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Abstract
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Keywords
Information Literacy, Active Learning, Case Study, Postgraduate

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Integrating Information Literacy to Enhance Postgraduate Learning.

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Refereed Paper √

Stream: Student Learning, Learner Experiences, Learner Diversity

Abstract

Sourcing appropriate and reliable information is an area of skill development that requires active intervention to support the learning of postgraduate students. The investigative case study presented in this paper discusses the design, the application, and the preliminary outcomes of a group of tasks that were structured to enhance the information literacy skills of a class of postgraduate students at an Australian university. After providing the background, with reference to the literature, the discussion reviews student performance in the tasks set and the quiz questions used, as well as the students' reaction to this intervention. The results of the trial suggest that there are benefits to be derived for enhancing student performance through the active development of information literacy skills.

Background

The context of this case study is an Australian university's Master of Business Administration (MBA) program. This program attracts many international students, and also domestic students, who often lack the knowledge of information resources and databases available and useful for their needs. The students who gain entry to this MBA program meet stringent language literacy requirements but these do not stipulate requirements for, and there is no evaluation of, information literacy levels. This is despite the setting being a university with a strong tradition of supporting information literacy, similar to that described by Bruce (2000) in his discussion of innovative approaches in the area. All course work students, at both undergraduate and postgraduate levels, are required to complete a mandatory information literacy program that provides support in identifying, accessing and citing information.

The importance of information literacy as an integral part of higher education cannot be overstated but this requires consideration of the full meaning of the concept. Many students are good at seeking information. However, the authors' experience has been that students often rely on internet sources for information using search engines such as Google - and is this enough? The reliability and value of much of the information found from web sources should be questioned as much of the content is not subject to stringent peer review or other forms of verification. Where do students learn to evaluate and effectively use information? To assist students to better assess information quality the authors collaborated to develop a scaffolded approach to such tasks. One author teaches in the program that is the focus of this paper and the other provides academic support regarding information literacy matters in this university. The approach described below aimed to step the students through some specific resources to guide their learning, with the task narrowly defined to emphasise the importance of a critical approach when searching the internet for information. An intended outcome of this approach was to enhance information literacy, including that students know what information is required, where to find it, and be able to evaluate it for reliability.

Literature Review

The authors of this paper have observed that information literacy may be too often assumed as a competency possessed by all individuals. However, the authors' experiences in a variety of educational settings suggest that broad competency in information literacy is a misconception. This view is reinforced by a body of literature that emphasises the importance of actively engaging learners to develop and refine the analytical skills that underpin sound decision making. The critical thought process has potential for enhancing not only skill development but also learner confidence in resolving issues, with obvious application to other every day contexts.

Lupton (2004:12) refers to information literacy as "a means of personal empowerment" which enhances a person's ability for lifelong learning and proposes that there is a distinction between information literacy and information

seeking and use. It is the process of analysing and resolving issues through the effective use of information that facilitates constructive learning (Lupton, 2004). Clearly there is a need to integrate the development of such competencies into the curriculum (Appleton and Orr, 2000; Snavely and Cooper, 1997). This would suggest, therefore, that it is an academic role to structure topics and learning tasks with a supportive framework which can guide students through the collection, critical analysis and use of information.

This critical reflection process is particularly important with the tendency for students to rely on the internet appearing to be on the increase, as observed by the authors. When students find information with such searches they often do not discern the information which is most relevant to the subject matter and often do not critically assess that information for reliability or validity. This is evidenced by the number of these students who relied heavily on web based search engines such as Google or Yahoo, presenting assignments with poorly cited reference lists consisting mainly of web sources. Rockman (2002:11) has also found that the reliance on the World Wide Web as the only source of information "can limit (or telescope)" the information actually uncovered. According to Laurillard (2002:122) students "need to be protected from the tyranny of choice offered by the Web". They need to be guided towards quality information and shown how to evaluate it as such.

Being shown is not enough, and interaction with a problem facilitates an individual's learning. Through a constructivist approach, such interaction can be managed to optimise active learning for students (Kriflik and Kriflik, 2005). This could be achieved by basing a problem on the content of the subject being studied and guiding the analysis by means of a sequence of tasks to provide learning challenges (Laurillard, 2002). Such a constructivist approach would ensure more confidence in the assessment by it being "grounded in the context of the problem" (Laurillard, 2002:67). Within this context students engage in the construction of knowledge (Brew and Boud, 1995). O'Neil (1995:117) favours such a "deep approach" to ensure that students "make sense of subject content through vigorous interaction with it", rather than resorting to the more common approach of memorising information for assessments. Many of O'Neil's eight principles for quality learning accord well with the principles of adult learning, in particular the aspect of work-related skills, experience as a learning resource, responsibility for own learning, and the concept of outcomes-based assessment (1995:118-123). An earlier study showing information literacy as an enabler for decision making in the workplace further reinforces these principles of adult learning (Kriflik and Kriflik, 2005).

Gregory (1995) favours the action learning approach which focuses on self-development in an organisational setting. Emulating such a setting by designing learning tasks based on real situations incorporates the action learning concept. However, many of the students within the focus MBA program have had limited 'real work' situations and the authors of this paper have noted this as a constraint affecting student confidence in attempting unfamiliar challenges. Kuhlthau (1996) highlights the uncertainty and apprehension that students experience before they

understand the requirements of an assignment. Kuhlthau (1996:35) quotes a student claiming a common experience: “In the real beginning I guess I was like everyone else. I didn’t know what I wanted to do … I felt anxious”. Kuhlthau (1996:35-36) found that this uncertainty extended beyond being given the task, beyond selecting a topic, and continued through exploring information and deciding how to tackle the topic, through focusing on specific information, and into the process of formally writing up the task. Gibbs (1995:27) refers to the surface approach which students generally take in preparation for short-answer tests, implying this is undesirable. He cites Tang’s study of 1993 which showed that students take a deeper approach to longer assignments. This is clearly a strong argument for designing structured subject assessment packages that encompass higher order information literacy tasks, with an emphasis on evaluating, reflecting and comparing different perspectives, as suggested by Johnston and Webber (2003).

To achieve this end the authors decided to design a series of tasks that were organised into a worksheet which emphasised the higher order information literacy tasks required for students undertaking MBA studies. The goal of the worksheet was to engage students in a sophisticated and challenging evaluation of information of the type that they may encounter in the workplace on completion of their studies. This is the problem solving approach required in organisational management (Gregory, 1995) and thus the case study was designed to simulate the working environment. Reported here is the initial process evaluation which assessed student performance combined with student reaction to the tasks. The results will inform subsequent evaluations of interventions to support student information literacy.

Process, Task Design and Application

This case study provides a model for scaffolding assessment tasks to ensure these combine skills development in the areas of information literacy and subject content. The aim was threefold: to facilitate greater diversity in the sources accessed by students in responding to assessment tasks, to stimulate their questioning of internet sources, and to reduce the incidence of student citation of information of dubious quality.

Once the intended outcomes were conceived, a faculty librarian was consulted to gain the most current and comprehensive information about library databases available. This type of partnership is one that Wright and McGurk (2000) describe as essential in drawing together the contributions of academics and those who are most conversant with current developments in information literacy. The consultation with the librarian triggered some ideas on the scope and direction of database searches. Further consultation with the university’s Centre for Educational Development and Interactive Resources (CEDIR) resulted in advice on the format of the worksheet. The draft worksheet was then reviewed with the librarian involved and CEDIR staff. The feedback from this consultation was

incorporated into the final version. The worksheet became part of the learning strategy for a subject taught in the MBA program in 2005.

The discussion below will elaborate on the design of the worksheet, its application in an MBA subject and the implementation strategies used. This covers the form of student assessment used to verify the effective learning of subject material and the issues identified in this process evaluation, as well as the overall response of participating students to determine the potential value of the intervention.

Task Design

The assessment task was designed to guide students' searches to reputable sources, and to restrict the exploration of those sources by closely defining the task. This was intended to assist students to learn to confidently make the connection between assessment questions and the location of any information required to answer these questions, and to correctly cite sources. With this intention the worksheet was designed and classroom strategies for utilising this worksheet were planned. Because the approach taken was an initiative within this university, a process evaluation was planned so that the authors could determine the extent to which the intended outcomes were being achieved.

Assessment Tasks

Most postgraduate subjects in the focus program comprise two assessment tasks as well as a formal examination. For the target subject the two tasks were planned as scaffolding to the final examination and thus the worksheet was designed to facilitate the learning process.

Assessment task 1 was the critical analysis of a variety of information related to a specified international organisation and its desire to enter a foreign market. This task was designed to help students to conduct such an analysis by building their ability to research and interpret material in the light of theoretical concepts. A significant learning outcome was for students to be able to identify the key issues involved in international business strategy. Assessment task 2 utilised the information found through task 1 to develop a foreign market entry strategy for the specified organisation. This task was designed to enhance students' ability to form well reasoned, valid strategies for business development and to plan the implementation of such strategies.

The assessment of student performance was to be based on these tasks. Assessment task 1 presented a challenge for assessing student performance. It was decided that the worksheet (Appendix 1) would guide students to the desired information, including articles about other organisations' efforts and difficulties in entering foreign markets. A class quiz would then assess what had been learnt, providing feedback on the process for the authors. Assessment task 2 required four students to collaborate to produce a report describing the market entry strategy and its implementation. This methodology simulates the context of organisations in which remotely located managers must collaborate for such tasks.

The worksheet instructed students to enter a specific database (eg Factiva) and to search for the nominated organisation. They then answered questions seeking current information about the organisation. Similar questions were asked in regard to other specified databases (eg Mergent Online), including the names of countries in which the organisation does not yet operate. Students were then directed to journal search databases (eg Emerald, Taylor & Francis) to search for information about foreign market entry and to record the full references for three articles found, and read, from each database specified. To direct students to relevant information, they were asked to list located information such as objectives for foreign market expansion, possible concerns about operating in the prospective market, political or cultural aspects that may hinder that entry, and reasons that assure the student that the selected market will support the organisation in meeting its strategic objectives.

The class quiz consisted of twenty four multiple choice questions and one question asking for the identification of a country chosen for entry. The rationale for multiple choice questions was to provide a balance between the time and effort expected from students in completing both the worksheet and a quiz. This design required that the questions be very focused on the information that students would encounter if they completed the worksheet diligently and reviewed the lecture material. The sequence of worksheet activities was considered critical to the enhancement of students' information literacy skills and there is consideration below of the extent to which the worksheet provided an effective scaffold.

Five questions in the class quiz focused on information literacy, including identifying appropriate sources, search terms, target audience and information purpose. The questions were context based and structured as multiple choice, and it was anticipated that students who had completed the worksheet would be able to correctly answer the questions. The questions were:

- Which of these resources would you search to find a company's Products and Operations report?
- Which of these databases will NOT identify Hausgeraete's key competitors?
- To search for "foreign market entry" on Emerald, what would you use as the search term?
- Who is the target audience of articles found through Emerald?
- Which of these databases would NOT be useful for finding information about specific companies?

Questions then covered content areas such as the organisation's competitors, the cultural and political environment, the market and the economy, strategies and decision making, and possible difficulties and risks. All of these areas should have been explored if the students were thorough with the worksheet. Many of the content questions came from the web site that supports the subject text book.

Application

The class quiz was timed to be slightly more than half way through the subject timetable to enable adequate coverage of market entry theories and contexts.

Thirty minutes were allocated following a lecture on international trade and investment theories. Many of the twenty students in the class completed the quiz in fifteen to twenty minutes. One student had one unanswered question. The class has a fairly equal mix of international and domestic students and genders, another issue of interest in case there was a bias in favour of any group. Further comments regarding the performance of international students are made in the findings.

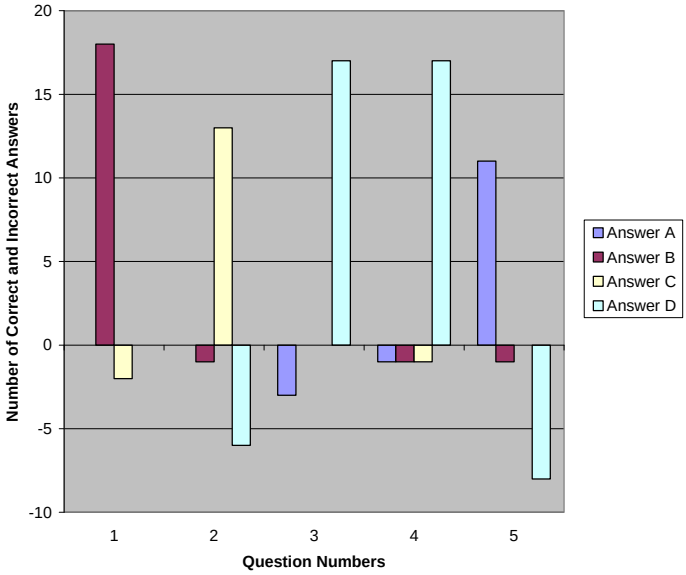
Process Evaluation and Findings

The resources and process were evaluated during design and implementation by both academics and students. This feedback was gathered to provide insight into the value of a structured approach that did not assume that students were competent in accessing and critically evaluating information that they may require in vocational settings. Student surveys, as well as the lecturer's observations and comparisons of this cohort with others, are referred to in explaining the influences on the process of enhancing information literacy skills.

During the design stage, evaluations were made in the form of reviews by subject experts. These comprised the faculty librarian's review of the use of library resources, and the review of worksheet and quiz structure by the Centre for Educational Development and Interactive Resources. The latter review focused on aspects of learning theory, such as catering for learning needs and the likelihood of achieving learning outcomes. CEDIR staff also provided advice on the use of groups in assessment task 2, specifically in relation to the incentive of students being able to earn individual marks. This incentive is important as it facilitates recognition of individual performance, thus avoiding the potential for the inequity inherent in assessing the groups' efforts as a whole (Rossin and Hyland, 2003; Greenan, Humphreys and McIlveen, 1997).

The first feedback was received immediately following the analysis of the quiz results. Figure 1 graphs the students' results for the five information literacy questions (this is an extract from the student evaluation of the class quiz). It is evident from these results that the majority of students answered the five questions correctly. Firstly the answers to each of the multiple choices were counted and placed in a spreadsheet. Counts for correct answers were assigned a positive value and counts for incorrect answers were assigned negative values. This enabled the depiction of results in Figure 1 and identified questions with a high error rate. For the information literacy questions it was evident that there was no one significant distracter attracting most students.

FIGURE 1: Class Quiz Question Evaluation



Individual comments from students provided further insight into the student evaluation of the quiz and worksheet. These comments on the structure and content of the resources assist in discerning the extent to which the scaffolded approach facilitated individual information literacy skills. An international student sent an email to one author indicating a preference for short answer questions rather than multiple choice, for the questions to be even more focused on the subject material, and for more guidance about which articles to read for the foreign market evaluation research as too many were found. This last comment could indicate that the student did not filter the articles found through Taylor & Francis by applying the three separate search terms stated in the worksheet to reduce well over 1000 articles found to a manageable 27. A domestic student expressed concern that the wording of some of the questions' could be confusing to international students. An international student expressed the view that he thought he had performed badly in contrast to his previous high level of achievement. These comments combined could imply that the distracters were not sufficiently differentiated from the correct answer, however no other students raised this as an issue.

To gain further feedback from students about their perceptions of the extent to which they benefited from an integrated and structured worksheet, quiz and report, a Student Online Survey (SOS) was designed for web based completion. Of the twenty students in the subject only ten responded through the SOS instrument. Surprisingly, the confidence to access information was found to be low but confidence to determine its credibility was to a medium level. Based on other literature cited, the authors had expected the reverse. Half of the students reported none or little confidence in being able to avoid plagiarism and most expressed confidence in being able to complete the group report. There were mixed feelings about whether the structured search format was efficient and six of the ten students had never used structured searches, however, all agreed that the searches contributed to their knowledge to some extent. Comparing the value of

the assessment (in this case 25% of final mark) to both the time taken to do the worksheet and the time taken to do the quiz, half of the students saw this balance as about right and the other half as too demanding. Most respondents thought the worksheet questions sufficiently challenging and the quiz questions too difficult. Students indicated that greater clarity what was required in the task explanation, and in how they could achieve marks from the tasks.

Further feedback was obtained in the subject reflections. One student stated that task 1 was fun and that she "had never used those particular databases so it opened up a new world …". She had not understood the form of assessment till given the quiz, and then the structure became apparent. This student commented that she had difficulty knowing where to stop, again an indication that more clarification of the task was required, but she added that she believed in another week her group would be ready to open for business in India. Other reflections reinforced this comment and suggested that students considered that there had been successful learning outcomes.

The lecturer's perceptions of student performance resulting from the use of the worksheet was that students were citing more appropriate sources for such academic work. When comparing this performance to the usual range of material cited by students there was a marked increase in the citation of credible sources. Students were given more guidance than usual through the discussions of the worksheet and its requirements and this resulted in fewer incidences of incorrect citations across this class. From the student discussion after the quiz and from reflections provided with the second assessment task the lecturer perceives that many of the students will, and already do, apply these skills to other assessment tasks in their course.

It was worth noting that some international students completed the worksheet and quiz and achieved higher results than did some of their domestic peers. Reflections from both domestic and international students confirmed that the structure and sequence of the worksheet did assist them.

Results of the quiz, the lecturer's perceptions of student performance in this and other cohorts, and various forms of student feedback support the scaffolded approach developed with assistance from CEDIR and Library staff. Findings are presented above which the authors view as evidence that this structured approached has enhanced the performance of these postgraduate students.

Discussion

These results clearly show potential for this form of structured assessment, however, it is also clear that improvements are needed in the quiz questions and in the information to students which explain the assessment tasks. That most students were able to correctly source relevant information and evaluate the appropriateness of this for their needs is evidenced by the increased number of students correctly answering the quiz questions. Previous assignment tasks had not resulted in the expected number of students demonstrating competence researching appropriate and credible sources, or in citing these correctly.

The results actually achieved by students indicated a discrepancy between student perceptions of poor quiz performance, as predicted by the initial feedback, and actual achievement. Two above average students made negative comments immediately following the quiz which suggest that they had been taken out of their comfort zone with this form of assessment. Their performance was good but they had not perceived this initially, and only after critical reflection on the activity did they come to a more positive view of their achievement. The importance of such critical reflection for enhancing the learning of students is well documented by other researchers and in the literature (Greenan, Humphreys and McIlveen, 1997; Brookfield, 2001; Mezirow, 1990). In concurring with the value of critical reflection it is argued that students need to be challenged beyond their comfort zone in the first instance, this is the problem based engagement that O'Neil advocates (1995).

In setting such challenges it is acknowledged that for many international students there are added language and contextual complexities that these students have to contend with. However, the fact that some international students completed the worksheet and quiz and achieved higher results than did some of their domestic peers confirms that the structure and sequence of the worksheet was of assistance. This is confirmed in the domestic and international student reflections outlined in the findings. This level of scaffolded support is also significant in assisting international students to avoid the inadvertent plagiarism that occurs as a consequence of differences in cultural expectations and practices in citation (Sutherland-Smith 2005). It was evident from the feedback that clarifying academic expectations both guided and enthused students to the extent that many had difficulty in setting their own boundaries on where to stop their learning. This would appear to be the ideal for the lecturer but does indicate the need to stipulate outside parameters for the task.

That learning is fraught with uncertainty was evident in the student response, in the online survey, that their confidence to find information was low. This has to be considered against the literacy information experiences of the majority of the students; more than half the students had not previously used a structured search of library databases. It can only be assumed that these students are more confident with the Google searches that they use for other purposes. Again, taking students out of their comfort zone was a learning experience (Kuhlthau 1996) but one that enhanced their information literacy skills – a learning experience that is reflective of the deeper approach described by Gibbs (1995). Students need time to internalise new learning approaches, as indicated by them still reporting low confidence in avoiding plagiarism. This suggests that aside from scaffolded approaches, lecturers still have some way to go with clarifying writing protocols and actively teaching the elements inherent in information literacy.

Any level of student uncertainty with the requirements of the tasks, while not unexpected for such a new format of assessment, makes clear that more discussion about the process is desirable. The importance of clarity in project design so that students know what is expected of them is reinforced by other researchers (Baskin, Barker and Woods, 2005; Baldwin and Keating, 1998). From

the perspective of action learning, however, there are also lessons to be learnt about cultivating independent attitudes to learning. The required balance is providing guidance to students while encouraging independent self-development, including student ability to ask critical questions to resolve issues that arise. Competence in this area is vital once students move beyond their studies into vocational settings.

In this study the students indicated that the workload from this learning strategy was appropriate, and it is always expected that about half of the students in MBA subjects would experience a significant challenge. Coping with that challenge and being able to identify and set realistic parameters for a specific task, particularly in the absence of stated limitations, could be regarded as demonstrating an ability to manage information.

Conclusion

This paper has presented a case study of the development of a learning strategy which includes a worksheet to guide students to appropriate resources. This approach was trialled with a class of twenty MBA students. Though this is a very limited study, the authors are confident that this scaffolded approach has the potential to enhance the information literacy abilities of students. This would contribute to ensuring that students research more appropriate and credible sources, evaluate the content and context, and be able to reference accurately. The risk is that such a direction may reduce the degree to which students explore alternative resources but, in the first instance, it is important to facilitate students' competency in focused searches. This guidance for the search process is appreciated by students, as highlighted by comments reported in Johnston and Webber (2003:347) "… information overload leads to inefficiency" and supported by the SOS responses. It also evidences that the method can enhance learning of complex topics, where enormous amounts of information need to be considered to make practical decisions, drawing on theories to do so.

The results of this study provide a starting point for considering the extent to which the skills taught can be demonstrated as being retained. The authors will be seeking opportunities to monitor the students' use of information literacy strategies by comparing student assessment results in other academic situations. Continued development of the scaffolded approach is underway with a further trial of this learning strategy planned for 2006, in another MBA subject. This trial plans to also link the task to the final exam. Student feedback from the 2005 and 2006 trials will be compared and considered in conjunction with the lecturer evaluation of the retention and transfer of student information literacy skills.

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TBS 920 International Business Strategy
Assessment Task 1
Foreign Market Analysis Worksheet

Aim:

The aim of this worksheet is to guide you through some resources which may help you better analyse a foreign market. The internet is a source of much information, but of questionable reliability. A more reliable source of information is articles published in refereed journals. (See the UOW library's information for assistance through the link http://www.library.uow.edu.au/helptraining/tutorials/fja/index.html)

The worksheet has three activities: evaluating the operational context, determining objectives for the foreign market expansion, and the foreign market analysis. Work through each activity thoroughly as you will be tested on your understanding of the process and activities in a class quiz..

Operational Context:

Using the links from the UOW library homepage go to the **Factiva** database. Search for Hausgeraete, the company given in your subject outline for assessment task 1.

1. What are 3 things you have found which will help you understand the operational context?
   a. _____ b. _____ c. _____
2. Name 3 of Hausgeraete's key competitors in the Household Appliance industry.
   a. _____ b. _____ c. _____

Now go back to the UOW library databases, select **Mergent Online** and again search for Hausgeraete.

3. What are 3 things you have found which will help you understand the operational context?
   a. _____ b. _____ c. _____

Using either **Factiva** or **Mergent Online**:

4. When was Hausgeraete established in Germany? _____
5. Name 3 countries in which Hausgeraete has operations.
   a. _____ b. _____ c. _____
6. Name the country in which Hausgeraete has set up manufacturing. _____
7. Name 3 countries in which Hausgeraete does not yet operate, that may be viable foreign markets.
   a. _____ b. _____ c. _____

Using information from the database **Business Monitor Online** (accessed through UOW library) and http://www.cia.gov/cia/publications/factbook/docs/profileguide.html evaluate factors about the 3 countries chosen and determine the one country that appears to be most suitable. _____

Objective for Expansion:

Emerald and **Taylor & Francis** are two of the databases available through the UOW library which are suitable for locating journal articles that may complement the set text (Daniels, 2004), and other recommended readings. Search for "**foreign market entry**".

8. Name 3 journal articles found through **Emerald** which will assist you in understanding the concepts of foreign expansion, business objectives, choice of foreign market, conditions of operating in foreign markets, and factors which indicate a foreign market could support Hausgeraete in meeting its strategic objectives.
   a. Author: _____
      Article Title: _____
      Journal Title: _____
      Vol. Number: _____
      Issue Number: _____

Page Numbers: _____
Summary: _____
_____

b. Author: _____
Article Title: _____
Journal Title: _____
Vol. Number: _____
Issue Number: _____
Page Numbers: _____
Summary: _____
_____

c. Author: _____
Article Title: _____
Journal Title: _____
Vol. Number: _____
Issue Number: _____
Page Numbers: _____
Summary: _____
_____

9. Name 3 journal articles found through **Taylor & Francis** which will assist you in understanding the concepts of foreign expansion, business objectives, choice of foreign market, conditions of operating in foreign markets, and factors which indicate a foreign market could support Hausgeraete in meeting its strategic objectives. You will need to filter your search results as you get over 1000 articles. Search within the findings for "**entry**", then again for "**market**", then "**analysis**".

d. Author: _____
Article Title: _____
Journal Title: _____
Vol. Number: _____
Issue Number: _____
Page Numbers: _____
Summary: _____
_____

e. Author: _____
Article Title: _____
Journal Title: _____
Vol. Number: _____
Issue Number: _____
Page Numbers: _____
Summary: _____
_____

f. Author: _____
Article Title: _____
Journal Title: _____
Vol. Number: _____
Issue Number: _____
Page Numbers: _____
Summary: _____
_____

10. List the 3 key objectives for foreign market expansion that are supported by your articles listed above.

a. _____
b. _____
c. _____

Foreign Market Analysis:

Apply the concepts discussed in the 6 articles listed at Questions 8 & 9, as well as recommended readings, in your evaluation of the foreign market.

11. State the foreign market you are considering entering, and describe 3 key concerns of operating Hausgeraete's business in that market.
    Foreign Market: _____
    a. _____
    b. _____
    c. _____
12. Name 3 aspects of culture that may hinder Hausgeraete entering this foreign market.
    a. _____
    b. _____
    c. _____
13. Name 3 legal and/or political factors that may hinder Hausgeraete entering this foreign market.
    a. _____
    b. _____
    c. _____
14. Provide 3 reasons that assure you that this foreign market will support Hausgeraete's business in meeting its strategic objectives.
    a. _____
    b. _____
    c. _____
15. Before beginning the development of your Foreign Market Entry Strategy which you will present to the Board of Hausgeraete, what are the final 3 things, in your role as International Business Development Manager, that you will do?
    a. _____
    b. _____
    c. _____

Outcome:

You should have now achieved two outcomes, assuming you have been rigorous in your searches and cognition. Firstly, you should now be able to answer all questions in the in-class quiz and, secondly, you should have done some of the research needed to commence development of your Foreign Market Entry Strategy.

Retain this worksheet for both purposes.