

## FACULTY OF LAW AND BUSINESS

**Peter Faber Business School**

**Sydney Study Tour**

**Professional Term 1 2020 January 6-17 Intensive Mode**

**BUSN306**

**International Business Field Experience Sydney**

**UNIT OUTLINE**

**CREDIT POINTS**: 10 Credit Points

**PREREQUISITES**: No Prerequisites

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## NATIONAL LECTURER IN CHARGE

## LECTURER IN Sydney

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## UNIT RATIONALE, DESCRIPTION and AIM:

This unit exposes students to the political, economic, regulatory, business, social and cultural environments both inside and outside Australia. The capstone of the unit is a study tour of a particular location (either domestic or international) held during a semester break. Depending on local factors, students will visit key regulatory and public sector institutions, private enterprises, not for profit organisations and academic organisations, which will enable the examination of current business issues or business in action in the field. The schedule of travel, meetings, briefings, presentations and site visits, will be arranged in advance by the Lecturer in Charge.

The tour will be preceded by a number of on-campus/online lectures and presentations, which will give students a strong understanding about the context of the study and the location they are to visit, thereby strengthening the effectiveness of the study tour.

The aim of this unit is to expose students to the diversity of international business practices that exist amongst Australia’s existing and potential trading partners. The unit should help students gain an appreciation of the cultural diversity and business behaviour in these countries and develop an understanding of the implications for international business relationships. In addition, students will have the opportunity to relate theory to practice through the field experience program embedded in this unit.

## MODE/ATTENDANCE PATTERN:

## Intensive 6. – 17. January 2020 Study Tour to Sydney

A combination of structured class-based activities such as workshops, seminars, clinics, guest speakers and outbound field excursions to organisation(s). The students are expected to participate and attend all the study tour field activities

## DURATION: Two Week Intensive 6 – 17 January 2020 Study Tour in Sydney Australia

You should anticipate undertaking 150 hours of study for this unit, including research to complete assessment tasks and all field excursions.

## LEARNING OUTCOMES

On successful completion of this unit, students should be able to:

LO1 demonstrate reflection upon their diverse experiences to synthesise knowledge into new insights (GA4)

LO2 compare and contrast important principles and aspects of their majors to a ‘real’ business environment (GA4, GA5)

LO3 examine and apply the concepts of innovation, entrepreneurship, sustainability, ethical responsibility and globalisation to a ‘real’ business environment (GA4, GA5, GA8)

LO4 analyse the cultural diversity, business behaviour and social perspectives of business in this region and derive implications for international business operations (GA4, GA5, GA6)

LO5 demonstrate an ability to apply effective teamwork, communication, research and inquiry skills. (GA6, GA7)

**GRADUATE ATTRIBUTES**

Each unit in your course contributes in some way to the development of the [ACU Graduate Attributes](http://www.acu.edu.au/204356) which you should demonstrate by the time you complete your course. All Australian universities have their expected Graduate Attributes – ACU’s Graduate Attributes have a greater emphasis on ethical behaviour and community responsibility than those of many other universities. All of your units will enable you to develop some attributes.

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| On successful completion of this unit, students should have developed their ability to:  GA4 think critically and reflectively  GA5 demonstrate values, knowledge, skills and attitudes appropriate to the discipline and/or profession  GA6 solve problems in a variety of settings taking local and international perspectives into account  GA7 work both autonomously and collaboratively  GA8 locate, organise, analyse, synthesise and evaluate information |  |
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## CONTENT

Topics will include:

1. Assessing the Global Environment
2. Understanding the Role of Culture
3. Organisational and Business Culture
4. Social Responsibility and Ethics in Cross Cultural Context
5. Communicating Across Culture
6. This subject incorporates cross-cultural management case studies. It introduces major issues encountered in cross-cultural interactions, reviews the relevant literature, and applies the acquired knowledge to specific business situations. It also helps gain a real, practical and usable understanding of the economic, social and business context of Asian economies.
7. The aims of the subject are to develop your understanding of cross-cultural diversity; to acquire high cross-cultural competence; to develop problem-solving skills and ability to successfully manage conflict situations; to learn how to work effectively with a diverse range of people in an environment, which continues to present new challenges

## QUALITY ASSURANCE AND STUDENT FEEDBACK

This unit has been evaluated through the ‘Student Evaluation of Learning and Teaching’ (SELT) online surveys.

Feedback for this unit has been very positive, students like the authentic assessment, links to real organizations and the opportunity to undertake an international study tour. This study combines these aspects.

SELT surveys are usually conducted at the end of the teaching period. Your practical and constructive feedback is valuable to improve the quality of the unit. Please ensure you complete the SELT survey for the unit. You can also provide feedback at other times to the unit lecturers, course coordinators and/or through student representatives.

**LEARNING AND TEACHING STRATEGY AND RATIONALE**

This unit takes an active learning approach to guide students in the analysis and synthesis of knowledge associated with applied international business and management. Students are able to explore the knowledge base underpinning the diversty of international business practices by undertaking an international tour inclusive of engagement with business and industries overseas or by engaging with domestic companies who engage in significant international business activities. These visits are supplemented with workshops that are designed to support students to actively participate in the construction and synthesis of this knowledge both individually and in groups. This unit takes an experiential approach to support students in developing the communication skills required to effectively participate in an organisation by tapping into the knowledge of other participants, sharing stories and insights and reflecting on experiences. This approach is designed to interest students who prefer to learn within a social environment and builds in expert support for skills development.

(The unit will consist of lectures and tutorials, with a focus on experiential learning, individual and team presentations, case discussions, presentations from guest professionals, tutorial exercises, group work and personal reflection. Individual reflection and peer to peer discussion. The course supports in-class teamwork within the daily sessions where students work in small groups to find solutions to cross-cultural management problems inherent in factual case studies.)

**LECTURE CAPTURE**

N/A Workshops, interactive lectures and tutorials supported with seminars, clinics, field visits and business clinics and case studies.

## SCHEDULE

Students follow the below schedule

## Study schedule

For the most up-to-date information, please check daily with the lecturer.

|  |  |  |  |
| --- | --- | --- | --- |
| **Day** | **Date: January 2020** | **Lecture & tutorial content & readings** | **Other information** |
| 1 | Jan 6 Monday | Lecture Topic: Assessing the Global Environment  Tutorial Activity: Introduction to the course, Interactive exercises | Lecture 10-11:30am, Tutorial 12am-1pm |
| 2 | Jan 7  Tuesday | Lecture Topic: Understanding the role of Culture (1)  Tutorial Activity: 1) Forming Teams / Role Play Recommended Reading: Prahalad & Lieberthal (2003): The end of Corporate Imperialism | Lecture 10-11:30am, Tutorial 12am-1pm |
| 3 | Jan 8 Wednesday | Lecture Topic: Understanding the role of Culture (2)  Tutorial Activity: Case studies & discussion | Lecture 10-11:30am, Tutorial 12am-1pm |
| 4 | Jan 9  Thursday | Lecture Topic: Communicating Across Cultures  Tutorial Activity: Cross-Cultural Team exercises.  Group Assessment presentation. Recommended Reading: Earley & Mosakowski (2004): Cultural Intelligence | Lecture 10- 1 1:30am, Tutorial 12am-1pm |
| 5 | Jan 10  Friday | Lecture Topic: Cross-Cultural Negotiations  Tutorial Activity: Case studies, articles & discussion. Group Assessment presentation.  Recommended Reading: Lam N.M. & J.L. (2003) The Chinese Negotiation. Harvard Business Review, 84 (10), 82-91. | Lecture 10-11:30am, Tutorial 12am-1pm |
| 6 | Jan 13 Monday | Lecture Topic: Social Responsibility & Ethics in Cross-Cultural context Tutorial Activity: Case studies, articles & discussion. Group Assessment presentation.  Recommended Reading: Donaldson, T. (1996). Values in tension: ethics away from home. Harvard Business Review, 74(5), 48-62. | Lecture 10-11:30am, Tutorial 12am-1pm |
| 7 | Jan 14  Tuesday | Lecture Topic: Global Alliances in Cross-Cultural Context  Tutorial Activity: Case studies, articles & discussion. Group Assessment presentation.  Recommended Reading: Isenberg, D.J. (2008) The Global Entrepreneur. Harvard Business Review, 86 (12): 107-111. | Lecture 10-11:30am, Tutorial 12am-1pm |
| 8 | Jan 15  Wednesday | Lecture Topic: International Human Resource Management  Tutorial Activity: Possible excursion TBC 1 (date can vary) | Lecture 10-11:30am, Tutorial 12am-1pm |
| 9 | Jan 16  Thursday | Lecture Topic: Expatriation Management + Re-entry  Tutorial Activity: Case study Team Presentations  Recommended Reading: Black & Gregersen (1999): The right Way to Manage Expats. | Lecture 10-11:30am, Tutorial 12am-1pm |
| 10 | Jan 17  Friday | Lecture Topic: Global Leadership and Motivation in Cross-Cultural Context  Tutorial Activity: Possible excursion 2. Date TBC  Reading: Deresky, 2011 Chapter 10. Developing a Global Management Team pp.366 -392 Recommended Reading: Brett at al. (2006): Managing Multicultural Teams | Lecture 10-11:30am, Tutorial 12am-1pm |

**ASSESSMENT STRATEGY AND RATIONALE**

In order to pass this unit, you are required to complete and submit three graded assessment tasks and achieve an aggregate mark of at least 50%. Marking will be in accordance with a rubric specifically developed to measure your level of achievement of the learning outcomes for each item of assessment. You will also be awarded a final grade which signifies your overall achievement in the unit.

The assessment strategy for this unit allows you to demonstrate a critical mindset in evaluating the commonalities and differences in business practices and contemporary business issues in diverse international settings. You will demonstrate your personal learnings in a reflective journal and apply your understanding of how and why business practices vary in a case study analysis. The final assessment in the unit allows you to demonstrate the depth of your knowledge and understanding of contemporary business activities and issues and your ability to recognize opportunities for business or to provide solutions in diverse environments through a group project.

OVERVIEW OF ASSESSMENTS

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Brief Description of Kind and Purpose of Assessment Tasks** | **Due date** | **Weighting (%)** | **Learning Outcomes assessed** | **Graduate Attributes assessed** |
| **Reflective Journal:** Require students to annotate and record observations of  a) their student life in a foreign culture during the two weeks  b) companies which were visited as field excursions | 17 January 2020 | 30 % | LO1, LO4 | GA2, GA3, GA6 |
| **Tutorial Activities and exercises:**  **Business Clinics Case Study Analysis**: Requires students to explore in country cultural diversity, business behavior and social perspectives and their implications on international business operations  Tut 1: Team & Diversity – assess different cultural backgrounds of students and why this makes you a good team – Tuckman’s model  Tut 2: Use Hofstede’s model and experiment with the dimensions on the website by analyzing different countries.  Tut 3: case study “An Australian manager in an American company”  Quiz  Tut 4: role play – first business meeting between representatives from different cultures – do’s & don’ts  Tut 5: exchange experiences of miscommunication – what would you change knowing about cultural specifics?  Tut 6: role play: cross cultural negotiations, apply Hofstede & Trompenaars theories to adjust negotiation  Quiz  Tut 7: Global entry strategies: work in groups to prepare an entry strategy for a coffee house chain into different countries  Tut 8: case study: Apple phones are not American – group prep & discussion  Tut 9: global staffing approaches – case Mr. Tanaka, prep & discussion  Quiz  Tut 10: using Padlet – recap of course content  Tutorial content can vary depending on the excursion dates. There will be two field excursions. | Tutorials 1 to 10 | 35% | LO2, LO3, LO4 | GA4, GA5, GA6, GA7, GA8 |
| **Case Study Group Presentation:**  Students will work in teams of three or four to solve a cross-cultural problem that is presented in a case study and present it to their peers for discussion.  Students will need to demonstrate the practical application of theoretical concepts presented in lectures. | Scheduled through day 3 to 8 tutorials | 35% | LO3, LO5, | GA9, GA10, |

## Assessment task 1 Reflective Journal

Over the period of your course you will be writing a reflective journal.

The reflective journal is in free format and can be prepared as a hand-written diary/scrapbook/folder, or in any online format, provided it can be presented as a hard copy (printable). Students are encouraged to include diagrams, graphics, photos, videos, drawings, interview extracts, blogs, etc. in order to demonstrate the creative aspect of cross-cultural management and interactions with a different culture.

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| **Due date:** | 17 January 2020 |
| **Length and/or format**: | Reflective Journal entries from 6-16 January 2020 |
| **Purpose:** | To demonstrate unit learning outcomes |
| **How to submit:** | Submit online via LEO? |
| **Return of assignment:** | Grade awarded at the end of professional term 1 |
| **Assessment criteria:** | see Assessment Criteria Rubric 1 |

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## Assessment task 2

Individual Tutorial Activities and Exercises **Business Clinics Case Study Analysis**

30% of your overall grade will be determined by your individual tutorial activities and exercises. It is much more important WHAT you say, compared to HOW MUCH you say. New ideas, comments, insights, sharing of your cultural backgrounds, your opinions, your cultural experiences are very important to enhance the learning.

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| **Due date:** | Individual student tasks across all tutorials |
| **Length and/or format**: | NA |
| **Purpose:** | To reflect upon new knowledge, insights from an international perspective |
| **How to submit:** | Lecturer to provide details |
| **Return of assignment:** | Grade awarded at the end of professional term 1 |
| **Assessment criteria:** | Please refer to the rubric Appendix |

## Assessment task 3 Group Presentation

To facilitate cultural knowledge and understanding, we will virtually immerse ourselves in a variety of cultures by having each team present a case study (20 min oral team presentation).

You will choose a topic and form a team. You will be assigned a date to present the case study and your further research.

1) Case study presentation “BlackBerry in International Markets: Balancing Business Interests and Host Nation’s Security”

2) Case study presentation "Google’s Orkut in Brazil: What’s So Social about it?"

3) Case study presentation "MTV Networks: The Arabian Challenge"

4) Case study presentation "Carrefour’s Misadventure in Russia"

5) Case study presentation “Walmart’s Expansion in Africa”

6) Case study presentation “After the Breakup: The troubled Alliance between Volkswagen and Suzuki

Each team will need to present a case study from the textbook (copy of case study provided) at the tutorial class according to the schedule provided. Students should analyse the case study, give appropriate recommendations, demonstrate their problem-solving skills, and show their ability to work in teams. Team presentations must not exceed the time limit of 20 minutes. To receive maximum marks students must:

- Present the case study using professional presentation methods and skills;

- Identify the issues present in the case study using both theory and evidence from the case;

- Avoid a mere summarisation of the case;

- Offer appropriate solutions and/or recommendations.

Each case study presentation will last not more than 20 minutes (time limit will be enforced). The presentation should be in the form of PPT presentation slides, other formats like Google Sway or Prezi are accepted. Each member of the team should present at least a small part of presentation. Be creative and make use of visual aids (e.g., video clips, music, pictures, role-plays and any other artefacts) that can enhance the delivery of your material and to bring an experience to the audience. Have fun with it.

|  |  |
| --- | --- |
| **Due date:** | Lecture to confirm presentation dates for each group |
| **Length and/or format**: | 20 minutes in duration plus 10 minutes of Q n A |
| **Purpose:** | Oral Presentation Skills and Ability to work as part of a team |
| **How to submit:** | Oral Presentation will be graded at final class presentation |
| **Return of assignment:** | Grade awarded at the end of professional term 1 |
| **Assessment criteria:** | Please refer to attached rubric. Appendix 1 |

## REFERENCING

**PFBS:** This Unit requires you to use the Harvard referencing system. See the  [Academic Skills Unit](https://leo.acu.edu.au/course/view.php?id=12421) for assistance with this.

## ACU POLICIES AND REGULATIONS

It is your responsibility to read and familiarize yourself with ACU policies and regulations, including regulations on examinations; review and appeals; acceptable use of IT facilities; and conduct and responsibilities. These are in the [ACU Handbook](http://www.acu.edu.au/452097), available from the website.

A list of these and other important policies can be found at the [University Policies](https://www.studentportal.acu.edu.au/ACUInfo/admin/up) page of the Student Portal.

## Assessment Policy and Procedures

You must read the Assessment Policy and Assessment Procedures in the [University Handbook](http://www.acu.edu.au/452097). They include rules on deadlines; penalties for late submission; extensions; and special consideration. If you have any queries on Assessment Policy, please see your Lecturer in Charge.

## Word limits

Word limits will be enforced with penalties. The marking penalty for exceeding the word limit will be calculated as follows: 5% of the total available marks for the piece of work will be deducted from the student’s mark for each 10% by which the number of words in the student’s piece of work exceeds the relevant word limit.

## Late submission

**Unless an extension is granted**, essays/assignments submitted after the due date will incur a 5% per calendar day penalty based on the maximum marks available for that assessment task. This penalty will run up to a maximum of 15%. Assessment tasks received more than three calendar days after the due or extended date will not be allocated a mark. Note: The 5% penalty will be incurred for each whole *or part*of a calendar day that the work is overdue.

**Extensions**

**For extension of time for assessments, please click** [**here**](https://students.acu.edu.au/154914). **Timely submission is critical.**

## Academic integrity

You have the responsibility to submit only work which is your own, or which properly acknowledges the thoughts, ideas, findings and/or work of others. The [Academic Integrity and Misconduct Policy and the Academic Misconduct Procedures](http://www.acu.edu.au/policy/student_policies/academic_integrity_and_misconduct_policy) are available from the website. Please read them, and note in particular that cheating, plagiarism, collusion and recycling of assignments and misrepresentation are not acceptable. Penalties for academic misconduct can vary in severity and can include being excluded from the course.

**FIRST PEOPLES AND EQUITY PATHWAYS DIRECTORATE FOR ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS**

Every campus provides information and support for Aboriginal and Torres Strait Islander Students. Indigenous Knowings are embedded in curricula for the benefit of all students at ACU.

<http://www.acu.edu.au/453155>

## STUDENT SUPPORT

If you are experiencing difficulties with learning, life issues or pastoral/spiritual concerns, or have a disability/medical condition which may impact on your studies, you are advised to notify your Lecturer in Charge, Course Coordinator and/or one of the services listed below as soon as possible. For all aspects of support please contact the [**Student Services and Support**](http://www.acu.edu.au/1113874)which can assist you with the following:

* + **Academic Skills** offers a variety of services, including workshops (on topics such as assignment writing, time management, reading strategies, referencing), drop-in sessions, group appointments and individual consultations. It has a 24-hour online booking system for individual or group consultations.
  + **Campus Ministry** offers pastoral care, spiritual leadership and opportunities for you to be involved with community projects.
  + The **Counselling Service** is a free, voluntary, confidential and non-judgmental service open to all students and staffed by qualified social workers or registered psychologists.
  + **Disability Services** can assist you if you need educational adjustments because of a disability or chronic medical condition; please contact them as early as possible.
  + **Indigenous student communities and support** on each campus provide information and support for students.
  + The **Student Advocacy Service** is an information, advice and referral service.
  + **Peer Assisted Study Sessions (PASS)** can improve your marks and increase your academic success.
  + **IT information and resources** assist you with your IT needs at ACU.
  + **AskACU** is a first point of contact for all enquiries for your proposed or current studies.
  + **Careers and Opportunities** services can assist you with finding employment, preparing a resume and employment application and preparing for interviews.

## TEXTS AND REFERENCES:

<http://library.acu.edu.au/> (quicklink Referencing)

## RECOMMENDED READINGS •

## Adler, N (2008), International Dimensions of Organizational Behavior. Thompson: New York

## Deresky, H (2011), International Management: Managing Across Borders and Cultures, Text and Cases. Pearson. 7e.

## Dowling, Peter J. and Welch, Denice E, (2005) International Human Resource Management: Managing people in a multinational context. Thomson 4th edition

## • International Journal of Cross Cultural Management

## Other Resources

## • http://www.geerthofstede.com - Geert Hofstede

## • http://www.7d-culture.nl - Trompenaar’s Hampden-Turner

## • http://www.cia.gov - World Fact book

**APPENDIX 1**

**Rubric – Assessment Task 1: Reflective Journal**

| **Learning outcomes** | **Criteria** | **Standards** | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Below Expectations** | **Meets Expectations** | **Exceeds Expectations** | | |
| **Level 1 (e.g. F)** | **Level 2 (e.g. P)** | **Level 3 (e.g. C)** | **Level 4 (e.g. D)** | **Level 5 (e.g. HD)** |
| **LO1** | **Demonstrate reflection upon diverse experiences to synthesise knowledge into new insights** | Failure to participate and reflect upon all these experiences.  Did not share knowledge or insights via active participation and discussions whilst attending tutorial activities. | **Participated and reflected on all of the diverse activities in Sydney.**  **Some attempt to reflect and discuss new insights and knowledge.**  **By sketching the multicultural “big picture” in which global companies operate and discusses one tactic for cross-cultural negotiations** | Very good participation of all activities, initiated questions.  Very good discussion drawing upon new insights and knowledge. Very good insights of multicultural ‘big picture’ in which global companies operate. Very good discussion of two or more tactics for cross- cultural negotiations | Excellent participation of all activities, initiated questions and answers.  Excellent discussion drawing upon new insights and knowledge. Excellent insights of multicultural ‘big picture’ in which global companies operate. Excellent discussion of several tactics for cross- cultural negotiations | Outstanding active participation and engagement with all activities.  Outstanding discussion, covering new insights and new knowledge. Demonstrates a sophisticated insight into multicultural ‘big picture’ in which global companies operate. Comprehensive discussion of significant tactics for cross- cultural negotiations |
| **LO4** | **Analyse the cultural diversity, business behaviour and social perspectives of business in this region and derive implications for international business operations** | Failure to dentify major cultural characteristics, including communication styles, that characterize regions, nations, communities, organizations, groups and individuals.  Shows no analysis of any cultural, business or social perspectives of the business region. Provides no discussion about the implication this may have for international business operations. No discussion or reflection upon major cultural characteristics, or communication styles. | Some attempt to discuss and analyse the strengths of cultural, business or social perspectives and the implication this has for international business operations. A basic coverage of the cultural, business and social environment including communication styles, that characterise regions, nations, communities, orgnisations, groups and individuals | Good discussion and analysis of the strengths of cultural, business or social perspectives and the implication this has on international business operations. | Very good discussion and analysis of the strengths cultural characteristics communications styles, that characterise regions, nations, communities, orgnisations, groups and individuals | Excellent discussion and analysis of the strengths of cultural, business or social perspectives and the implication this has on organisations. Excellent discussion and identification of major cultural characterstics including communication styles that characterise regions, nations, communities, orgnisations, groups and individuals |

**Appendix 2**

**Business Clinics Case Study Analysis: Tutorial Activities and exercises**

| **Learning outcomes** | **Criteria** | **Standards** | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Below Expectations** | **Meets Expectations** | **Exceeds Expectations** | | |
| **Level 1 (e.g. F)** | **Level 2 (e.g. P)** | **Level 3 (e.g. C)** | **Level 4 (e.g. D)** | **Level 5 (e.g. HD)** |
| **LO3** | Examine and apply the concepts of innovation, entrepreneurship, sustainability, ethical responsibility and globalisation to a ‘real’ business environment, to a real global problem or challenge and solution to a range of arguments **concerning the need for social responsibility and ethical behaviour in multi-national enterprises** | Failure to incorporate key concepts across most tutorial activities and exercises.  Shows no analytical skills.  Does not provide any arguments concerning CSR and ethical behaviour | A range of Tutorial Activates and Exercises attempted Some analysis which provides some consideration and examines a few areas for corporate social responsibility and ethical behaviour of at least one multi national enterprise. | Tutorial activities and exercise show a good discussion about the corporate social responsibility and ethical behaviour of at least one multi national enterprise | All tutorial activities and exercises provide an excellent discussion about the impact of corporate social responsibility and ethical behaviour of at least one multi national enterprise | All tutorial activities and exercises shows a highly sophisticated and compelling discussion about the impact on various stakeholders of corporate social responsibility and ethical behaviour of at least Two contrasting multi national enterprises |
| **LO2** | Compare and contrast important principles and aspects of their majors to a ‘real’ business environment and **summarise the major culture-based challenges faced by international managers (political, legal**, **economic and technological)** | Failure to provide sufficient consideration for the culture-based challenges faced by international managers in multi-national enterprises.  .Discussion is not supported with evidence based research | Provides some basic considerations for the culture-based challenges faced by international managers in multi-national enterprises. | Provides a good discussion of at least 3 culture-based challenges faced by international managers in multi-national enterprises.  Where required discussion is supported with evidence based research | Provides an excellent discussion about several culture-based challenges faced by international managers in multi-national enterprises.  Where required discussion is supported with evidence based research. | Provides a highly sophisticated and compelling discussion about the culture-based challenges faced by international managers in multi-national enterprises.  Discussion is well supported with evidence based research |
| **LO4** | analyse the cultural diversity, business behaviour and social perspectives of business in this region and derive implications for international business operations (GA4, GA5, GA6) | Analysis was below expectations)  Presenters tendency to read notes rather than speak | Sound analysis which shows at least one in depth discussion regarding the implementation | Very good discussion across a number of tutorial activities. Derives implications for international businesses and its operations | An excellent and compelling discussion. .  Draws conclusions on the implications to multi-nationals. All tutorial activities submitted | A highly sophisticated discussion across all exercises and tutorial .  Compelling discussion which enhances the report of several |

**Appendix 3**

**Assessment 3: Group Task**

| **Learning outcomes** | **Criteria** | **Standards** | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Below Expectations** | **Meets Expectations** | **Exceeds Expectations** | | |
| **Level 1 (e.g. F)** | **Level 2 (e.g. P)** | **Level 3 (e.g. C)** | **Level 4 (e.g. D)** | **Level 5 (e.g. HD)** |
| **LO3** | Examine and apply the concepts of innovation, entrepreneurship, sustainability, ethical responsibility and globalisation to a ‘real’ business environment, to a real global problem or challenge and solution to a range of arguments **concerning the need for social responsibility and ethical behaviour in multi-national enterprises** | Presentation did not provide sufficient consideration for the social responsibility and ethical behaviour in multi national enterprises | Presentation provides some consideration and examines a few areas for corporate social responsibility and ethical behaviour of at least one multi national enterprise. | Presentation provides a good discussion about the corporate social responsibility and ethical behaviour of at least one multi national enterprise | Presentation provides an excellent discussion about the impact of corporate social responsibility and ethical behaviour of at least one multi national enterprise | Presentation provides a highly sophisticated and compelling discussion about the impact on various stakeholders of corporate social responsibility and ethical behaviour of at least one multi national enterprise |
| **LO2** | Compare and contrast important principles and aspects of their majors to a ‘real’ business environment and **summarise the major culture-based challenges faced by international managers (political, legal**, **economic and technological)** | Presentation did not provide sufficient consideration for the culture-based challenges faced by international managers in multi-national enterprises.  . | Presentation provides some considerations for the culture-based challenges faced by international managers in multi-national enterprises. | Presentation provides a good discussion about the culture-based challenges faced by international managers in multi-national enterprises. | Presentation provides an excellent discussion about the culture-based challenges faced by international managers in multi-national enterprises.  Where required discussion is supported with evidence based research. | Presentation provides a highly sophisticated and compelling discussion about the culture-based challenges faced by international managers in multi-national enterprises.  Discussion is well supported with evidence based research |
| **LO5** | **Ability to communicate effectively as a team, using effective presentation skills.**  **Considerations for effectiveness: 20 minutes in duration, 5 minutes Q n A session, use of PowerPoint, video or other media incorporated into the presentation. Presenter is appealing, makes eye contact, voice clarity** | Presentation was below expectations due to one or more of the following reasons: time duration, PowerPoints and visuals were not appealing or appropriate (too much content, spelling errors,)  Presenters tendency to read notes rather than speak | All presenters were appealing, professionally attired, with regular eye contact with the audience. Voice clarity, pitch and tone were appropriate.  Not all team members presented equally. The use of visual was very limited. Some timing issues with the duration of the presentation. May have struggled through the Q n A session | A good presentation and compelling pitch. Some attempt to engage the audience. Incorporated some visual aids.  Presenters were professionally attired and appealing. Regular eye contact was maintained.  Duration and timing was within the 20 minutes. Some hesitation with the Q n A session, may have relied on the one team member to respond to questions. | An excellent presentation and compelling pitch. Presenters engaged the audience with eye contact and with the use of good visuals.  Excellent voice, pitch, tone and timing and duration of the presentation.  All members contributed equally to the Q n A session. | A very persuasive pitch and presentation. All presenters were very engaging. Technology and visuals were used to effect to persuade the audience.  Use of language, voice, pitch, tone was very convincing about the innovative solution being proposed.  Q n A session was very credible |