

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 3:

Recommend strategic decisions to global business executives that will enhance its sustainable vision alignment.

Suggested word limit: 3,600 words

Marks available: 60%

Presentation requirements: A1 portrait poster using the base template provided in Moodle (MS PowerPoint file), and electronic handout suitable for mobile devices (ideally linked on Poster as tiny URL or QR code)

The presentation of the poster on Friday the 8th of February, including responding to questions, is part of the 60% mark allocation.

Due Date: 3pm Thursday 7th of February

Instructions to students:

For a self-chosen sustainability issue (reflective of an or a collection of principles from Assignment 1), provide recommendations to global business executives for better alignment with your sustainable business vision.

As a context for the recommendations, identify two countries with available comparable time-series international data reflective of your sustainability issue (such as from the World Bank or the United Nations). Use the comparison as the basis for recommendations of enhanced sustainable business in each of the countries. It is crucial that the recommendations are justified, inclusive and influential.

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

Submitting assignment: Submit the recommendation assignment 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.

NOTE, the Poster must be submitted electronically as an MS PowerPoint file through MUSO (electronically) by 3pm Thursday 7th of February.

Estimated return date: Tuesday 19th of February

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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 3 Marking Rubric

Student Name: _____ Student ID: _____

Marker: _____

<div style="text-align: center;"> Facet of Inquiry </div>	Levels of Student Achievement			
	Level 0 <i>Students research at an unacceptable level</i>	Level 1 <i>Students research at the level of a closed inquiry and require a high degree of structure/guidance</i>	Level 2 <i>Students research at the level of a closed inquiry and require some structure/guidance</i>	Level 3 <i>Students research independently at the level of a closed inquiry</i>
A. Students embark on inquiry and so determine a need for knowledge/ understanding.	Sustainable business issue not identified	Sustainable business issue identified	Sustainable business issue identified and justified	Sustainable business issue identified and justified with range of sources
	Sustainable business issue not reflective of vision and principles	Sustainable business issue occasionally reflective of vision and principles	Sustainable business issue mostly reflective of vision and principles	Sustainable business issue highly reflective of vision and principles
B. Students find/generate needed information/data using appropriate methodology.	Inappropriate sources collected	Mix of inappropriate and appropriate sources collected	Appropriate sources collected	A range of appropriate sources 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
	Data inappropriately analysed for sustainability decision-making	Data occasionally appropriately analysed for sustainability decision-making	Data mostly appropriately analysed for sustainability decision-making	Data appropriately analysed for sustainability decision-making
	Non-evident or inappropriate use of the sustainable business decision-making checklist	Occasionally evident and appropriate use of the sustainable business decision-making checklist	Mostly evident and appropriate use of the sustainable business decision-making checklist	Evident and appropriate use of the sustainable business decision-making checklist
	Largely inappropriate inconcise recommendation actions	Occasionally appropriate concise recommendation actions	Mostly appropriate concise recommendation actions	Appropriate concise recommendation actions
	Recommendations not justified, inclusive or influential	Recommendations occasionally justified, inclusive and influential	Recommendations mostly justified, inclusive and influential	Recommendations justified, inclusive and influential
	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	Concise 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
	Electronic handout not concise or appropriate for audience	Electronic handout occasionally concise and appropriate for audience	Electronic handout mostly concise and appropriate for audience	Electronic handout concise and 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

Audience Matched Communication: To be the Best

Consider your audience when preparing all communications. Mostly, at university, your audience will be your teaching staff. They will have similar expectations of an academic formal piece of work. Nonetheless, as you have no doubt experienced, there are different interpretations and expectations of what characterises an academic piece of work, and what is formal even at university. So, even here, carefully check the expectations – make them explicit.

For this assignment, there is an added need to consider your audience. Whilst there is always an expectation of formality, different audiences will have different needs. Below are a series of questions to consider in the preparation of this assignment. These questions have been derived from a range of communication and presentation guide websites (ACU eLearning, 2007; Petrova, 2010; The Total Communicator, 2003). There are many other resources to assist communicating, please feel very free to find and use these as well.

- How do you relate to your audience?
 - Do you have any points in common with your audience?
 - Do you have any points that are different from your audience?
 - How do you plan to overcome any points of difference and use the points in common to your advantage?
- Why are these people going to engage with my communication?
 - What is important to them?
 - What are they interested in?
 - What are their attitudes and biases?
 - How is the information relevant to them?
 - What is in the topic for your audience?
 - Can you give them a good reason for engaging?
 - What do they already know?
 - What motivates them?
 - What do they want to know?
 - Why are you telling the audience this information in the first place?
 - Is your audience already interested in the topic?
 - If so, how can you exploit this interest? If not, what can you do to give them an avenue into the topic so that they can be interested in it?
- What will they get out of my communication?
 - What does your audience need to know about the things that you are discussing?
 - Why do they need to know these things?
 - Are you communicating these things in the best possible way to meet your audience's needs?
 - Are there examples that you can use in your communication that will give your audience a better insight into your position?
 - Will the audience members be able to relate to these examples?
 - What will the audience be able to do with the information that you give to them?
 - Will your audience benefit from the things you have to say?
- How can you incorporate the answers to the above questions into your communication?

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.

ACU eLearning [2007] Your Audience. *Oral Presentations*. Retrieved on 29th June 2012 from <http://dlibrary.acu.edu.au/research/orals/audience.htm>.

Petrova, M. (2010) Public Speaking 101: Presenting for Your Audience. *Simple Talk*. Retrieved on 29th June 2012 from <http://www.simple-talk.com/sysadmin/general/public-speaking-101---presenting-for-your-audience/>.

The Total Communicator (2003) Presentation Skills: Presentation Preparation; Audience Analysis. *The Total Communicator*. 1(4) Retrieved on 29th June 2012 from http://totalcommunicator.com/vol1_4/audience_article.html.