**Assignment Type:** Individual Project   **Deliverable Length:** 5-6 pages

Select a U.S. multinational company. In terms of currency denomination, discuss how the firm prices its revenues and costs. For MNE's with multiple foreign operations, consider any two of those operations and the contribution they are making to the parent firm's profits. What means do they use to hedge against exchange rate risk? Using this information, what do you think would be the effect of increases/decreases in the dollar’s exchange value on the firm’s profitability? Be sure to show all applicable work.

Present your findings as a 5-6 page Word document formatted in APA style.

**Please submit your assignment.**

Submitting your assignment in APA format means, at a minimum, you will need the following:

1. TITLE PAGE. Remember the Running head: AND TITLE IN ALL CAPITALS
2. ABSTRACT. A summary of your paper…not an introduction. Begin writing in third person voice.
3. BODY. The body of your paper begins on the page following the title page and abstract page and must be double-spaced (be careful not to triple- or quadruple-space between paragraphs). The type face should be 12-pt. Times Roman or 12-pt. Courier in regular black type. Do not use color, bold type, or italics except as required for APA level headings and references. The deliverable length of the body of your paper for this assignment is 3-4 pages. In-body academic citations to support your decisions and analysis are required. A variety of academic sources is encouraged.
4. REFERENCE PAGE. References that align with your in-body academic sources are listed on the final page of your paper. The references must be in APA format using appropriate spacing, hang indention, italics, and upper and lower case usage as appropriate for the type of resource used. Remember, the Reference Page is not a bibliography but a further listing of the abbreviated in-body citations used in the paper. Every referenced item must have a corresponding in-body citation.

*This assignment will be assessed using the rubric provided here.*

**Graduate Program Rubric—MASTER OF BUSINESS ADMINISTRATION**

**Expectations:** Student work at the graduate level is expected to focus on mastery of advanced discipline-specific frameworks, professional practices, and tools.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **Exemplary (A))** | **Accomplished (B)** | **Proficient (C)** | **Partially Proficient (D)** | **Unacceptable (F)** |
| **BUSINESS PROGRAM CONTENT** | Demonstrates | Demonstrates sound or | Demonstrates adequate | Demonstrates | Demonstrates |
| **PROFESSIONAL MASTERY AND** | outstanding or | accomplished mastery | or proficient mastery of | inadequate or partially | unacceptable mastery |
| **KNOWLEDGE** | exemplary mastery of | of content, appropriate | content, appropriate to | proficient mastery of | of content, |
| **ACQUISITION/MANAGEMENT** | content, appropriate | to the assignment and | the assignment and the | content, appropriate | appropriate to the |
|  | to the assignment and | the relevant terminal | relevant terminal | to the assignment and | assignment and the |
| Functional areas include, where | the relevant terminal | course objectives and | course objectives and | the relevant terminal | relevant terminal |
| applicable: | course objectives and | program learning | program learning | course objectives and | course objectives and |
| Leadership, management, innovation, and teambuilding Operations and Marketing | program learning outcomes. | outcomes.  Most requirements of | outcomes.  Many requirements of | program learning outcomes. | program learning outcomes. |
| Finance | All requirements of | the assignment are | the assignment are | Some requirements of | Few or no |
| Economics | the assignment are | included in the | included in the | the assignment are | requirements of the |
| Qualitative and quantitative tools | included in the | response. | response. | included in the | assignment are |
| Technology and Internet Ethical and legal issues | response. |  |  | response. | included in the response. |
| International issues |  |  |  |  |  |
| **EFFECTIVE COMMUNICATION** | Demonstrates | Demonstrates sound or | Demonstrates adequate | Demonstrates | Demonstrates |
| **Approach and Purpose,** | outstanding or | accomplished application | or proficient application | inadequate or partially | unacceptable application |
| **Organization, Style, Grammar,** | exemplary application of | of written, visual, or oral | of written, visual, or oral | proficient application of | of written, visual, or oral |
| **Mechanics, Format, Presentation and Delivery (where applicable)** | written, visual, or oral skills. | skills.  Demonstrates sound or | skills.  Demonstrates adequate | written, visual, or oral skills. | skills. Demonstrates |
|  | Demonstrates | accomplished expression | expression of topic, main | Demonstrates | unacceptable, unclear |
|  | outstanding expression | of topic, main idea, and | idea, and purpose. | inadequate or partial | expression of topic, main |
|  | of topic, main idea, and purpose. | purpose.  Audience is usually | Audience is generally addressed appropriately. | expression of topic, main idea, and purpose. | idea, and purpose. Audience is not |
|  | Audience is addressed appropriately. | addressed appropriately. Language does not | Language is adequate, generally communicating | Audience is often not addressed appropriately. | addressed appropriately. Language does not |
|  | Language clearly and | interfere with the | ideas and content | Language often impedes | clearly and effectively |
|  | effectively | communication of ideas | relevant to the | the communication of | communicate ideas and |
|  | communicates ideas and | and content relevant to | assignment. | ideas and content | content relevant to the |
|  | content relevant to the assignment. | the assignment. Errors in grammar, | Errors in grammar, spelling, and sentence | relevant to the assignment. | assignment.  Errors in grammar, |
|  | Errors in grammar, spelling, and sentence | spelling, and sentence structure are present, but | structure are present and sometimes distract from | Errors in grammar, spelling, and sentence | spelling, and sentence structure are pervasive |
|  | structure are minimal. | do not distract. | meaning or presentation. | structure are frequent | and consistently |
|  | Organization is clear. | Organization is apparent | Organization is adequate, | and often distract from | distracting. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **Exemplary (A))** | **Accomplished (B)** | **Proficient (C)** | **Partially Proficient (D)** | **Unacceptable (F)** |
|  | Format is consistently appropriate to assignment.  Presentation and  delivery are confident and persuasive (where applicable). | and mostly clear.  Format is appropriate to assignment, but not entirely consistent.  Presentation and delivery are mostly confident and persuasive (where applicable). | though confusing or unclear at times.  Format is adequate, but inconsistent.  Presentation and delivery are adequate, with  evident lack of  confidence and  persuasive power (where applicable). | meaning or presentation.  Organization is inadequate, confusing, and distracting.  Format is inadequate and obscures meaning.  Presentation and  delivery are inadequate, lacking confidence and persuasive power  (where applicable). | Format is absent or consistently appropriate to assignment.  Organization is not apparent and completely inadequate.  Presentation and  delivery are  unacceptable, with little or no confidence and persuasive power  (where applicable). |
| **CRITICAL ANALYSIS** | Demonstrates outstanding or exemplary ability to evaluate, integrate, and critique a wide range of opinions, beliefs, abstract ideas, and data to inform judgment, identify and solve problems and, where appropriate, propose new hypotheses. | Demonstrates sound or accomplished ability to evaluate, integrate, and critique a variety of  opinions, beliefs,  abstract ideas, and data to inform judgment, identify and solve problems, and, where appropriate, propose new hypotheses. | Demonstrates adequate or proficient ability to evaluate, integrate, and critique some opinions, beliefs, abstract ideas, and data to inform judgment, identify and solve problems, and, where appropriate, propose new  hypotheses. Shows some weaknesses in evaluation and problem-solving. | Demonstrates  inadequate or partially proficient ability to evaluate, integrate, and critique some opinions, beliefs, abstract ideas, and data to inform  judgment, identify and solve problems, and, where appropriate, propose new hypotheses. Shows many weaknesses in evaluation and problem-solving. | Demonstrates unacceptable ability to evaluate, integrate, and critique opinions, beliefs, abstract ideas, and data to inform judgment, identify and solve problems, and, where appropriate, propose new  hypotheses. Shows pervasive weaknesses in evaluation and problem-solving. |
| **Evaluative, Integrative, Creative Thinking** |
| **RESEARCH AND INFORMATION** | Demonstrates outstanding selection and use of high  quality, credible, and relevant sources to develop ideas that are appropriate to the assignment.  Sources are consistently cited | Demonstrates sound selection and use of credible, relevant sources to support ideas that are  appropriate to the assignment.  Sources are generally cited according to  required | Demonstrates adequate selection and use of credible and/or  relevant sources to support ideas that are appropriate to the assignment.  Sources are cited according to required documentation (e.g., | Demonstrates  inadequate selection and use of sources to support ideas in the assignment.  Sources are inconsistently cited according to required documentation (e.g., APA), with frequent | Demonstrates unacceptable selection and use of sources to support ideas in the assignment.  Sources are not cited according to required documentation (e.g., APA). |
| **LITERACY** |
| **Sources and Support for Assignment** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **Exemplary (A))** | **Accomplished (B)** | **Proficient (C)** | **Partially Proficient (D)** | **Unacceptable (F)** |
|  | according to required documentation (e.g., APA), with almost no errors. | documentation (e.g., APA), with few errors. | APA), with some errors. | errors. |  |