



**University of
Sunderland**



MDIS Tashkent

**UNIVERSITY OF SUNDERLAND
AND
MANAGEMENT DEVELOPMENT INSTITUTE OF SINGAPORE
IN TASHKENT**

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| Course | : University Of Sunderland Master of Business Administration |
| Module Code and Title | : PGBM04 International Business Environment |
| Module Leader | : Dr Alby Kurian |
| Assessment | : Individual Assignment |
| Submission Due Date | : 19 November 2019 |
| Word Length | : 3,000 words +/- 10% |
| Weighting within Module | : 100% |

Assignment Submission

Students are required to submit their coursework through JIRA. Only assessments submitted through JIRA will be marked. Any other submission including submission to your study centre in hard copy will be treated as a non-submission.

If your centre supports Turnitin©, a copy of your Turnitin© originality report must be submitted in conjunction with your assignment.

PLAGIARISM/INFRINGEMENT STATEMENT

All Assessments are subject to the University's Policy on '**Cheating, Collusion and Plagiarism**'. Students found guilty of this are subject to severe penalties.

This is an INDIVIDUAL piece of work - If there is evidence that the work is not wholly attributable to you, the University's policy on 'Cheating, Collusion and Plagiarism' will be applied

Link to University Academic Integrity and Misconduct Policy

- <https://docushare.sunderland.ac.uk/docushare/dsweb/View/Collection-8155>

This is an individual assignment. It will constitute 100% of your overall mark for the module. Please choose **ONE** question from the following **FOUR**. You are asked to write an answer of **3000** words on the topic you have chosen, in report format. All questions are equally weighted.

You are expected to develop your own arguments for each, based on your own critical reflection, as well as reading and discussion in the workshops. This is not a closed-book assessment. You are **expected** to use research-based academic work, such as journal articles, books, and other sources. Remember to provide full references, using Harvard referencing, at the end of each answer for any material that you refer to.

Assessment Criteria:

For each question, the competent answer will be **concise, accurate and clearly written in your own words**. It will put forward **your individual analysis of the issues raised**, rather than merely offer a descriptive account. It will be logically organised and contain a conclusion.

Your assignment should also **consider and apply the relevant theories and your arguments should be supported by drawing on relevant literature and examples from international business**. Where you draw on the views, words and research of others, these will be acknowledged as references and cited clearly in your answer conforming to the Harvard referencing system.

The Generic PG assessment criteria are attached as well as a module interpretation in the form of a mark sheet.

The University's Policy on Cheating, Collusion and Plagiarism will apply.

This assessment covers the following learning outcomes from the module.

LEARNING OUTCOMES

Upon successful completion of this module, students will have demonstrated

Knowledge

- K1 Their understanding of the concepts, terminology & theoretical models associated with international business policies and strategies.
- K2 An understanding of the political, socio-cultural, economic and technological factors that have been found to influence variations in international organisational business structures and management styles.
- K3 An awareness of the relationship between national and organisational cultures
- K4 Their knowledge of the conceptual theories of 'internationalisation, innovation and competitive advantage' to different industries and locations

Skills

- S1 How to apply relevant theoretical concepts to real-world business (environment) dilemmas and issues, producing a diagnosis and possible solutions.

In answering **ONE** of these questions, **please pay particular attention to the assessment criteria set out on the previous page.**

Please also note that

- (i) as much as possible your answers should draw on real world examples from the activities of international businesses and national economies
 - (ii) equal weighting should be assumed for two part questions.
1. Most governments seem to subscribe to the concept of free trade, in theory; however, this is more honoured in the breach than in practice. Critically examine the political and economic arguments that governments put forward for trade protectionism. To what extent are these justifiable – draw on relevant theories, and use real-life business examples to form your assessment.
 2. You are business consultant to a multinational company, from one of the emerging markets. The company is contemplating a joint venture with a partner from an advanced economy. Using appropriate theories, explain the cultural challenges the company is likely to face and how these factors may influence the costs of setting up the venture.
 3. Many of the global automobile brands belong to companies headquartered in the advanced economies. However, most of the mass production of standardised automobiles has shifted to the emerging economies. Select an emerging economy that hosts several leading automobile companies' assembly plants. Firstly, drawing on relevant theories, explain why the host economy has attracted this particular form of foreign investment. And secondly, make recommendations as to what the government can do to ensure these companies do not relocate to another country.
 4. You are part of a company that manufactures white goods in France; the company exports its products all over the world. The company now proposes to move its production facility to a country with lower production costs. You have been tasked with carrying out a critical assessment of three countries that the company is considering, and to make a clear recommendation for where the company should base its new production facility. You must draw on relevant models and theories to support your report.

| Assessment Criteria | Criteria Details | Marks | |
|-------------------------|--|-----------|--------|
| | | Allocated | Actual |
| Relevance | The Relevance of the work examined to its selected question. | 20% | |
| Knowledge | The work should have a substantial knowledge of relevant material, showing a clear grasp of themes, questions and issues therein. | 20% | |
| Analysis | The analysis should be comprehensive, clear and orderly. | 20% | |
| Argument and Structure | The argument should be well supported, focussed, clear and logically structured. | 10% | |
| Critical Evaluation | The work should contain distinctive or independent thinking; and formulate an independent position in relation to theory and/or practice. | 20% | |
| Presentation | The work is well written, with standard spelling and grammar, in a readable style with acceptable format. | 5% | |
| Reference to Literature | Critical appraisal of up-to-date and/or appropriate literature. Recognition of different perspectives. Very good use of a wide range of sophisticated source material. | 5% | |
| Total Marks | | 100% | |
| Comment | | | |

Module Leader: Rob Worrall

Moderator: H. Seddighi

Generic Assessment Criteria – Postgraduate - {to be interpreted according to the level at which you are working & related to the assessment criteria of the module}

| | Grade | Relevance | Knowledge | Analysis | Argument & Structure | Critical Evaluation | Presentation | Ref. to Literature |
|----------|---|--|--|---|--|---|---|--|
| Pass | 86 – 100% | The work examined is exemplary and provides clear evidence of a complete grasp of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also ample excellent evidence showing that all the learning outcomes and responsibilities appropriate to that Level are fully satisfied. At this level it is expected that the work will be exemplary in all the categories cited above. It will demonstrate a particularly compelling evaluation, originality, and elegance of argument, interpretation or discourse. | | | | | | |
| | 76-85% | The work examined is outstanding and demonstrates comprehensive knowledge, understanding and skills appropriate to the Level of the qualification. There is also excellent evidence showing that all the learning outcomes and responsibilities appropriate to that level are fully satisfied. At this level it is expected that the work will be outstanding in the majority of the categories cited above or by demonstrating particularly compelling evaluation and elegance of argument, interpretation or discourse. | | | | | | |
| | 70 – 75% | The work examined is excellent and is evidence of comprehensive knowledge, understanding and skills appropriate to the Level of the qualification. There is also excellent evidence showing that all the learning outcomes and responsibilities appropriate to that level are satisfied. At this level it is expected that the work will be excellent in the majority of the categories cited above or by demonstrating particularly compelling evaluation and elegance of argument, interpretation or discourse. | | | | | | |
| | 60 – 69% | Directly relevant to the requirements of the assessment | A substantial knowledge of relevant material, showing a clear grasp of themes, questions and issues therein | Comprehensive analysis - clear and orderly presentation | Well supported, focussed argument which is clear and logically structured. | Contains distinctive or independent thinking; and begins to formulate an independent position in relation to theory and/or practice. | Well written, with standard spelling and grammar, in a readable style with acceptable format | Critical appraisal of up-to-date and/or appropriate literature. Recognition of different perspectives. Very good use of a wide range of sophisticated material. |
| | 50 – 59% | Some attempt to address the requirements of the assessment: may drift away from this in less focused passages | Adequate knowledge of a fair range of relevant material, with intermittent evidence of an appreciation of its significance | Significant analytical treatment which has a clear purpose | Generally coherent and logically structured, using an appropriate mode of argument and/or theoretical mode(s) | May contain some distinctive or independent thinking; may begin to formulate an independent position in relation to theory and/or practice. | Competently written, with only minor lapses from standard grammar, with acceptable format | Uses a good variety of literature which includes recent texts and/or appropriate literature, including a substantive amount beyond library texts. Competent use of material. |
| 40 – 49% | Some correlation with the requirements of the assessment but there is a significant degree of irrelevance | Basic understanding of the subject but addressing a limited range of material | Some analytical treatment, but may be prone to description, or to narrative, which lacks clear analytical purpose | Some attempt to construct a coherent argument, but may suffer loss of focus and consistency, with issues at stake stated only vaguely, or theoretical mode(s) couched in simplistic terms | Sound work which expresses a coherent position only in broad terms and in uncritical conformity to one or more standard views of the topic | A simple basic style but with significant deficiencies in expression or format that may pose obstacles for the reader | Evidence of use of appropriate literature which goes beyond that referred to by the tutor. Frequently only uses a single source to support a point. Weak use of quotation | |

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| Fail | 35 – 39% | Relevance to the requirements of the assessment may be very intermittent, & may be reduced to its vaguest & least challenging terms | A limited understanding of a narrow range of material | Largely descriptive or narrative, with little evidence of analysis | A basic argument is evident, but mainly supported by assertion and there may be a lack of clarity and coherence | Some evidence of a view starting to be formed but mainly derivative. | Lots of deficiencies in expression and presentation; writer achieves clarity (if at all) only by using a simplistic/ repetitious style | Barely adequate use of literature. Over reliance on material provided by the tutor. | |
| | The evidence provided shows that the majority of the learning outcomes and responsibilities appropriate to that Level are satisfied. | | | | | | | | |
| | 30 – 34% | The work examined provides insufficient evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence provided shows that some of the learning outcomes and responsibilities appropriate to that Level are satisfied. The work will be weak in some of the indicators. | | | | | | | |
| | 15-29% | The work examined is unacceptable and provides little evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence shows that few of the learning outcomes and responsibilities appropriate to that Level are satisfied. The work will be weak in several of the indicators. | | | | | | | |
| 0-14% | The work examined is unacceptable and provides almost no evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence fails to show that any of the learning outcomes and responsibilities appropriate to that Level are satisfied. The work will be weak in the majority or all of the indicators. | | | | | | | | |

END OF PAPER