

MINISTRY OF EDUCATION AND TRAINING
HOCHIMINH CITY OPEN UNIVERSITY

SYLLABUS

1. COURSE INFORMATION

1.1 Course title: **INTERNATIONAL BUSINESS** Code: BADM3308

1.2 Provided by: School of Advanced Study

1.3 Credits: 03

Self-study hours: 90 hours

2. COURSE OVERVIEW

This subject provides an introduction to management within an international business perspective. Business is becoming increasingly global and firms require managers who understand and can resolve the challenges faced in surviving and succeeding in this competitive environment. Greater internationalisation of business requires firms to be more competitive, dynamic and, interdependent. Managers must understand the complexities of global cultural, political, economic, organisational, and financial forces and recognise how they affect their firm. Management challenges include dealing with the uncertain external environment, and handling the increased risk of international operations. Managers capable of operating in this environment will have truly global skills and will enhance their career prospects in today's exciting international business context.

3. 3. TEACHING OBJECTIVES

3.1. General objectives

The subject aims to provide students the foundation in international business activities, therefore, students can understand how the differences between countries and also national markets in the context of globalization. Furthermore, the content of the subject provides a comprehensive overview of the international economic environment, from knowledge of fundamental theories to trading policy of nations

including International trade to foreign investment, and the history of the global monetary system.

The syllabus aims to equip students with the basic knowledge about the world economic environment.

Basically, after finishing this course students will be able to achieve the following objectives:

- 1st Objective: Provides an overview of the key issues to be addressd in global marketplace and explain how the main drivers of globalization impact on the world economy.
- 2nd Objective: Analyze how important the potential benefits, costs, and risks of doing business in a country effect on the political, economic and legal systems.
- 3rd Objective: Explore how differences in culture across and within countries can affect international business.
- 4th Objective: Explaining how societies differ in term of their economic, political and legal systems and their culture.
- 5th Objective: Review a number of theories that explain why it is beneficial for a country to engage in international trade.
- 6th Objective: Explaining the political reality of international trade.
- 7th Objective: Explaining the pattern of FDI between countries including horizontal and vertical FDI, and alo review several theories for FDI.
- 8th Objective: Discus the implication of government policy for the business firm.
- 9th Objective: Explore hiw the exchange rate policy adopted by a government can have an important impact on the outlook for business operations in a given country.

3.2 Specific objectives:

3.2.1 Knowledge

Comprehensive

- Understanding the concept of globalization, international trade, foreign investment; The course helps solve the questions of why international business research? (Oj 1).
- Explain how and why the world's countries differ (Oj 2,3,4).

- Present a thorough review of the economics and politics of international trade and investment. (Oj 5,6,7,8).
- Explain the functions and form of the global monetary system (Oj 9).

3.2.2 Kỹ năng

Hard-skills

Students will gain specialist skills such as problem solving: presenting the structure and solutions to outstanding problems in the organization that can be managed, led the organization to overcome the change of macro-economic environment. In addition, students are trained in planning, organizing, and gathering information for data analyzing.

Soft-skill

In addition to professional skills, after completing marketing services, students are also practiced basic soft skills such as creative thinking skills in the design of services in accordance with customer requirements and resources of organization; presentation skills, communication skills, teamwork skills in foreign languages and use of the internet to search, emerge document and collect information.

3.2.3 Attitudes

Completing this course, students will improve their self-discipline, self-esteem and become more active in linking practical issues with theory through marketing situations in the services industry. Students will be more active at work, flexibly addressing issues related to international business activities.

4. TEACHING CONTENTS

No.	Chapter	Details	Hours				Readings
			TT	T	E	P	
1.	Globalisation	Overview of the subject - What is Globalisation? Why it is important? - Drivers of globalization - Changing demographics of global economy. <i>Country focus</i>	4,5	4,5			Chapter 1

No.	Chapter	Details	Hours				Readings
			TT	T	E	P	
		<i>Protesting globalization in France</i> - Managing in global market Management focus/Case study <i>Lenovo acquires IBM</i> - Globalization debate.					
2.	National differences in a political economy	Contextual Factors of IB. - Political systems - Economic systems - Legal systems Country focus <i>Years of corruption in Nigeria</i> - Protection of intellectual property Management focus/Case study <i>Piracy in video game market</i> - Determinants of economic development and states in transition.	4,5	4,5			Chapter 2
3.	Differences in culture	Contextual Factors of IB - What is culture? - Social structure - Religious and ethical systems Country focus <i>Rising of Islamic banking in Pakistan.</i> - Buddhism Management focus/Case study <i>McDonald's & Hindu culture.</i>	4,5	4,5			Chapter 3

No.	Chapter	Details	Hours				Readings
			TT	T	E	P	
		- Confucianism					
4.	Ethics in International Business	Contextual Factors of IB - What is business ethics? - Ethical issues in IB Employment practices Human rights Environmental pollutions <i>Management focus/Case study</i> Nike	4,5	4,5			Chapter 4
5.	International trade theory	- Overview of trade theory. - Mercantilism. - Absolute Advantage. - Comparative Advantage. - Heckscher-Ohlin theory - Product life cycle theory. - New trade theory - Competitive Advantage. <i>Management focus/Case study</i> Nokia					Chapter 5
6.	Political economy of International Trade	- Instruments of trade theory Tariffs Subsidies Import quota Voluntary export restraints - Development of the world trading system <i>Country focus</i> <i>Subsidized wheat production in Japan.</i> - Local content requirements	4,5	4,5			Chapter 6

No.	Chapter	Details	Hours				Readings
			TT	T	E	P	
		<ul style="list-style-type: none"> - Administration policies - Antidumping policies 					
7.	Foreign Direct Investment	<ul style="list-style-type: none"> - FDI in the world economy <ul style="list-style-type: none"> ▪ Trends of FDI ▪ Form of FDI - Horizontal FDI - Vertical FDI <p><i>Country focus</i> <i>FDI in China</i></p> <p><i>Management focus/Case study</i> <i>Western automobile companies expand into Russian</i></p>	4,5	4,5			Chapter 7
8.	The Political economy of Foreign Direct Investment	<ul style="list-style-type: none"> - Political ideology and FDI <ul style="list-style-type: none"> ▪ Sự tăng trưởng của FDI ▪ Hướng phát triển của FDI ▪ Nguồn vốn của FDI - Benefits of FDI to host countries. - Costs of FDI to host countries. - Benefits & costs of FDI to home countries. - Government policy instruments and FDI <p><i>Country focus</i> <i>FDI and the Irish Miracle</i></p>	4,5	4,5			Chapter 8
9.	The International Monetary	<ul style="list-style-type: none"> - Gold standard - Bretton Woods system <ul style="list-style-type: none"> ▪ Role of IMF 	4,5	4,5			Chapter 11

No.	Chapter	Details	Hours				Readings
			TT	T	E	P	
	system	<ul style="list-style-type: none"> ▪ Role of WB - The collapse of fixed exchange rate system - The floating exchange rate system - Fixed versus floating exchange rate <p><i>Management focus/Case study</i> <i>Airbus and the Euro</i></p>					
Tổng cộng			45	45			

Note: TT: Total number of lessons; T: Theory; E: Exercises; P: Practices

5. TEACHING MATERIALS

5.1 Textbooks:

Charles W. L. Hill, 8th edition (2010), International Business: competing in the global marketplace, McGraw-Hill, New York. [1]

5.2 Supplementary Readings

Trinh Thuy Anh, Doan Thị My Hanh, & ctg. (2014), Các tình huống kinh doanh, Statistic Publishes. [2]

Trinh Thuy Anh, Truong My Diem, Ngo Kim Tram Anh, (2012), International Business, Statistic Publishes. [3]

- Asian Wall Street Journal
- Business Review Weekly
- Harvard Business Review (HBR)
- Journal of International Business Studies (JIBS)
- Journal of World Business (JWB)
- Fortune
- Management International Review

6. TEACHING AND LEARNING METHODS

Academic teaching approach

- The lecturer teaches theories in the classroom, mainly emphasizes the concepts, core and important issues in each chapter. The lecturer also guides students to conduct thematic discussions, analyze practical situations.
- Students should form study groups to support each other in the study of theories, and study management situations in practice. Students are required to read the materials at home in advance according to the chapters corresponding to the course content specified in the syllabus. Unknown questions may be discussed in group or additional instructions may be requested.
- Teaching theory aims to provide a theoretical foundation, combined with students actively learning individually or in groups, will help students achieve goals 1, 6, 7, 8, 9.

Teaching by the problem-based approach

- The lecturer will raise an issue that needs reflection, exchange, and sharing. Students will be given a short amount of time to answer the questions themselves and discuss with the group and then discuss the class. The lecturer will guide and analyze students' exchanged ideas, and then systematize the basis for the theory. After each case of problem-based teaching, students will learn how to interpret real-world situations based on the theory that students are systematized theoretically, in short, from the problem to systematize theory.
- The problem-based instruction aims at systematizing and guiding theoretical background from specific issues, combined with actively exchanging students, will help students achieve goals 2, 3, 4, 5.

Case study or group discussion

- Students conduct group discussions on a topic or conduct case analysis. Situations can be in the form of text, or video presenting a situation to be solved at the company. There are maximum 7person/each group. At the end of the group discussion process, the student undertakes a thematic essay, or prepares a case analysis report. The student group needs to study information from various sources such as the internet, magazines and documents to get an overview of the whole issue. Reports are illustrated, cited academic materials, or specific evidence will be appreciated. Students, who do not participate in the discussion, or do not contribute ideas and perform specific tasks, will not have marks for this section.
- This group discussion aims to provide opportunities for students to achieve goals 1,2, 3, 4, 5, 8.

Doing presentation

- Students will present their outcomes that's discussed and been done by group. The presentation is done in the form of power point. Please note the presentation time, each presentation around 10 minutes depending on the specific topic or situation and upon request of the trainer. Students who do not participate in the group discussion, without specific activities contributing to the report, do not participate in the presentation, will not have marks for this section.
- Presenting the results of this group discussion aimed at creating opportunities for students to achieve goals 3, 4, 5.

Comapany tours

- Depending on the specific conditions, students can visit the business to find out how a real company with departments, infrastructure are operating and exchanging with managers. About the problems in the management and business practices of enterprises. The students then harvest the answers to a number of questions related to observation and learning.
- Business Visits to help students achieve goals 2, 3, 4, 5.

Forum session

- It depends on the current situations, the students will be able to attend a seminar on the most difficult issues currently in the management and administration of companies and enterprises. A thematic report can be made at the Open University of Ho Chi Minh City, the invited reporters can be marketing executives in the service sector; or can be done in companies, businesses. Then the students do the harvest report to answer some of the questions posed regarding the report. Students will also be able to summarize what they learned from listening to the. The harvest report is submitted to the instructors.
- Listening to thematic reports to help students achieve goals 1, 6, 7, 8, 9.

7. ASSESSMENTS

Learning outcome evaluation

Subjects will be assessed according to the process, including:

- Students actively participate, contribute ideas during lectures (lectures, and case studies) will be recognized and graded individually. Personal scores aimed at assessing whether students achieving goals 1, 2, 3, 4, 5, 7, 8.

- Students conduct discussion on the topic and/or case presentation will be evaluated according to team scores. Such evaluation aims to check whether students meet targets 2, 3, 4, 5.

- Students who write essays by topic or case analysis, or do the report after listening to thematic reports, will be assessed according to the group point. This is to assess whether students achieve the 1, 2, 3, 4, 5, 6, 7 objectives.

- Students taking the final exam, conduct essay based on the subject, will evaluate all objectives.

Students can be assessed in groups, if the students have the same level of contribution in the group. Students can also be assessed on different scales if the level of contribution is different. The report states the work each student has done in the group. If a student finds that a member of the group does not contribute, tell the instructor to resolve it. In special cases, students may request to do it by themselves. The instructor encourages students to submit papers on the specified dates.

How to evaluate learning outcomes

Types	Assessment activities	Weighting
Individual assessment	Active interaction in class during the lecture time (10%). Presentation around 15 minutes with power points, and then written Report maximum 1500 words (25%).	35%
Group assessment	Case studies will be allocated during the course	15%
Final examination	The date, time and location will be confirmed after the course has been finished.	50%

8. TEACHING SCHEDULES

Week	Session	Contents	Case studies	Assessment
1	Session 1 Chapter 1	Overview of the subject - What is globalisation? Why it is important? - Drivers's globalization - Changing demographics of global economy.	<i>Country focus</i> <i>Protesting</i> <i>globalization in</i> <i>France</i> - Managing in global market <i>Management</i>	<ul style="list-style-type: none"> • Discuss in class about case study to achieve objective 1 • Do exercises to reach goal 1

Week	Session	Contents	Case studies	Assessment
		-	<i>focus/Case study</i> <i>Lenovo acquires IBM</i> Globalization debate.	
2	Session 2 Chapter 2	Contextual Factors of IB. - Political systems - Economic systems - Legal systems - Protection of intellectual property - Determinants of economic development and states in transition.	Country focus <i>Years of corruption in Nigeria</i> Management focus/Case study <i>Piracy in video game market</i>	<ul style="list-style-type: none"> • Listening and discussion the country focus in class to achieve Oj.2 • group discussions and doing case study for getting Oj.2.
3	Session 3 Chapter 3	Contextual Factors of IB - What is culture? - Social structure - Religious and ethical systems - Confucianism	Country focus <i>Rising of Islamic banking in Pakistan.</i> - Buddhism Management focus/Case study <i>McDonald's & Hindu culture.</i>	<ul style="list-style-type: none"> • Listening lecturer and discussion the country focus in class and group discussions debate the case study for getting Oj.3.
4	Session 4 Chapter 4	Contextual Factors of IB - What is business ethics? - Ethical issues in IB Employment practices Human rights Environmental pollutions	Case study • Nike	<ul style="list-style-type: none"> • Listening lecturer & group discussions debate the case study for getting Oj.4.
5	Session 5	- Overview of trade	Management focus/	<ul style="list-style-type: none"> • Listening

Week	Session	Contents	Case studies	Assessment
	Chapter 5	theory. - Mercantilism. - Absolute Advantage. - Comparative Advatage. - H-O theory - Product life cycle theory. - New trade theory - Competitive advatage	Case study • <i>Nokia</i>	lecturer and group discussions debate the case study for getting Oj.5.
6	Session 6 Chapter 6	- Instruments of trade theory Tariffs, Subsidies, Import quota, Coluntary export restraints - Development of the world trading system - Local content requirements - Administration policies - Antidumping policies	Country focus <i>Subsidized wheat production in Japan.</i>	• Listening lecturer and discussion the country focus in class for getting Oj.6.
7	Session 7 Chapter 7	- FDI in the world economy ▪ Trends of FDI ▪ Form of FDI - Horizontal FDI - Vertical FDI	Country focus <i>FDI in China</i> Case study • <i>Western automobile companies expand into Russian.</i>	• Discussion the country focus in class and group debate the case study for getting Oj.3.
8	Session 8 Chapter 8	- Political ideology and FDI	Country focus <i>FDI and the Irish</i>	• Discussion the country focus

Week	Session	Contents	Case studies	Assessment
		<ul style="list-style-type: none"> - Benefits of FDI to host countries. - Costs of FDI to host countries. - Benefits & costs of FDI to home countries. - Government policy instruments and FDI 	<i>Miracle</i>	in class and group debate the case study for getting Oj. 1, 2, 6, 8.
9	Session 9 Chapter 9	<ul style="list-style-type: none"> - Gold standard - Bretton Woods <ul style="list-style-type: none"> ▪ Role of IMF ▪ Role of WB - The collapse of fixed exchange rate system - The floating exchange rate system - Fixed versus floating exchange rate. 	<i>Management focus/Case study Airbus and the Euro</i>	<ul style="list-style-type: none"> • Discussion the country focus in class and group debate the case study for getting Oj. 1, 2, 9.
10	Session 10	REVIEW		

BY ORDER OF THE RECTOR

AUTHORIZED BY DEAN OF THE SCHOOL

VICE DEAN OF THE SCHOOL

(signed)

VÂN THỊ HỒNG LOAN