

University of the West of Scotland

Module Descriptor

Session: 2022/23

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Title of Module: Organisational Performance of MNEs

Code: BUSN11101	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	Richard Jefferies		

Summary of Module

This module considers organisational performance in MNEs. Students are introduced to performance of MNEs and the measurement and performance management systems that may be used. Students will reflect and analyse MNEs with different organisational context to achieve and maintain competitive advantage.

The module will consider the relationship between organisational mission and the manner in which it is attained. This will be done through a holistic approach to managing MNEs performance that considers the 4Es (efficiency, effectiveness, equity and efficacy). The module will enable students to reflect, reason and rationalise the internal /external influences on MNE performance, such as the manner in which MNEs are measured internally and externally.

This module is core to the MSc International Mangement Programme

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
✓					
<p>Face-To-Face Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p>Blended A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations</p> <p>Fully Online Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p>HybridC Online with mandatory face-to-face learning on Campus</p> <p>HybridO Online with optional face-to-face learning on Campus</p> <p>Work-based Learning Learning activities where the main location for the learning experience is in the workplace.</p>					

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
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✓			✓			✓
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Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	✓	Term 2	✓	Term 3	
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Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

L1. Critically evaluate the various factors that impact upon the performance of MNEs, using accepted forms of internal and external measurement

L2. Critically analyse the use of performance management and measurement systems to operate successfully within the global marketplace

L3. Apply appropriate measures to generate solution, allowing for the improvement of an MNE performance

Employability Skills and Personal Development Planning (PDP) Skills

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
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Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching

This module provides students with the opportunity to develop critical awareness and understanding of major issues to do with the organisational performance of MNEs. Students will be expected to develop their skills of reading and synthesizing complex academic texts whilst relating these to real life case study situations. Students will work creatively in groups with their peers as well as producing individual pieces of analytical work. The module content reflects the performance management and measurement issues prevalent in conducting international business, and the need for student awareness of these will be reflected in the running of the module

Learning Activities	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	20
Tutorial/Synchronous Support Activity	16
Asynchronous Class Activity	1
Independent Study	163
	200 Hours Total

****Indicative Resources: (eg. Core text, journals, internet access)**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Keller, S. and Schaninger, B. 2019. Beyond Performance 2.0: a proven approach to leading large-scale change. Wiley & Sons: New Jersey.

*Details of further resources, including textbooks, journals and online resources, will be identified at the beginning of each delivery in the module handbook, and made available via Moodle.

(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Supplemental Information

Programme Board	Management, Organisations & People
Assessment Results (Pass/Fail)	No
Subject Panel	Management, Organisations & People
Moderator	TBC
External Examiner	I Gilhespy
Accreditation Details	none
Version Number	1.04

Assessment: (also refer to Assessment Outcomes Grids below)

An individual written piece of coursework worth 70% of the total module mark

Presentation worth 30% of the total module mark

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

Assessment Outcome Grids (Footnote A.)**Component 1**

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Case study	✓	✓	✓	70	0

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
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Presentation	✓		30	0
Combined Total For All Components			100%	0 hours

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

There are no obvious equality and diversity issues associated with the module in terms of field trips or lab work, as neither of these apply to this module.

In accordance with the University's Single Equality Scheme every effort will be made to accommodate any equality and diversity issues brought to the attention of the school.

UWS Equality and Diversity Policy

[UWS Equality and Diversity Policy](#)

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)