BEX2622 Issues in Global Business

In BEX2622 Issues in Global Business, students will be completing a sequential assessment programme. First identifying and justifying a sustainable business vision, before, second, making strategic recommendations for business executives to better align with the vision for a specific sustainability issue. Importantly, the chosen sustainability issue will require a comparison between two countries using available reflective longitudinal data.

Assessment Meta-Task
- Recommend strategic decisions to global business executives that will enhance its sustainable vision alignment

Assessment Items
1. Present a sustainable business vision with justified foundational principles, and decision-making checklist
2. Reflect upon key learning events to reinforce opportunities for enhanced sustainable global business decisions
3. Make recommendations for strategic decisions that will enhance its sustainable vision alignment

Assignment 1:

Sustainability vision, principles and decision-making checklist.

Suggested word limit: 1,800 words

Marks available: 30%

Presentation requirements: A2 Portrait Poster Format

Due Date: 9am Monday 14th of January

Instructions to students:

From a range of appropriate sources, derive and present your team's vision for **sustainable** global business (note the emphasis). For your vision, it is crucial to explicitly identify and concisely justify the vision-informing sustainability principles. These principles will be the basis of the decision-making guide. The guide will indicate key considerations in the decision-making process and the decisions being concluded.

Keep the marking rubric front-of-mind when preparing and obtaining reviews on your assignment. **A key element of the task is to obtain peer feedback** (from students in BEX2622), on components of assignment using the marking rubric (does not need to be all facets). Obtain feedback at least three times. Keep up-to-date with the assignment, and obtain feedback regularly. Attach the peer feedback form to the end of the assignment (over page).

Please review the marking rubric, noting that marks are allocated to across the research process, including appropriate referencing and presentation

THIS IS A TEAM ASSESSMENT ITEM. The grade will be determined by the submitted assignment's evidence in relation to the marking rubric.

EXCLUDING TEAM MEMBERS: Generally, there are two reasons for excluding someone from the team, first, non-contact, and second, non-contribution. To exclude someone from the team for non-contact, I need three things:
1) Evidenced attempt to contact and include the team member
2) After reasonable time to respond to the first attempt, a second attempt to contact and supportively include the team member.
3) After another reasonable time to respond to the second attempt, a third attempt to contact and supportively include the team member, and continued non-response.

Evidence, in this context, would be a posting in the team's discussion list. A reasonable time, in this context, would be two days.

If, after team members have made successful contact, then a team member could still be excluded for not making agreed contributions. Not making agreed contributions, could be, for example, a breach of your team's rules (such as not attending classes), could be not completing tasks in the agreed timeframe, and could be not attending team meetings. In each of these cases, I would need to see:
1) Documented agreed contributions, and that the team members actually agreed to it
2) A documented non-contribution

3) A documented and supportive attempt to address the non-contribution, and
4) A documented and continued non-contribution

For each of these, the documentation would be the team meeting minutes, posted in the team's MUSO discussion list after each meeting.

In both of these cases – non-contact and non-contribution – there is an initial emphasis on the team making all necessary attempts to solve the issue by first providing teammates with support, and to address the issue in the team. If, after multiple attempts to support teammates, without effect, then please contact me as soon as possible. My first effort will be to enhance the cohesiveness of the team. If this does not appear possible, then I will exclude the team member from the team, and they will receive a zero (0) for this assignment. If they stay in the team, they will receive the same grade as everyone else in the team.

Overall, the emphasis is on team support of teammates, documenting and making explicit expectations, and then following through on expectations.

Submitting assignment: Submit the Sustainability vision, principles and decision-making checklist through the MUSO assignment link. Before submitting work please complete the following checklist (NOTE there are mark deductions for not complying with the checklist requirements = 10% per each criterion):
- ☐ There are no spelling mistakes in my report (also check word choice)
- ☐ There are no grammatical mistakes in my report
- ☐ All referencing in my report is complete and appropriate
- ☐ Using the assignment's marking rubric, I have self-assessed the assignment
- ☐ I have read and completed the report Coversheet, and submitted it

Finally, make sure the correct report is being submitted (i.e. not a draft copy), and that the report has been submitted.

The report must be submitted through MUSO (electronically) by 9am Monday 14th of January.

Estimated return date: Friday 18th of January

Assignments will be provided back with a grade, completed rubric and comments. Marks will not be provided.

BEX2622 Peer Feedback Form

Reviewer 1	
Section(s) reviewed	
Overview of feedback	

Rubric used	YES	NO		Facet(s)
Signature:		Date:		

Reviewer 2	
Section(s) reviewed	
Overview of feedback	

Rubric used	YES	NO		Facet(s)
Signature:		Date:		

Reviewer 3	
Section(s) reviewed	
Overview of feedback	

Rubric used	YES	NO		Facet(s)
Signature:		Date:		

Explicitly consider your graduate attributes and your demonstration of them:

University graduate attributes	The Bachelor of Business and Commerce graduate will:	Fails to meet requirements	Meets requirements	Exceeds requirements	Marking rubric reference
Our graduates will: 1. be critical and creative scholars who: • produce innovative solutions to problems • apply research skills to business challenges • communicate effectively and perceptively	1.1 Produce innovative solutions to problems	Demonstrates limited or no attempt to identify or solve problems where appropriate.	Demonstrates a sound ability to identify and solve problems where appropriate.	Demonstrates excellence in identifying and solving problems where appropriate.	A, E, F
	1.2 Apply research skills to business challenges	Demonstrates limited or no ability to analyse issue/s using appropriate theory and evidence.	Demonstrates sound ability to analyse the issue/s, with appropriate theory and evidence.	Demonstrates excellence in analysing the issue/s with appropriate theory and evidence.	B, C, E
	1.3 Communicate effectively and perceptively	Presents a poor, written response that fails to provide a clear, coherent argument or follows academic conventions.	Presents a sound, written response that provides a clear, coherent argument and follows academic conventions.	Presents an excellent, written response that provides a clear, coherent argument and follows academic conventions.	E, F
2. be responsible and effective global citizens who: • engage in an internationalised world • exhibit cross cultural • competence • demonstrate ethical values	2.1 Engage in an internationalised world	Does not recognise the relevant, international context under consideration.	Makes sound reference to the relevant, international context under consideration.	Makes comprehensive reference to the relevant, international context under consideration.	A, B, C, E, F
	2.2 Exhibit cross cultural competence	Does not recognise cross-national factors in relation to the issue/s under consideration.	Makes sound reference to the relevant, cross-national factors in relation to the issue/s under consideration.	Makes comprehensive reference to the relevant, cross-national factors in relation to the issue/s under consideration.	A, B, C, E, F
	2.3 Demonstrate ethical values	Does not recognise the relevant, ethical dimensions of the issue/s under consideration.	Makes sound reference to the relevant, ethical dimensions of the issue/s under consideration.	Makes comprehensive reference to the relevant, ethical dimensions of the issue/s under consideration.	A, B, C, E, F
3. have a comprehensive understanding of their discipline and be able to provide discipline based solutions relevant to the business, professional and public policy communities we serve	3.1 Demonstrate a depth of understanding of the discipline that facilitates problem solving	Demonstrates limited ability to generate, understand or apply theory that underpins this discipline.	Demonstrates sound ability to generate, understand or apply theory that underpins this discipline.	Demonstrates excellent ability to generate, understand and apply theory that underpins this discipline.	E, F
	3.2 Have the capacity to integrate and synthesise knowledge from across disciplines to create innovative applications in organisational settings.	Demonstrates limited capacity to integrate and synthesise knowledge from across disciplines to create innovative applications in organisational settings.	Demonstrates good capacity to integrate and synthesise knowledge from across disciplines to create innovative applications in organisational settings.	Demonstrates excellent capacity to integrate and synthesise knowledge from across disciplines to create innovative applications in organisational settings.	E, F

BEX2622 Assignment 1 Marking Rubric

Team Name: _____ Student IDs: _____

Marker: _____

	Levels of Student Achievement			
Facet of Inquiry ↓	**Level 0** *Students research at an unacceptable level*	**Level 1** *Students research at the level of a **closed inquiry** and require a **high degree of structure/guidance***	**Level 2** *Students research at the level of a **closed inquiry** and require **some structure/ guidance***	**Level 3** *Students research **independently** at the level of a **closed inquiry***
*A. Students **embark on inquiry** and so **determine a need** for knowledge/ understanding.*	Need for sustainable business not identified	Need for sustainable business identified	Need for sustainable business identified and justified	Need for sustainable business identified and justified with range of appropriate sources
*B. Students **find/generate** needed information/data using appropriate methodology.*	Inappropriate sources were collected	Mix of inappropriate and appropriate sources were collected	Appropriate sources were collected	A range of appropriate sources were collected
*C. Students **critically evaluate** information/ data and the process to find/generate this information/data.*	No evaluation of relevance and credibility of sources used	Occasional evaluation of relevance and credibility of sources used	Most sources' relevance and credibility evaluated	Full evaluation the relevance and credibility of sources used
*D. Students **organise** information collected/generated.*	Lack of structure	Used structure, though contents associated with wrong section • Or vice versa	Mostly well structured, and contents mostly associated with correct section	Well structured, and contents associated with correct section
	Lack of coherence within and between sections	Coherence between but not within sections • Or vice versa	Mostly coherent between and within sections	Coherence between and within sections
*E. Students **synthesise** and **analyse** and **apply** new knowledge.*	Student only voice (literature not cited), or Literature only voice	Literature rarely cited, or Student voice lost in the literature	Student voice restricted by or replicating the literature	Student voice with support from a range of sources
	Principle-disconnected sustainable business vision	Verbose or some principle-inclusive sustainable business vision	Mostly principle-inclusive sustainable business vision	Concise, and principle-inclusive and emphasised sustainable business vision
	Identified one or less sustainability principle	Identified sustainability principles, though not the similar and contrasting ideas	Identified similar and contrasting sustainability principle ideas	Analysed similar and contrasting sustainability principle ideas
	Non-principle-reflective sustainable business decision-making checklist	Partial principle-reflective sustainable business decision-making checklist	Mostly principle-reflective sustainable business decision-making checklist	Comprehensive and principle-reflective sustainable business decision-making checklist
	Does not conclude findings • For example, conclusion either re-introduces structure or content	Concludes the main point from each and every section, and the overall and main concluding points, yet: • Not concise, and • Misses sections or concluding points	Concludes the main point from each and every section, and the overall and main concluding points, yet: • Not concise, or • Misses sections or concluding points	Concisely concludes the main point from each and every section, and the overall and main concluding points
*F. Students **communicate** knowledge and the processes used to generate it, with an awareness of ethical, social and cultural issues.*	No titles	Titles did not reflect contents	Titles reflected contents, but are verbose or lacking clarity	Titles clearly and succinctly reflected contents
	Use of lay language and or inappropriate genre for audience	Sometimes use of language of discipline and appropriate genre for audience	Mostly use of language of discipline and appropriate genre for audience	Use of language of discipline and appropriate genre for audience
	Presentation format and style not appropriate for audience	Presentation format and style sometimes appropriate for audience	Presentation format and style mostly appropriate for audience	Presentation format and style appropriate for audience
	Acknowledgement of most sources, in text and in reference list	Acknowledgement of all sources, in text and in reference list	Full and mostly correct acknowledgement of all sources, in text and in reference list	Full and correct acknowledgement of all sources, in text and in reference list

Thematic Referencing: To be the Best

To get better marks you should attempt to use *thematic referencing*. Thematic referencing requires timely preparation and targeted note taking. For efficient thematic referencing, start with analysing your assessment item – use the assignment instructions AND the marking rubric to analyse the assignment. What will the sections be, and what do you need to discuss in each section. Check your understanding with your tutor, lecturer or Learning Skills Adviser. Note the sections and discussion needs in a table, down the left side (in order). For example, in an essay for small business manager training needs:

Sections	Smith (2010)	Wang (1985)	Jones & Keel (1989)	Janns (2001)	Zhang & Wei (2007)	Peebles (2001)	Foctor (1998)	Jones & Wang (2008)
Introduction Small business training needs	Small business managers need training (134-136)	Training needs vary in small businesses (204)	Small business managers don't have enough training (2)	Most important small business training need is HRM (5)	Small businesses around the world have similar training needs (45)	Small business managers don't have time for off-site training (276-277)	Small business managers need training (89)	Small business managers need HRM training (23-25)
Definitions Small business Manager training								
Two theories								
Case example								
Findings for future cases								
Conclusion								

Now, start your reading. Start with the textbook and directed readings. Keeping the sections and discussion points in mind, when you come across something that is relevant, in your own words, note the theme of what the author wrote. Write this theme in the table, and note the page number you got the information from. It may be that the identified theme actually comes from two pages of the chapter, then note the range of pages. As you get more experienced, your themes will come from larger ranges of pages. The pages numbers help if you need further clarification of the noted theme – you know where to go back and look.

As the notes are already in your own words, you have a greater chance of avoiding plagiarism (as long as you still acknowledge the sources). Now the idea for thematic referencing is to identify the themes across the rows, and present these, again in your own words. When a theme emerges, make sure you also note the sources where the theme emerged. For example:

Small business managers need training (Jones & Keel, 1989; Foctor, 1998; Smith, 2010), though it is noted that they do not have time to undertake off-the-job opportunities (Peebles, 2001). Nonetheless, whilst some note that small business training needs vary (Wang, 1985); a theme of common training needs is emerging (Zhang & Wei, 2007). The most important training need for small business managers has been identified as human resource management (Janns, 2001; Jones & Wang, 2008). In this context, this essay will discuss the human resource training opportunities for small business managers. ...

As you complete your readings, hopefully some sources will be useful for a number of sections, and will have multiple notes down each column. You should also see that the left column will present words to enter into your search databases. Finally, the table, during preparation will also indicate where you need further resources to support your work – where there are a large number of gaps in a row, this indicates that you may need further sources.

Once your assignment is completed (final draft), it is a great to get someone else to proof read your assignment. Importantly, from the proof reading make the needed changes.

Signposting: To be the Best

An effective assignment is one that presents the 'story' clearly and concisely. To assist with clarity, and particularly for the reader, it is important to follow the three-part rule:

1) Tell them what you are going to tell them
2) Tell them, and
3) Tell them what you told them

We should see that these three parts match the introduction, body and conclusion of an essay, though is also evident in other assignment types. Importantly, with the three-part rule it is necessary to tell the reader where they are along the story path. The introduction creates a **map** for the story's journey, the body is the **journey**, and the conclusion is the photos or **recollections** from the journey.

So, what is signposting? Signposting is providing clear markers for the reader to indicate where they are along the story journey, in direct relation to the introductory map. Just as on a road trip we often know where we are due to the signposts we see along the way, and where we are going (especially important for those indicating a change of direction).

How do I signpost? Signposting is largely completed using consistent keywords. When introducing the assignment, we will use keywords to indicate the coming story journey. For example in the third part of the introduction (after introducing the conceptual context and the assignment's objective), the structure of the assignment is introduced:
To achieve the objective this report will be presented in five sections. First definitions and understanding of small business manager training will be synthesised. Second, two theories of management training will be compared. Third, a case example of a local small business manager's attempt for training is presented. Fourth, findings for future cases of manager training are derived. Finally, the main points from the report are presented in the conclusion.

The next section will then use the keywords in the very first sentence, for example:
*This section will **synthesise definitions and understanding of small business manager training***.
At the end of the section, again these keywords will be used, whilst presenting outcomes of the discussion, for example:
*The **understanding of small business manager training can be synthesised** into discipline categories, including HRM, accounting and marketing, and into location, including on-the-job and off-site training.*

The use of these consistent keywords has marked the beginning and end of this part of the journey for the reader.

The next section will then start using keywords from the introduction, for example:
*Mintzberg's (1985) and Porter's (1998) **theories of management training will be compared** in this section.*
And end with the keywords, for example:
*The **two theories of management training** are very similar, except for Mintzberg's (1985) emergent skill development needs, compared with Porter's (1998) explicit skill development needs.*

Within sections, if they have titles or not, then the keywords of that section (not necessarily all the section's keywords), will be used at the beginning and end of each paragraph. Not only does this signal we are still at that part of the story, though it also makes that paragraph relevant to the story.

By completing this mapping and signposting process you will not only enhance the clarity for readers, though should also see your understanding of the concepts being discussed increase. Additionally, the last sentence of each of these sections is a very useful starting point in the preparation of an Executive Summary (or an abstract). These final sentences include the keywords and the section's main outcomes. Thus, copy these to the executive summary, and remember to revise them so that they flow with the summary sentences from the other sections.

Once your assignment is completed (final draft), it is a great to get someone else to proof read your assignment. Importantly, from the proof reading make the needed changes.