1. **Title of the module**

BUSJ8590 (CB859) Managing the Multinational Enterprise

1. **School or partner institution which will be responsible for management of the module**

Kent Business School

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Summer

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

MSc International Business and Management; MSc Marketing; MSc International Business and Economic Development

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Analyse the modern multinational enterprise (MNE), its evolution and associate MNEs decisions with Where, When, and How to invest.

8.2 Define the various ways MNEs are organised in response to their external environment and relate them with different structures of MNE networks of subsidiaries.

8.3 Investigate how subsidiary mandates are won and lost and as managers adapt to them appropriately. Assess their unique role in the MNE network either working in the headquarters or in a subsidiary.

8.4 Conceptualise the various information and knowledge channels within the MNE.

8.5 Examine innovation management within the MNE and interpret the ways information and knowledge are distributed. Evaluate Innovation opportunities and propose the appropriate actions.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Negotiate and work with peers.

9.2 Work under own initiative.

9.3 Take a synoptic view of business.

9.4 Address problems.

9.5 Present a logical case/argument.

1. **A synopsis of the curriculum**

Understanding the Multinational Enterprise (MNE) and Foreign Direct Investment (FDI) is a key issue in economic theory and business. Since the emergence of the contemporary MNE at the end of the 19th century, changes in the macroeconomic and microeconomic environment, forced multinationals to change as a response to the rise of new technologies and products, the wider international division of labour and of course the greater integration of production, services, and – financial and other – markets. This changing process became more intense after the 1960s when U.S. and Japanese MNEs emerged as basic players in the international chessboard. Accompanied by the traditional European MNEs formed a triad that still dominates FDI in the world.

The changing geography of international production and investment reflects the dynamic interaction of many economic, organizational and policy factors. While many of these factors have long been relevant, their combination today represents the new forces influencing MNEs’ location decisions. A simplistic approach of FDI towards location would not be appropriate to allow us to understand the complexity of international investments decisions. What is needed is a multidisciplinary approach of the phenomenon. It is the aim of this module to offer this multidisciplinary approach to students

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Dunning, J.H. and Lundan S.M. (2008) *Multinational Enterprises and the global economy*, Cheltenham: Edward Elgar Publishing Ltd

Rugman, A.M. (ed.) (2009) *The Oxford Handbook of International Business*, Oxford: Oxford University Press

1. **Learning and teaching methods**

Total contact hours: 24

Private study hours: 126

Total study hours: 150

1. **Assessment methods**
	1. Main assessment methods

Group presentation (20%)

Individual report (3000 words) (80%).

13.2 Reassessment methods

100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

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| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |
| Lectures | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |  |  |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Group presentation | **x** | **x** | **x** | **x** | **x** | **x** |  |  | **x** | **x** |
| Individual report | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The focus of this module is explicitly linked to multinational organisations and this is reflected throughout in the content, learning outcomes and related assessment.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Jan 2018