

IBA Department of Business Strategy and Innovation

3.4 Learning Resources

Teaching and learning partnerships require clear and open communications.

The following guidelines outline the communication channels and how information is provided to students.

1. Staff Consultation Times are posted on the course website on Learning@Griffith (ie. under "Staff Information") and outside staff offices. You can communicate in person with your convenor during office hours, by making an appointment or as appropriate during class time. It is sometimes difficult for convenors to talk with students immediately before and at the end of class due to the other prior university commitments. Please do not be offended if you are requested to visit during office hours for assistance, or asked to make an appointment.

2. Email -Staff to student: From time to time it may be necessary to send an official email about the course to you. Communication will be through your official University student email address only. It is your responsibility to regularly check your university email. You may arrange for your student email to be forwarded to another email address. However, it is your responsibility to ensure that the address used by you has sufficient capacity/ quota to receive messages. Student to staff: All emails to course staff MUST contain the course code and subject heading (eg. 1001XXX Course Name, subject heading), and should come from your official University student email address, otherwise, they may be left unopened or not actioned and therefore you may not receive an answer.

3. Course Communications through Learning@Griffith - Course notices will be delivered at lectures and/or posted under the announcement section on Learning@Griffith. The course web page is an important communication tool for this course. Information related to lectures and/or tutorials, assessment items, learning resources, and other relevant course information will be posted to this site on a regular basis. It is your responsibility to check this site at least twice a week. Remember any posted material is a learning aid only, and is not a substitute for attendance. Lecture notes do not replace the need to develop note-taking skills and to synthesise the information provided during your lectures and/or tutorials.

4. GBS Resource Bank - The Griffith Business School has designed a website to help you develop skills and knowledge needed to achieve success as a student, and as a future graduate in the workplace. This website contains information on writing skills, referencing styles (ie. APA [American Psychological Association]) oral presentation and group work skills. It is recommended that you familiarise yourself with this useful resource.

5. Additional Learning Resources - Students are encouraged to visit the Griffith University library website for information on the Library Help Desk, research support, and workshops and training available at Griffith University.

3.5 Other Learning Resources & Information

Please note: In the Griffith University Library, and at all other libraries using the Library of Congress system, international business journals are found in a range of sources.

Please also note: There are many refereed international business journals that you can use. HOWEVER, material found on the web may NOT be refereed, even where found through ProQuest or other such databases. We will discuss some ways to tell the difference in class, but a simple check is to use the Ulrich database. This shows refereed journals by allocating them an 'umpires' shirt (black and white stripes). See <http://www.ulrichsweb.com/ulrichsweb/>

N.B. Most journals may be accessed electronically via the University's on-line catalogue and databases.

4. Teaching & Learning Activities

4.1 Learning Activities

Week Commencing	Activity	Learning Outcomes
8 Jul 19	Introduction: What is International Business? (Lecture): Readings for lecture: Textbook Chapter 1 No workshop this week	1, 2, 3, 5
15 Jul 19	Cultural Environment of International Business (Lecture): Readings for lecture: Textbook Chapter 3 First workshop begins (Students will be allocated into teams for group presentation) Assessment: Early Readiness Non-graded Group Discussion Exercise in the first workshop	1, 2, 3, 5
22 Jul 19	Ethics, CSR, Sustainability, and Governance in IB (Lecture): Readings for lecture: Textbook Chapter 4 Assessment: Early Engagement Assessment Online Quiz due in Week 3 (opening Monday, 9am, closing Friday 6pm). This assessment is worth 10%.	1, 2, 3, 5
29 Jul 19	Theories of International Trade and Investment (Lecture): Readings for lecture: Textbook Chapter 5	1, 2, 3, 5
5 Aug 19	Political & Legal systems in national environment (Lecture): Readings for lecture: Textbook Chapter 6	1, 2, 3, 5
12 Aug 19	Mid-Trimester Break (Independent Study):	
19 Aug 19	Understanding Emerging Markets (Lecture): Readings for lecture: Textbook Chapter 8	1, 2, 3, 5
26 Aug 19	Strategy & Organisation in the international firm (Lecture): Readings for lecture: Textbook Chapter 11	1, 2, 3, 5
2 Sep 19	Self Study (Independent Study): No Classes Assessment: Course Progress Online Quiz due in Week 8 (opening Monday, 9am, closing Friday, 6pm). This assessment is worth 15%.	1, 2, 3, 5
9 Sep 19	Foreign Direct Investment & Collaborative Ventures (Lecture): Readings for lecture: Textbook Chapter 14	1, 2, 3, 5
16 Sep 19	Marketing in the Global Firm (Lecture): Readings for Lecture: Textbook Chapter 16	1, 2, 3, 5
23 Sep 19	Human Resource Management in the Global Firm (Lecture): Readings for lecture: Textbook Chapter 17	1, 2, 3, 5
30 Sep 19	Course Review and Exams Preparation (Lecture):	1, 2, 3, 5

4.2 Other Teaching and Learning Activities Information

Course Organisation:

- Weekly on-campus lectures (2 hrs);
- Weekly on-campus workshops (1 hr) starting from week 2 to week 12.
- Interactive workshop discussions in group presentation format and weekly submission of reflective learning journals will cover a case study from the textbook each week (see course website for more details); and
- Flexible learning and online support through course website.

Lecture and Workshop Content(s):

Lectures will be devoted to specific topics on international business and will provide practical knowledge about topics under consideration. Some lectures will introduce and discuss case studies that will further assist in analysing these issues. Lectures, therefore will complement, highlight and

explain key concepts found in the textbook. Lecturers and tutors take on the role of facilitators and will assume that students have read the assigned chapters of the textbook before attending lectures and workshops.

The University shall provide reasonable adjustments to assessment for students with disabilities consistent with the Disabilities Standards for Education 2005, while maintaining the academic integrity of its programs. Adjustments shall be made on an individual basis. Please refer to this policy as it sets out the principles and processes that guide the University [Reasonable Adjustments for Assessment - Students with Disabilities](#)

5. Assessment Plan

5.1 Assessment Summary

This is a summary of the assessment in the course. For detailed information on each assessment, see [5.2 Assessment Detail](#) below.

ASSESSMENT TASK	DUE DATE	WEIGHTING	MARKED OUT OF	LEARNING OUTCOMES	MAXIMUM EXTENSION PERIOD
<i>Log of Learning Activities</i> Early Readiness Exercise	15 Jul 19	0%	0 marks	6	
<i>Presentation - technical or professional</i> Group Oral Presentation	22 Jul 19 - 2 Oct 19 Ongoing from week 3 to week 12	20%	20 marks	1, 2, 3, 4, 5, 6	
<i>Log of Learning Activities</i> Weekly Reflective Journals in Workshops	22 Jul 19 - 2 Oct 19 Ongoing from week 3 to week 12. Weekly Submission ONLY in workshops.	15%	15 marks	1, 2, 3, 4, 5	
<i>Exam - selected and constructed responses</i> Early Engagement Assessment	22 Jul 19 09:00 - 26 Jul 19 18:00 Week 3 online via a link in the course website	10%	10 marks	1, 2, 3, 5	
<i>Exam - selected and constructed responses</i> Course Progress Online Quiz	2 Sep 19 09:00 - 6 Sep 19 18:00 Week 8 online via a link in the course website	15%	15 marks	1, 2, 3, 5	
<i>Exam - selected and constructed responses</i> Final Examination	Examination Period	40%	40 marks	1, 2, 3, 4, 5	

5.2 Assessment Detail

Title: Early Readiness Exercise

Type: Log of Learning Activities

Learning Outcomes Assessed: 6

Due Date:

15 Jul 19

Weight: 0%

Marked out of: 0

Task Description:

This is an ungraded assessment item designed as an early readiness exercise to help guide first year student's learning.

In week 2, students attending workshops will be organised into teams to list all issues and information they expect to learn in this course. Reading and familiarising the course profile prior to attending the first workshop in week 2 will help prepare students for this activity.

After brainstorming, tutor will combine the group's lists to create a whole class list. Tutor will lead discussion and highlight the areas which will be addressed and how they will be addressed across the course. Students can also use this opportunity to share their expectations of the course such as expectations of tutors and lecturer, what they hope to achieve and learn from the course etc.

Criteria & Marking:

Non-applicable. This assessment is ungraded.

This assessment item:

- is a school based activity
- is a group activity
- includes a self assessment activity
- does not have a re-attempt provision

Title: Group Oral Presentation

Type: Presentation - technical or professional

Learning Outcomes Assessed: 1, 2, 3, 4, 5, 6

Due Date:

22 Jul 19 - 2 Oct 19 Ongoing from week 3 to week 12

Weight: 20%

Marked out of: 20

Task Description:

In week 2, students will be organised into teams of 2-3. Each team will be allocated a presentation topic. Each presentation topic is based on a case study from the textbook. Marks will be awarded by the tutor based on the quality of oral presentation - presenting answers to the assigned case questions.

Apart from applying topics discussed in the lectures to real world cases, the oral presentation provides a conducive and non-confrontational platform for students to practise their soft skills. These include, research skills, working in team, communication, spoken English and presentation skills.

Each week, the tutor and workshop participants will provide feedback to the presenters to help them improve on these soft skills.

Students not presenting will participate in a role-play exercise by providing the presenters constructive feedback via a hard copy reflective journal handed out by the tutor each week. More details will be discussed in week 2 workshop.

Self assessment: Does not contain self assessment activities

Minimum Performance Standard Requirement. To be eligible to pass the course, students must submit this assessment item, in addition to achieving a minimum of 50% in the sum of all marks for all assessment tasks.

Criteria & Marking:

Group Oral presentation (20% of total course marks) will be evaluated on based on Quality of presentation •Level of class participation** (see marking rubric in the course site for details) •Answers to the assigned case questions. Note: It is important for the teams to familiarise yourself with the marking criteria.

** Engagement with the audience is critical! Encouraging a lively discussion will attract high score. Note: You may devise Q&A or other discussion questions. Do not ask the class to answer the case questions for you!

** Objective of presentation is maximise learning (go beyond just answering the case questions). Practise on improving your soft skills in presentation and more – ability to communicate key ideas, capture audience attention, research skills etc.

** Suggested length of presentation: 15 mins presentation + 10 mins Q&A.

Submission: A member of the group to submit online, on behalf of the team, a copy of powerpoint presentation via submission link in the course site before the actual presentation.

This assessment item:

- is a school based activity
- is a group activity
- does not include a self assessment activity
- does not have a re-attempt provision

Title: Weekly Reflective Journals in Workshops

Type: Log of Learning Activities

Learning Outcomes Assessed: 1, 2, 3, 4, 5

Due Date:

22 Jul 19 - 2 Oct 19 Ongoing from week 3 to week 12. Weekly Submission ONLY in workshops.

Weight: 15%

Marked out of: 15

Task Description:

This is a weekly assessment item to encourage student's engagement and learning in workshops from week 3 to week 12. This exercise will also help the student prepare for Section B of the final exams.

At the beginning of each workshop, the tutor will hand each student a hard copy of the reflective journal with a set of questions. Students should submit their reflective journal to the tutor at the end of the workshop.

IMPORTANT: It is each student's responsibility to submit their reflective journals to the tutor at the end of each workshop. No journals will be accepted after class.

To be able to successfully complete each week's reflective journals, students are expected to read the assigned case and attempt to answer the case questions before coming to each workshop (details of the case and questions for each workshop can be found in the course site, and the learning activities section of the course profile).

Full details and all documents supporting this assessment will be placed in the Assessment folder on the course website on Learning@Griffith.

Minimum Performance Standard Requirement. To be eligible to pass the course, students must submit this assessment item, in addition to achieving a minimum of 50% in the sum of all marks for all assessment tasks.

Criteria & Marking:

A total of 8 reflective journals will be collected from week 3 to week 12 (Note: presenters need not submit reflective journals on the week of their presentation).

Each reflective journal is worth 2.5 marks (2.5% of total course marks). To earn the maximum grade for this assessment item of 15.0 marks (15.0% of total course marks), students have to submit only 6 out of 8 weeks.

Students must **answer all questions** in the reflective journals. The journals will be marked based on the following criteria:

- 1) Written communication (e.g. grammar, sentence construction, spelling errors etc) - 20%
- 2) Quality of answer to each reflective question - 80%

Submission: Students should submit their reflective journal to the tutor at the end of the workshop.

To earn the maximum grade for this assessment item of 15.0 marks (15.0% of total course marks), students have to submit only 6 out of 8 weeks.

This assessment item:

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a re-attempt provision

Title: Early Engagement Assessment

Type: Exam - selected and constructed responses

Learning Outcomes Assessed: 1, 2, 3, 5

Due Date:

22 Jul 19 09:00 - 26 Jul 19 18:00 Week 3 online via a link in the course website

Weight: 10%

Marked out of: 10

Duration: 30 minutes

Format: Open Book

Task Description:

The Early Engagement Assessment will be held online in week 3.

Duration: Students must take this quiz between 9am Monday 11th March 2019 to 6pm Friday 15th March 2019. Students may attempt this quiz only **ONCE**.

Format: An online quiz via a link in the course website. 20 multiple choice questions (MCQs) and/or True and False questions each worth 0.5 marks. Total marks: 10

Test scope: Textbook Chapter 1 and Chapter 3

Minimum Performance Standard Requirement. To be eligible to pass the course, students must submit this assessment item, in addition to achieving a minimum of 50% in the sum of all marks for all assessment tasks.

Criteria & Marking:

This Early Engagement Assessment assesses students' knowledge and understanding of their readings from the textbook Chapter 1 and 3. It is designed with the following purposes:

- 1) Formative or developmental in nature (so that learning is the primary focus)
- 2) Low stakes (weighted that failure/underperformance is not significantly consequential (e.g. only 10% of total course marks))
- 3) Typical (representative of an assessment type that will be commonly encountered in the discipline). Reading textbooks and other relevant sources such as journal articles is an integral part of gaining knowledge in international business. More importantly, students should learn the skills of comprehending what they read, and apply their knowledge in real world context.
- 4) Scheduled early in the trimester (so that recovery is readily achieved within the first 4 weeks of the trimester).

Submission: The Early Engagement Assessment will be held online in week 3.

This assessment item:

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a re-attempt provision

Title: Course Progress Online Quiz

Type: Exam - selected and constructed responses

Learning Outcomes Assessed: 1, 2, 3, 5

Due Date:

2 Sep 19 09:00 - 6 Sep 19 18:00 Week 8 online via a link in the course website

Weight: 15%

Marked out of: 15

Duration: 60 minutes

Format: Open Book

Task Description:

This assessment will be held online in week 8.

Duration: Students must take this quiz between 9am Monday 22nd April 2019 to 6pm Friday 26th April 2019. Students may attempt this quiz only **ONCE**.

Format: An online quiz via a link in the course website. 30 multiple choice questions (MCQs) and/or True and False questions each worth 0.5 marks. Total marks: 15

Test scope: All textbook chapters and lecture notes covered from week 3 to week 7.

Minimum Performance Standard Requirement. To be eligible to pass the course, students must submit this assessment item, in addition to achieving a minimum of 50% in the sum of all marks for all assessment tasks.

Criteria & Marking:

This is a foundational course in international business. To acquire a strong foundation for future more advanced studies in international business, students are strongly encouraged to keep up with their weekly required reading of textbook chapters. Each chapter topic is not mutually exclusively of one another. The concepts learned in each chapter are often linked and would help students make sense of how real world international business actually works. For reasons as such, this assessment item held close to the end of the course is designed to encourage students keep up with their required weekly readings of the textbook. This would also help students prepare for the final exams - which test them primarily on their ability to apply IB concepts learned in this course.

The 30 MCQs and/or True or False questions are designed to test students' understanding and application of key IB concepts learned in this course.

Submission: The Assessment will be held online in week 8.

This assessment item:

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a re-attempt provision

Title: Final Examination

Type: Exam - selected and constructed responses

Learning Outcomes Assessed: 1, 2, 3, 4, 5

Due Date:

Examination Period

Weight: 40%

Marked out of: 40

Perusal: 10 minutes

Duration: 120 minutes

Format: Closed Book

Task Description:

The exam will be 2:00 hours duration and will involve the following:

- A range of questions covering content from the entire course, with a heavy focus on the material not previously tested in assessment items.
- Questions related to a specific case study

Note: the exact details of the exam timing and venue will be advised by Exams & Timetabling.

Minimum Performance Standard Requirement. To be eligible to pass the course, students must submit this assessment item, in addition to achieving a minimum of 50% in the sum of all marks for all assessment tasks.

Criteria & Marking:

The examination will be a thorough assessment of the understanding and analysis of the international business environment gained during the entire course.

1. 4 short answers questions covering a broad range of international business topics (for example, international financial markets and trade theories) = 20 marks.
2. 4 short answers questions from one case study = 20 marks.

This assessment item:

- is a centrally organised activity
- is an individual activity
- does not include a self assessment activity

5.3 Late Submission

An assessment item submitted after the due date, without an approved extension, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the total weighted mark for the assessment item, for each working day that the item is late. A working day will be defined as Monday to Friday. Assessment items submitted more than five working days after the due date will be awarded zero marks. To understand how the mark is reduced please refer to [Assessment Submission and Return Procedures](#)

5.4 Other Assessment Information

Griffith University Disclosure Statement

The University shall provide reasonable adjustments to assessment for students with disabilities consistent with the Disabilities Standards for Education 2005, while maintaining the academic integrity of its programs. Adjustments shall be made on an individual basis. Please refer to this policy as it sets out the principles and processes that guide the University [Reasonable Adjustments for Assessment - Students with Disabilities](#)

Supplementary Assessment is not available for this course.

Final Grades

A student's final grade for this course will be based on the aggregation and weighting of marks across assessment, any mandatory pass components and grade cut-offs. Grade cut-offs can vary, so you will need to wait for the official release of grades to be sure of your grade for this course.

- This course is a graded course (i.e 7, 6, 5, 4, 3, 2, 1).

The sum of your marks overall assessment items in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.

To be eligible to pass the course, students must submit all weighted assessment items, in addition to achieving a minimum of 50% in the sum of all marks for all assessment tasks.

Assessment Details

A major element of studying at university is a commitment to research and presenting results of research in a way that reflects the standards required. For assessment item 1, Group Presentation, there is a requirement to go outside the boundaries of the task. Students are expected to analyse the case studies against a range of international business theory and strategies taught in this course throughout the trimester.

Notification of Availability of Feedback on Assessment

Feedback will be provided during tutorials. Students who wish to receive additional feedback are invited to visit the tutor or lecturer during consultation times. Students are encouraged to consult the lecturer/tutor during weekly consultation hours for individual feedback whenever necessary to enhance their learning effectiveness and experience. Face - to - face meetings provide a better basis for rich discussion.

*** The Early Engagement Strategy** identifies students who do not submit an assessment item or who perform poorly. These students will be contacted by the Griffith Business School and referred to relevant support services.

6. Policies & Guidelines

This section contains the details of and links to the most relevant policies and course guidelines. For further details on University Policies please visit the [Policy Library](#)

6.1 Assessment Related Policies and Guidelines

University Policies & Guidelines

The University's assessment-related policies can be found in the [Griffith Policy Library](#).

The Assessment policy covers topics including: assessment requirements; award of grades; supplementary assessment; special consideration; extensions and deferred assessment; conduct of students in examinations; cheating; plagiarism; notification of results; appeals against the award of grades.

Academic Integrity

Student academic misconduct encompasses all behaviour:

- involving the misrepresentation of academic achievement; or
- undermining the core values (honesty, trust, fairness, respect and responsibility) of academic integrity; or
- breaching academic integrity;

whether intentional or unintentional. Student academic misconduct includes doing as well as attempting to do any of the acts, omissions or things that constitute academic misconduct.

Student academic misconduct is defined in the [Institutional Framework for Promoting Academic Integrity among Students](#).

Please also refer to the [Student Academic Misconduct Policy](#).

Reasonable Adjustments for Assessment - Students with Disabilities Policy

The [Reasonable Adjustments for Assessment - Students with Disabilities](#) Policy sets out the principles and processes that guide the University in making reasonable adjustments to assessment for students with disabilities while maintaining the academic integrity of its programs.

Griffith University Disclosure Statement

The [Griffith University Disclosure Statement](#) has been developed to identify and negotiate whether necessary and reasonable accommodations and adjustments can be made, wherever possible, to enable students with disabilities and/or health conditions to undertake required learning activities. Course Convenors are encouraged to reference the Griffith University Disclosure Statement in the Learning Activities and Assessment Plan sections of their course profiles.

Assessment, how to submit an assignment and exams, viewing your grades

All you need to know about [assessment, exams and grades](#)

Text Matching Software

The University uses text matching software. Students should be aware that your Course Convenor may use software to check submitted assessment tasks. If this is the case, your Course Convenor will provide more detailed information about how the software will be used for individual assessment items.

Related links:

- [Academic Integrity website](#)
- [Academic Standing, Progression and Exclusion Policy](#)
- [Assessment Policy](#)
- [Assessment Submission and Return Procedures](#)
- [End of Trimester Centrally Administered Examinations Policy and Procedures](#)
- [Governance of Assessment and Academic Achievement Standards](#)
- [Standards for First Year Assessment](#)
- [Institutional Framework for Promoting Academic Integrity among Students](#)
- [Student Academic Misconduct Policy](#)

IBA Department of Business Strategy and Innovation

Assessment Guidelines

Students enrolling in this course are expected to have attained a Pass grade or better in any prerequisite course/s. Where prerequisite course requirements have been fulfilled through credit arrangements for prior study, students are expected to be able to demonstrate the skills and knowledge equivalent to those required for a Pass grade at Griffith University. Where students are unable to demonstrate skills and knowledge at this level they may experience difficulty with the course.

6.2 Other Policies and Guidelines

University Policies and Guidelines

Students are responsible for ensuring that they have read all sections of the Course Profile for the course/s in which they are enrolled in any enrolment period. The published online version of the Course Profile is the authoritative version and by the publication of the Course Profile online, the University deems the student has been notified of and read the course requirements. Variations to the Course Profile during the trimester of offer are not permitted except in exceptional circumstances and will be advised in writing to all enrolled students and via the [Learning@Griffith](#) website. Additional information regarding the content of this course may be published on the [Learning@Griffith](#) website.

Copyright matters

Copyright applies to all teaching materials and materials generated by students which substantially relate to Griffith University courses. *Students are warned against selling Griffith University teaching materials and their student notes online through commercial websites during and after their studies.* You will almost certainly be in breach of copyright law and Griffith's IT Code of Practice if you post these materials on the internet and commercial websites. Please refer to the [Copyright Guide for Students](#) for further information.

Health and Safety

Griffith University is committed to providing a safe work and study environment. However, all students, staff and visitors have an obligation to ensure the safety of themselves and those whose safety may be affected by their actions. Staff in control of learning activities will ensure as far as reasonably practical, that those activities are safe and that all safety obligations are being met. Students are required to comply with all safety instructions and are requested to report safety concerns to the University.

General health and safety information is available on the [Health, Safety and Wellbeing](#) website.

Other Key Student-Related Policies

All University policy documents are accessible to students via the [Griffith Policy Library](#) and links to key policy documents, in addition to those listed in 6.1 above, are included below for easy reference:

- [Student Communications Policy](#)

- [Health and Safety Policy](#)
- [Student Administration Policy](#)
- [Student Charter](#)
- [Student Review and Appeals Policy](#)
- [Student Review and Appeals Procedures](#)
- [Student Complaints Policy](#)

Other Course Guidelines

Students should make appointment to consult their respective tutor or the course convenor as soon as possible if they have difficulties keeping up with the progress of the course. This also applies to timely completion of assessment items. It is important to inform the tutor as early as possible if you are unable to complete an assessment item. For example, it is too late to contact the tutor one day before the group presentation to inform you are not able to present.

Learning Summary

Below is a table showing the relationship between the learning outcomes for this course, the learning activities used to develop each outcome and the assessment task used to assess each outcome.

Learning Outcomes

After successfully completing this course you should be able to:

- 1 Demonstrate an understanding of working effectively in an international business environment.
- 2 Review and understand the international business and management literature, which serves as a foundation for developing effective (international) business skills
- 3 Explore the relationship between theory and practice as it pertains to international business in a highly competitive global marketplace
- 4 Apply contemporary research and communicate effectively in business issues.
- 5 Develop professional values in regards to ethical, social and environmental responsibilities whilst working in an international environment by interacting with lecturers, tutors and fellow students in class.
- 6 Work cooperatively with a diverse set of people and be willing to take on responsibilities

Assessment & Learning Activities

LEARNING ACTIVITIES	LEARNING OUTCOMES					
	1	2	3	4	5	6
Introduction: What is International Business? (Lecture)	●	●	●		●	
Cultural Environment of International Business (Lecture)	●	●	●		●	
Ethics, CSR, Sustainability, and Governance in IB (Lecture)	●	●	●		●	
Theories of International Trade and Investment (Lecture)	●	●	●		●	
Political & Legal systems in national environment (Lecture)	●	●	●		●	
Mid-Trimester Break (Independent Study)						
Understanding Emerging Markets (Lecture)	●	●	●		●	
Strategy & Organisation in the international firm (Lecture)	●	●	●		●	
Self Study (Independent Study)	●	●	●		●	
Foreign Direct Investment & Collaborative Ventures (Lecture)	●	●	●		●	
Marketing in the Global Firm (Lecture)	●	●	●		●	

LEARNING ACTIVITIES	LEARNING OUTCOMES					
	1	2	3	4	5	6
Human Resource Management in the Global Firm (Lecture)	•	•	•		•	
Course Review and Exams Preparation (Lecture)	•	•	•		•	
ASSESSMENT TASKS						
Early Readiness Exercise						•
Group Oral Presentation	•	•	•	•	•	•
Weekly Reflective Journals in Workshops	•	•	•	•	•	
Early Engagement Assessment	•	•	•		•	
Course Progress Online Quiz	•	•	•		•	
Final Examination	•	•	•	•	•	

Graduate Attributes

For further details on the Griffith Graduate please [click here](#)

Griffith University prepares influential graduates to be:

- [Knowledgeable and skilled, with critical judgement](#)
- [Effective communicators and collaborators](#)
- [Innovative, creative and entrepreneurial](#)
- [Socially responsible and engaged in their communities](#)
- [Culturally capable when working with First Australians](#)
- [Effective in culturally diverse and international environments](#)

This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.

University wide attributes

GRADUATE ATTRIBUTE	TAUGHT	PRACTISED	ASSESSED
Knowledgeable and skilled, with critical judgement	•	•	•
Effective communicators and collaborators	•	•	•
Innovative, creative and entrepreneurial	•	•	
Socially responsible and engaged in their communities	•	•	•
Culturally capable when working with First Australians	•	•	
Effective in culturally diverse and international environments	•	•	•