



**Reference Books**

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:**

Components	MSE	IA			ESE
		Assignment	Case Study	Presentation	
Weightage (%)	20	10	10	10	50
Total		30			

**Relationship between the Course Outcomes (COs) and Intended Student Learning Outcomes (ISLOs) or PO's**

Mapping between COs and Intended Student Learning Outcomes (ISLOs)		
	Course Outcomes (COs)	Mapped Intended Student Learning Outcomes (ISLOs)/ PO's
CO1	Explain the concepts in the functional areas of foreign trade/international business	PO1, PO 2, PO 3, PO 4, PO 5, PO 6, PO 7, PO 8, PO 9, PO 10
CO2	Apply the current business phenomenon and to evaluate the global business environment in terms of economic, social and legal aspects	PO1 PO 3, PO 4, PO 5, PO 6, PO 7, PO 8, PO 9, PO 10, 11, 12
CO3	Analyse the principle of international business and strategies adopted by firms to expand globally	PO1, PO 2, PO 3, PO 5, PO 6, PO 7, PO 8, PO 9, PO 10
CO4	Integrate concept in international business concepts with functioning of global trade	PO1, PO 2, PO 3, PO 4, PO 5, PO 7, PO 8, PO 9, PO 10, 11, 12

Course	CO 1	CO 2	CO 3	CO 4
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<b>Outcomes</b>				
<b>PO 1</b>	3	3	3	2
<b>PO 2</b>	3	3	3	2
<b>PO 3</b>	3	3	3	2
<b>PO 4</b>	3	1	1	2
<b>PO 5</b>	2	1	1	1
<b>PO 6</b>	2	2	2	2
<b>PO 7</b>	3	2	1	2
<b>PO 8</b>	3	3	3	3
<b>PO 9</b>	1	1	1	1
<b>PO 10</b>	2	2	2	2
<b>PO 10</b>	3	1	1	2
<b>PO 10</b>	2	1	1	1

<b>BBCG 106</b>	<b>International Business</b>	ISLO /PO1	ISLO /PO 2	ISLO /PO 3	ISLO /PO 4	ISLO /PO 5	ISLO /PO 6	ISLO /PO 7	ISLO /PO 8	ISLO /PO 9	ISLO /PO 10	ISLO /PO 11	ISLO /PO 12
	CO	3	3	3	2	1	2	2	3	1	2	3	1
		Students will demonstrate strong conceptual knowledge of international business	Students will demonstrate effective oral and written communication skills in the professional context	Students will be able to work effectively in team building capabilities	Students will develop critical thinking and problem-solving skills applicable to business and management practice	Students will be able to describe the global environment of business	Student will demonstrate sensitivity towards ethical and moral issues and have ability to address them in the international	Students will be able to apply decision support tools to business decision making.	Student will be apply knowledge of business concepts and function in an integrated manner	Students will demonstrate conceptual domain knowledge of international business	Students will apply decision support tools to decision making in international business	Students will apply conceptual knowledge of Foreign Trade in an integrated manner.	Students will demonstrate employable and deployable skills for appropriate roles in management.

1=weakly mapped  
2= moderately mapped  
3=strongly mapped

**SAMPLE IS GIVEN BELOW FOR INTERNATIONAL BUSINESS**

**Model Question Paper**

<p><b>Name:</b></p> <p><b>Enrolment No:</b></p>	
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**Course: BBCG 106 – International Trade Neogitiations**

**Programme: B.B.A FT** **Semester: 2016-17**

**Time: 03 hrs.** **Max.**

**Marks:100**

**Instructions:**  
 Attempt all questions from **Section A** (20); any **Two Questions** from **Section B** (Attempt any 5 questions each carrying 4 marks). **Section C** (Attempt 3 questions each carrying 10 marks). **Section C** (Attempt 2 questions each carrying 15 marks).

**Section A (10\*2=20 Marks)**

1.	Fill in the blanks- (2 * 10 = 20 marks) 1) _____ (American / Japanese) culture is more people-oriented. 2) Building rapport is especially critical with _____ (Sharer/Auditor) type personalities. 3) _____ (Carl Jung / Myers-Briggs) was the founder of the Personality Theory. 4) With Shaker personalities, an effective negotiator needs to be _____ (brief/detailed). 5) Small talk and humour are perceived to be a waste of time in _____ (peopleoriented/task-oriented) culture. 6) People in a task-oriented culture run the risk of missing out on the _____ (big picture/achievement-orientation). 7) One especially needs to project a cheerful disposition even in unfavourable situations in _____ (low-context / high-context) culture. 8) There is always a right way to do a task. And, the process once established, should always be followed. This is relevant to _____ (Particularist /Universalist) culture. 9) Leaders need to be _____ (sympathetic/dominating) in a Collectivist culture. 10) The main idea is presented first and then followed by supporting details in _____ (Right-side Up / Upside) thinking	<b>[20]</b>	<b>CO1,2</b>
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**SECTION B (5\*4=20 Marks)**

2.	Draw the diagrammatic frameworks and objectively (any four) of the following. (Your description should be crisp and in bulleted points and need not exceed more than 5 lines. Ensure that the terms are precise.)	<b>[5]</b>	<b>CO 2</b>
3.		<b>[5]</b>	
4.	(4 * 5 = 20 marks)	<b>[5]</b>	

5.	1) The Four Basic Personality Types 2) Aristotle's Rhetoric Model 3) MBTI Axes 4) Universalist vs. Particularist cultures 5) Johari Window 6) Negotiation Dance	[5]	CO1,3
<b>SECTION C (10*3=30 Marks)</b>			
6.	Through the use of diagrammatic frameworks (wherever relevant), explain (any three) the significance of the following. (Your description should be crisp and in bulleted points and need not exceed more than 20 lines. Ensure that the terms are precise.) (3 * 10 = 30 marks) 1) Direct vs. Indirect cultures 2) Typical problems in a Communicator – Auditor engagement 3) High Context vs. Low Context cultures 4) System vs. People Orientation cultures 5) Confrontational vs. Collaborative cultures 6) Individualist vs. Collectivist cultures	[10]	CO2,3
7.		[10]	CO3,4
8.		[10]	CO1,2
<b>SECTION D Attempt any two (15*2=30 Marks)</b>			
9.	<p>Case study (3 * 10 = 30 marks)</p> <p>In Louisville, Pennsylvania, USA, a closed car factory is taken over by a Japanese company, Assan Motors. Assan has purchased the factory with the objective of re-opening and manufacturing cars to be sold in the significantly large American car market. Hunt Stevenson, representing the American work-force goes to Japan to make a presentation to Assan's management. Assan sends a management team under Yamamoto as the CEO of Assan Motors' (American Operations) to Louisville.</p> <p>Both Hunt and Yamamoto are young (below 35) for the senior managerial roles that they are in. Hunt is a fun-loving person who believes in living by the day. He has lots of friends, interacts openly with the lowest of the factory workers. When needed, he steps in to lend a helping hand to anybody at his work as well. He believes it is the right thing to invite everybody to his house and being open to go to everybody's house as well to share family occasions, irrespective of the level they work in.</p> <p>Yamamoto, on the other side, is more reflective in nature and believes in accepting the team's mistakes as his own. He feels that if the team does not do well, it is because he has not been able to provide them the right leadership. On the people side, he is a strong believer in formal and structured meetings. He and the Japanese team have come from a culture where it is felt that strong values and disciplined behavior are critical to a productive work place. They believe that personal issues need to be kept separate from professional lives. The Americans, on the contrary, believe in high fives to celebrate "good moments" and will also have lunch at their workstations. For the Japanese, the work-station is like a place of worship and has to be maintained like a sacred place which feeds the employees' family.</p> <p>The American work-force is not able to understand the need for this unnecessary discipline imposed by the Japanese management throughout the work day. To add to their discomfort, the workforce needs to do a compulsory physical work-out (everybody from CEO to the Clerk, President to the Peon) before getting on to their work-stations at the start of the work-day.</p> <p>As is obvious, the culture clash is severe. The Japanese management demands far more discipline and output than the workers are used to. Unpaid overtime (without extra compensation) is expected when output falls short of productivity standards. The Japanese management focuses on productivity as priority number one ahead of socialization. The workers (all American), become agitated and their relationship with management (all Japanese with Hunt being the</p>	30	CO1,3
			CO1,3,4
			CO1,3,4

<p>representative of American workforce) becomes adversarial. Hunt, acting as employee liaison, tries to smooth things over, but is unable, and when a worker intentionally knocks over one of the Japanese managers during a company baseball game, the situation appears beyond repair.</p> <p>The success of the entire project depends on how they handle the extreme differences between their personalities and their work, society and individual nations' (American vs. Japanese) cultures.</p> <p>Based on the details of the case,</p> <ol style="list-style-type: none"><li>1) Analyse the personality types of Hunt and Yamamoto.</li><li>2) Analyse the various elements of culture at the work place, society and the country that Hunt (American) and Yamamoto (Japanese) are part of.</li><li>3) Based on your analysis, suggest changes that Hunt and Yamamoto need to bring about in their personalities and negotiation styles to make the Assan Motors (American Initiative) successful.</li></ol> <p>(P.S: Use diagrammatic frameworks and bulleted points. Answers should be precise.)</p>		
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