



BUS100 Think Big, Think Global
Study Guide
Trimester 2 2022

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Contacts

Program Director Academic and contact details

Kellie Lumsden

klumsden@ichm.edu.au



Subject lecturer and contact details

Sarah van Maarseveen

svanmaarseveen@ichm.edu.au



Subject lecturer

Please direct any questions concerning the teaching of this subject to your subject lecturer.

The lecturer for this subject is:

Sarah van Maarseveen

svanmaarseveen@ichm.edu.au

I am an entrepreneur and a lecturer. I have my own sustainability consultancy and printmaking business and Industry experience as a Director on the board of Trees for Life SA. I've been a Sustainability & Operations Manager at Ecocreative. I also continue to consult privately. I started my lecturing career as a tutor at UniSA, then moved into lecturing at ICHM and have continued over the past 6 years, delivering courses in Business Communications, Entrepreneurship, Sustainable Business, Art, Design & Theatre as well as developing curriculum. I've also worked in the Discipline Coordinator and Program Director Operations roles.

Subject description

Welcome to Think Big, Think Global!

Businesses are competing on a global scale for customers, employees and capital. Every day, these businesses are making choices on how their products or services create value and capture market share through their global operations.

This subject provides a broad overview of doing business globally and the cross-border considerations that impact on the operating environment in which these businesses exist. Students will have the opportunity to consider the variety of perspectives, complexities and challenges faced by businesses operating in a global economy.

Key topic areas that will be covered include frameworks and strategies for operating globally, the legal, political, economic, financial and social-cultural considerations and the ethical and sustainable practices to adhere to. Also discussed will be the technology, marketing and human resource practices currently adopted by businesses operating globally.






Subject weighting

Subject credit points	Total course credit points
3	72

Student workload

Total No. timetabled hours:	Total No. personal study hours:	Total workload hours:
36	84	120
No. timetabled hours per week	No. personal study hours per week	Workload hours per week
3	7	10

Graduate qualities

ICHM Graduate Qualities (GQ)				
	ID	Graduate Qualities	Description	Graduate will:
	GQ1	Global inclusivity and sustainability	Be responsible and effective global citizens	<p>Critically analyse and reflect upon how society interacts with the environment, its complex nature and how they can influence society as change agents</p> <p>Demonstrate a commitment and responsibility to global ethical practices, sustainability and respect for universal cultural diversity</p> <p>Develop business approaches that demonstrate value for scalable and sustainable social enterprises</p>
	GQ2	Professional identity and practice	Ability to demonstrate and systematically apply business/ marketing/ entrepreneurship practices	<p>Apply an in-depth body of knowledge relating to the discipline focus area of business practice</p> <p>Exhibit ethical values and judgement according to a personal and professional brand</p> <p>Develop a sense of self, showing expertise, passion and dedication in the professional world and the ability to connect with a variety of stakeholders in supporting industry outcomes</p> <p>Demonstrate a growth mindset that leverages resilience and the ability to manage change in a fluid business environment with expertise, emotional intelligence and empathy</p>
	GQ3	Independent self-management and life-long learning	Be lifelong and applied learners who are open to new ideas, applications and techniques	<p>Demonstrate a commitment to self-directed lifelong learning and intellectual development</p> <p>Be lifelong and applied, autonomous learners who are reflective, open to new ideas, applications and techniques</p> <p>Develop and draw upon resourceful practices, highlighting an adaptable nature, resilience and wellbeing</p>
	GQ4	Collaboration and skilled communication	Ability to work in a team and develop effective relationships in a diverse environment	<p>Present and transmit complex ideas via a range of mediums that persuade, influence and inform a range of stakeholders</p> <p>Work independently, as well as collaboratively in peer communities to creatively understand problems worth solving</p> <p>Ability to work in a team, think collaboratively and develop effective relationships in a diverse environment</p>
	GQ5	Critical thinking and creativity	Apply knowledge and skills to the current business environment	<p>Apply information literacy to creatively impact and solve industry problems</p> <p>Lead innovative projects and test new approaches, ideas, products, and services to be adopted by an existing organisation</p> <p>Demonstrate the ability to effectively identify, formulate and solve unpredictable and complex problems, to generate ideas and demonstrate a capacity for initiative, judgement, innovation and divergent thinking</p>

Course learning outcomes

On successful completion of this course you will be able to:

Bachelor of Business

CLO 1 - Critically evaluate relevant fundamental business theory in relation to developing best practise management approaches.

CLO 2 - Demonstrate the ability to apply knowledge and develop relevant analytical frameworks and techniques.

CLO 3 - Analyse, evaluate and critique the evolving business landscape to identify opportunities for enterprise and innovation.

CLO 4 - Collaborate with a variety of stakeholders where the problem and its solution are often complex.

CLO 5 - Analyse appropriate data and information to develop business concepts and plan and complete projects in a range of business contexts.

CLO 6 - Apply technical and professional proficiencies that are necessary to operate ethically and efficiently in business environments.

CLO 7 - Reflect on, assess and manage ongoing development of own lifelong learning capabilities and future development needs.

Bachelor of Business (Marketing)

CLO 1 - Critically evaluate relevant fundamental business theory in relation to developing best practice marketing approaches

CLO 2 - Demonstrate the ability to apply knowledge and develop relevant analytical frameworks and techniques.

CLO 3 - Analyse, evaluate and critique the evolving marketing landscape to identify opportunities for enterprise and innovation.

CLO 4 - Collaborate with a variety of stakeholders where the problem and its solution are often complex.

CLO 5 - Analyse appropriate data and information to develop marketing strategy and concepts, as well as design, plan and implement marketing projects and campaigns in a range of business contexts.

CLO 6 - Apply technical and professional proficiencies that are necessary to operate ethically and efficiently in marketing contexts.

CLO 7 - Reflect on, assess and manage ongoing development of own lifelong learning capabilities and future development needs.

Bachelor of Business (Entrepreneurship)

CLO 1 - Critically evaluate relevant fundamental business theory in relation to developing best practice entrepreneurship approaches.

CLO 2 - Demonstrate the ability to apply knowledge and develop relevant analytical frameworks and techniques.

CLO 3 - Analyse, evaluate and critique the evolving entrepreneurship landscape to identify opportunities for enterprise and innovation.

CLO 4 - Collaborate with a variety of stakeholders where the problem and its solution are often complex.

CLO 5 - Analyse appropriate data and information to develop entrepreneur ventures or ideas, as well as design, plan and complete projects in a range of business contexts.

CLO 6 - Apply technical and professional proficiencies that are necessary to operate ethically and efficiently in entrepreneurship.

CLO 7 - Reflect on, assess and manage ongoing development of own lifelong learning capabilities and future development needs.

Threshold Learning Outcomes (Marketing)

Social responsibility - Evaluate relevant ethical and legal considerations in an impartial way for routine marketing tasks.

Analysis - Obtain, analyse and interpret data relevant to making evidence-based decisions for routine marketing tasks in straightforward contexts.

Knowledge - Critically apply a broad and coherent knowledge of foundational marketing theories, concepts, practical principles and processes.

Judgement - Exercise judgement to recommend appropriate solutions for routine marketing tasks in straightforward contexts.

Communication - Effectively communicate straightforward marketing ideas in selected personal and group contexts.

Subject details

Subject Learning Outcomes

On successful completion of this subject you will be able to:

- a) Explain the impact of globalisation on the business environment.
- b) Describe the fundamental frameworks and strategies for competing successfully in a global economy.
- c) Outline how global businesses are affected by the type of environment (legal, political, economic, financial and social-cultural) they operate in.
- d) Discuss the ethical impacts for global businesses with reference to sustainable and responsible practices.
- e) State the practical factors that impact on global business activities in regard to technology, supply-chain management, marketing and human resources.
- f) Identify the current challenges and opportunities businesses face in operating globally.

Prescribed texts and recommended reading

The **prescribed textbook** for this subject is:

There is no prescribed text for this subject.

Textbooks:

Cavusgil, ST, Knight, GA, Riesenberger, JR, Rammal, HG & Rose, EL 2019, *International business : The new realities*, 5th edn., Pearson.

Hill, CWL, Hult, GTM, Wickramasekera, R, Liesch, P & MacKenzie, K 2019, *Global business today : Asia-Pacific perspective*, 5th edn., McGraw-Hill Education.

Morrison, J 2017, *The global business environment: Challenges and responsibilities*, 4th edn., Palgrave Macmillan.

Peng, MW & Meyer, K 2019, *International business*, 3rd edn., Cengage Learning EMEA.

Journals:

Global Business Review

International Journal of Global Business and Competitiveness

Journal of Global Business Insights

Journal for Global Business Advancement

Global Business and Economics Review

Global Business and Management Research: An International Journal
Journal of Global Business and Technology

Websites:

Harvard Business Review n.d, *Harvard business review*, Harvard Business Publishing,
<https://hbr.org/>

The London Economic 2019, *The London economic*, Thelondoneconomic,
<https://www.thelondoneconomic.com/>

Library services

Library services can be found via the IHEA Library and provides access to many resources which you will need to complete your studies whilst a student at ICHM. The professional library staff are very helpful and skilled in showing you how to find resources online. You can access our library via the i-campus.

Support information

For additional information relating to ICHM and your course, please refer to ICHM student handbook and Policies and Procedures on the i-campus. Key contacts for the ICHM support team are:

Alex McGee – ICHM Learning Advisor

Email: amcgee@ichm.edu.au

Phone: 61 8 8228 3652

Renata Wilson – Senior Student Counsellor and Wellbeing Advisor

Email: rwilson@ichm.edu.au

Phone: 0419822753

Reasonable Adjustment

Reasonable adjustments may be made to accommodate a student with a disability and reduce the impact of a disability on a student's academic success.

Adjustments may include modifications to the learning environment, teaching method, or assessment conditions to increase the participation of a student without compromising the academic standard or the inherent course requirements.

ICHM does not restrict enrolment on the basis of disability or discriminate against students with a disability. However, ICHM may deny entry based upon reasonable belief of a student's inability to successfully complete the course, based upon potential limitations applied by the disability, and restricted participation within course requirements.

Please refer to the Reasonable Adjustment policy for further information.

If your disability or special circumstance requires the provision of a reasonable adjustment for this subject, please seek advice at the commencement of your subject from the Program Director Academic or Student Support.

Kellie Lumsden

Program Director Academic

klumsden@ichm.edu.au

Alex McGee

ICHM Learning Advisor

amcgee@ichm.edu.au

Student conduct

ICHM seeks to prepare students to meet or exceed the demands and expectations of industry. The highest standards of courtesy and professionalism by staff and students in all aspects of study at ICHM are expected. ICHM students are expected to conduct themselves in a manner which does not impair the functioning of the College and the reasonable freedom of other persons to pursue their studies, research, duties or lawful activities of the College or to participate in the life of the College and to observe the ICHM Student Code of Behaviour. An ICHM student who does not conduct themselves in such a manner may be reported for misconduct under this Personal Conduct Policy.

Definitions of misconduct can be found in the Personal Conduct policy.

In addition, ICHM is committed to ensuring all students are communicated within a reliable, timely, effective, and efficient manner. Students should consider their etiquette, written communication, and verbal communication in accordance with the ICHM personal conduct policy and ICHM communications policy.

Study requirements

It is strongly recommended that you attend and actively participate in all your scheduled seminars and consultation sessions. If unexpected events prevent you from attending your scheduled seminar or consultation session, you can access the recordings via the LMS and by speaking to your lecturer to ensure you have not missed anything important.

Each week, you should read through the subject content and resources, engage with the learning tasks, attend and participate in seminars, and review your understanding of the weekly materials.

Please contact your lecturer for any help you may need with the subject. Please remember to utilise the ICHM student services to assist with any study matters.

Subject requirements

Pass/fail requirements

In order to pass this subject, you must:

- achieve a minimum overall score of 50% for the subject

Refer to Assessment Policy for further information on the pass/fail requirements.

Academic integrity and honesty

Academic Integrity refers to upholding ethical standards in all aspects of learning, teaching, and research at ICHM. All staff and students of ICHM are expected to engage in their scholarly and research endeavours in a responsible and ethical way so that they uphold the virtues of honesty, fairness, trust, respect and responsibility. To this end, all staff and students are required to undertake their own work and ensure that the use of other people's ideas and writing are duly acknowledged.

Contract cheating refers to a form of collusion whereby a student either outsources or asks someone else to produce an academic assessment piece on the student's behalf. Contract cheating is a serious form of academic dishonesty and is a breach of the Academic and Research Integrity policy.

Please familiarise yourself with the ICHM the Academic & Research Integrity policy.

Assessment cover page

- Your assessment submissions must be accompanied by a completed assessment cover page. The cover page should include: Full Name (including all other names if the Assessment is for group work)
- 4 digit ID number

- Title of Assessment
- Word count

Assessment presentation

Your assessments must comply with the assessment format and item table requirements. You can find these under each Assessment Outline.

The Lecturer PowerPoint slides must not be cited as a reference in any type of Assessment. However, the references provided in the Powerpoint slides can be used.

In this subject, assignments may contain a maximum of 5% direct quotation and 20% paraphrasing from references. Assignments that are excessively reproductive and unoriginal will not be assessed and may receive a grade of 0%.

All students are required to follow the version of the CDU Harvard Referencing System as outlined by your lecturer.

All referencing will be in accordance with the Harvard Author Date (CDU) style, which is available at: https://libguides.cdu.edu.au/ld.php?content_id=40338940

Resulting

The below grade descriptors will be used to guide the allocation of your marks for this subject.

Grade	Mark/Grade Point	Definition
HD	85% - 100% Grade Point: 7.0	Evidence that the student has demonstrated outstanding performance on all learning outcomes including considerable additional work in wider areas relevant to the topic and has demonstrated the acquisition of an advanced knowledge/ understanding required for meeting the learning outcomes at the highest level. The student would normally have consistently demonstrated a high level of proficiency at applying a range of major academic debates, approaches, methodologies and conceptual tools and combining knowledge of the subject with original creative thinking.
D	75% - 84.9% Grade Point: 6.0	Evidence that the student has demonstrated a high level of performance on all learning outcomes including considerable additional work in wider areas relevant to the topic and has demonstrated advanced knowledge/ understanding required for meeting the learning outcomes. The student would normally have attained an advanced knowledge of matter beyond that contained in set texts or reading materials and have demonstrated a broad familiarity with the ability to apply a range of major academic debates, approaches, methodologies and conceptual tools.
C	65% - 74.9% Grade Point: 5.0	Evidence that the student has demonstrated a high level of performance on all learning outcomes or an outstanding performance on the majority including additional work in wider areas relevant to the topic and has demonstrated a sound level of knowledge/ understanding required for meeting the learning outcomes. The student would normally have attained a sound knowledge of matter contained in set texts and demonstrated familiarity with the ability to apply a range of major academic debates, approaches, methodologies and conceptual tools.
P1	55% - 64.9% Grade Point: 4.5	Evidence that the student has demonstrated a satisfactory performance on all learning outcomes, or high performance on some learning outcomes that compensates for unsatisfactory performance on others, resulting in an overall satisfactory performance. The student should have demonstrated an adequate knowledge of set texts/readings and demonstrated familiarity with major academic debates, approaches, methodologies and conceptual tools.
P2	50% - 54.9% Grade Point: 4.0	Evidence that the student has demonstrated a satisfactory performance on the majority of learning outcomes. The student should demonstrate an adequate knowledge of set texts/readings and demonstrated familiarity with major academic debates, approaches, methodologies and conceptual tools.
F1	45% - 49.9% Grade Point: 1.5	Evidence that the student has demonstrated unsatisfactory performance on a number of learning outcomes.
F2	00% - 44.9% Grade Point: 1.0	Evidence that the student has demonstrated unsatisfactory performance on the majority of learning outcomes.

Appealing a grade

Students have the ability to discuss individual assignment results with their lecturers. If the student has a concern with is not resolved by the subject lecturer, they can submit an appeal to the Academic Committee. The student must submit the appeal within two weeks of being advised of the final grade. A written submission to the Academic Committee via the [Academic Committee email](#). It is highly advantageous that the student provide evidence to support the appeal. The Academic Committee shall review and approve student results, hear and determine student appeals and relevant student applications for extensions and for supplementary assessments. The Academic Committee shall recommend final grades to the Academic Board. The student may choose to attend the Academic Committee meeting. If the student is not satisfied with the decision of the Academic Committee, they can appeal the decision in line with the Academic Grievance Policy.

Further Assessment Information

Submission dates and extensions

Failure to submit work by the nominated “due time and date” will result in a penalty of 5% of the total available mark for each and every day beyond the due time and date. An extension on the due time and date for an assignment or report may be granted by the subject lecturer for a period of up to two weeks. Written application on the appropriate ‘Extension Request’ form must be made a minimum of 5 days prior to the due date of the assessment, at which point a draft copy of work commenced must be presented to the subject lecturer.

All ICHM students are provided with access to their own dedicated ‘OneDrive’ account. It is the student’s responsibility to use this account to save and backup all written assessment work. Requests for extensions due to the loss of work based upon failing to use OneDrive will not be accepted.

If an extension greater than two weeks is required, an email request must be received by the Chair of the Academic Committee, Kellie Lumsden – Program Director Academic 5 days prior to the due date of the assessment, at which point a draft copy of work commenced must be presented.

If an extension is being sought based on medical grounds, the approved ICHM Medical Certificate form must be used to support this application.

If an extension is granted and the work is not submitted by the new, approved due time and date, a 0% will be recorded for the assessment point.

Supplementary Assessment

A subject lecturer may award a supplementary assessment where a student attains 45% to 49% in an assessment point. The supplementary assessment may be a resubmission of the original assessment piece. This supplementary assessment must be completed within 10 weekdays of the student being notified by the subject lecturer. Where a supplementary assessment has been awarded, the maximum mark achievable for the assessment point is 50%.

The Academic Committee may award a supplementary assessment when considering final results for subjects. Such supplementary assessments could be awarded on medical, compassionate, academic or other special considerations. Where a supplementary assessment has been awarded for the subject, the maximum mark achievable for the subject is 50%. A supplementary assessment must be submitted completed within 10 weekdays of the student being notified by the Academic Committee unless additional provisions have been made by the committee. Failure to submit by the revised due date will result in a fail grade of the supplementary assessment. Failure of the supplementary assessment will result in a fail grade for the subject.

In the granting of a supplementary assessment the full range of grades may be available for situations involving medical, compassionate or special considerations. This must be approved by the Academic Committee.

Submitting assessments

It is the responsibility of all students to safeguard against all potential breaches of Academic and Research Integrity. - Refer to the ICHM Learning Management System (LMS) for information on Assessment submissions. Your assessment will be run through Turnitin and in doing so, students are deemed to have declared that their assessment is entirely their own work upon submission. Furthermore, students are deemed to have declared that the work has not been previously submitted for a subject of the College, or any other educational institution.

Further information on submitting an assignment and checking for academic integrity using Turnitin can be found here <https://help.turnitin.com/feedback-studio/turnitin-website/student/student-category.htm>

Study Schedule

Trimester Overview

Week	Topic	Assessment
1	Topic 1: Impact of globalisation on the business environment.	
2	Topic 2: Frameworks and strategies for operating a global business.	Assignment 1 discussion post due
3	Topic 3: Legal and political considerations for operating a global business.	Assignment 1 discussion post due
4	Topic 4: Economic and financial considerations for operating a global business.	Assignment 1 discussion post due
5	Topic 5: Social-cultural considerations for operating a global business.	Assignment 1 discussion post due
6	Topic 6: Ethical, responsible and sustainable considerations for operating a global business.	Assignment 1 discussion post due Assignment 2 due
7	Assessment feedback	
8	Topic 7: Global operations and supply-chain management.	Assignment 1 discussion post due
9	Topic 8: Technology and innovation for operating	

	globally.	
10	Topic 9: Marketing in a global environment.	
11	Topic 10: Human resource management in a global environment.	
12	Topic 11: Current opportunities and challenges in the global environment.	Assignment 3 due
13	Assessment feedback	

Assessment overview

Assessment tasks								
Type	Weight	When assessed	Subject Learning Outcomes	Course Learning Outcomes			Graduate Qualities	
				BBUS	BBUS (MKT)	BBUS (ENT)		
1	Online Discussion Facilitation and Participation (Individual) 1000 equivalent words	20%	17/06/22 24/06/22 1/07/22 8/07/22 15/07/22 31/07/22	a, b, c, d & e	1 & 2	1 & 2	1 & 2	1, 2, 3 & 5
2	Case Study Analysis (Individual) 1500 words	30%	17/07/22	b, c, d & e	1 & 2	1 & 2	1 & 2	1, 2, 3 & 5
3	Global Expansion Report (Individual) 2000 words	50%	28/08/22	b, c, d, e & f	1 & 2	1 & 2	1 & 2	1, 2, 3 & 5

Assessment 1 Outline

Assessment title: Online engagement and facilitation	Assessment weighting: 20%
Assessment type: Online Discussion Facilitation and Participation (Individual)	Word limit: 1000 equivalent words
<p>DUE DATE:</p> <p>17/06/22</p> <p>24/06/22</p> <p>1/07/22</p> <p>8/07/22</p> <p>15/07/22</p> <p>31/07/22</p>	
<p>Assessment instruction</p>	
<p>You will be allocated a specific week within which you will need to facilitate the class discussion on our online forum.</p> <p>Whilst your individual effort will be assessed during this first assessment, depending on the class make up, you will be expected to communicate with your assigned co-facilitators and prepare by reviewing the specific content set out in the self-directed study tasks for your allocated topic. You will need to equally distribute responsibilities amongst the co-facilitators in your allocated week based on your own decisions.</p> <p>As a facilitator you will need to:</p> <ul style="list-style-type: none"> • Create a welcoming online environment where everyone feels comfortable contributing. • Use positive and supportive language to encourage peers to discuss comments and questions. • Encourage learning by using substantive comments, offering your own insights, posing interesting questions, sharing interesting, related resources, and encouraging curiosity. • To close off your facilitation role you will need to reflect on the facilitation week by responding to the questions below: <ul style="list-style-type: none"> ○ Explain your approach to the online facilitation including any preparation and the distribution of tasks. ○ What worked well, what evidence supports this? Why do you think this worked well? ○ What did not work well, what evidence supports this? What do you think you might do to improve this if you were to do this again? <p>As part of the discussion board engagement and learning, facilitators will create and manage:</p> <ol style="list-style-type: none"> 1. Opening post - Individually create an opening post, which is a succinct reflective summary about an aspect of this weeks content and poses a specific question to participants. 2. Facilitation - Respond to replies from at least three (3) participants on the forum at various times during the week. 3. Facilitation - Respond to at least one (1) co-facilitation post or question on the forum. 	

4. **Closing post** - Close your discussion thread at the end of the allocated week by posting a short summary on what has been discussed by participants, as well as posting your personal reflection on the facilitation experience.

Across all the other Topics (Topics 2-7) you are expected to actively participate in the class discussion and respond to peer facilitation. You will be assessed on your level of effective engagement and participation in forum discussion.

Assessment format

This assessment will take place within the BUS100 Assessment 1 Forum. All engagement as a facilitator in the assigned week, and contributor in all other topics (topics 2-7), are part of your assessment.

Item	Required? Y/N	Word count inclusion? Y/N	Lecturer comment
Title Page	N	N	
Executive Summary	N	N	
Table of Contents	N	N	
Introduction	Y	Y	An opening post is placed on the discussion board at the start of the allocated facilitation week.
Body	N	N	Across all the other topics (topics 2-7) you are expected to actively participate in the class discussion and respond to peer facilitation.
Conclusion	N	N	A closing post is placed on the discussion forum at the end of the allocated facilitation week.
Reference List	Y	N	Any references can be included at the end of each post.
Appendices	N	N	
Specific line spacing	N	N	
Specific margins	N	N	
Min/max references	N	N	You are encouraged to use at least one (1) reference per post.
Calibre of references	N	N	Use a mix of sources and artefacts to assist with your engagement online. Your posts could be referring to sources provided as part of the subject or they may refer to topical examples, videos or podcasts that extend on the learning.
Template in use	N	N	

Submission details:

Electronic copies of the assignment must be submitted by 23.59 on the due date. Do not 'E-mail' assignments, as they will not be accepted in this subject.

See the LMS on assessment submission instructions.

Assessment 1 Rubric

CRITERIA	FAIL	PASS	CREDIT	DISTINCTION	HIGH DISTINCTION
Facilitation of peer learning 40%	<p>Student failed to post the required opening or closing posts. There was a lack of engagement with peers and/or in the facilitation process conflict was created and not resolved productively. The participants were not supported or made to feel welcome and comfortable to contribute.</p>	<p>Student met the basic requirements of the facilitation task. Posts were provided when required and some engagement was facilitated. Overall, there was an adequate effort. Overall, the content is basic and lacking depth. The student needs to bring the content to life more through their facilitation.</p>	<p>Student posted good opening and/or closing posts that were beyond the basic requirements. While some discussion was facilitated this did not work effectively all the time or could be improved upon to extend on the learning. More depth is required to bring the content to life however in places this has been facilitated.</p>	<p>Student posted particularly good opening and closing posts. Good discussion was facilitated and responses to peers were well developed and encouraged further learning on the topic content. Co-facilitators and peers were generally well supported.</p>	<p>Student posted excellent opening and closing posts connected to the learning. Timing of the facilitation was incredibly good. Facilitation of discussion and the extension to learning was very well thought out and executed. Co-facilitators and peers were supported using various strategies for engagement. A very welcoming and positive online space was created where peers felt comfortable and were actively encouraged to participate.</p>
Reflecting on facilitation role 20%	<p>Student reflection was lacking, did not connect to the facilitator role effectively or was missing altogether.</p>	<p>Some reflection was included however this was very basic.</p>	<p>Student reflection was generally good, however it lacked depth. Further connection to what worked well and didn't work well to enhance future facilitation could be developed on.</p>	<p>Student reflection was particularly good. Some valuable insights were included in response to what worked and did not work as a facilitator.</p>	<p>Student reflection on their facilitation role was excellent. Considered and timely responses were developed in response to what did and did not work well, this was supported by evidence and a well-developed justification.</p>
Participation and contributions to learning 40%	<p>Insufficient participation was provided on the discussion forum. Student has either not engaged or engaged in an ineffective manner.</p>	<p>Adequate participation was provided on the discussion forum. The engagement may have been inconsistent or lacking in its connection to the topics, or not advanced on the topic learning.</p>	<p>Student has participated well on the discussion forum. The engagement has started to develop on the topic learning and some good examples or connections were provided.</p>	<p>Student has participated very well on the discussion forum. A mix of the student's own thoughts in response to the topic as well as additional information or examples were provided. Student actively responded to and engaged with the facilitated discussions.</p>	<p>Student participation was excellent. Timely insightful posts and responses were provided consistently. Student reflection to the topic content was insightful and shared in an outstanding manner. Interaction with facilitators as well as peers created some valuable discussion and learning. Valuable examples and additional sources were provided that were very topical and relevant.</p>

Assessment 2 Outline

Assessment title: International Business Case	Assessment weighting: 30%
Assessment type: Case study analysis	Word limit: 1500
DUE DATE: 17/07/22	
Assessment instruction	
<p>You will be presented with a case study by your lecturer.</p> <p>You will need to:</p> <ul style="list-style-type: none">• Review the case presented and identify any key issues or facts related to the case.• Consider how the environment (legal, political, financial and/or social-cultural) affects the business presented in the case.• Discuss one (1) ethical issue in relation to the case. <p>You are also asked to suggest one (1) possible practical solution (or recommendation) in relation to technology, marketing or human resources that might benefit the organisation presented in the case and explain why you chose this specific solution.</p> <p>Ensure that your Case Study is supported with appropriate references.</p>	

Assessment format
<p>The case study for this assessment will be shared with you by the subject lecturer. Ensure you check your messages and review scheduled seminars to obtain this information.</p> <p>A suggested format for this assessment is:</p> <ul style="list-style-type: none">• Introduction.• Key issues and case learnings.• Environmental aspects that impact on the organisation.<ul style="list-style-type: none">○ Legal○ Political○ Financial○ Social/cultural• Ethical issue.• Recommended technology/marketing/HR solution.<ul style="list-style-type: none">• Why this solution was selected.• Conclusion. <p>You are encouraged to tailor the headings to your specific content.</p>

Item	Required? Y/N	Word count inclusion? Y/N	Lecturer comment
Title Page	Y	N	
Executive Summary	N	N	
Table of Contents	Y	N	
Introduction	Y	Y	
Body	Y	Y	
Conclusion	Y	Y	
Reference List	Y	N	
Appendices	N	N	
Specific line spacing	N	N	
Specific margins	N	N	
Min/max references	Y	N	A minimum of 6 references.
Calibre of references	Y	N	Use a variety of different types of sources including academic articles as well as topical news articles, websites and business reports.
Template in use	N	N	

Submission details:

Electronic copies of the assignment must be submitted by 23.59 on the due date. Do not 'E-mail' assignments, as they will not be accepted in this subject.

See the LMS on assessment submission instructions.

Assessment 2 Rubric

CRITERIA	FAIL	PASS	CREDIT	DISTINCTION	HIGH DISTINCTION
Identification of key issues and learnings 30%	Fails to identify the key issues and main learnings from the case.	Some difficulties in identifying the key issues and main learnings from the case.	Some success identifying the key issues and main learnings from the case.	Accurately identifies key issues and main learnings from the case.	Outstanding identification of key issues and main learnings from the case.
Analysis of environmental aspects and the ethical issue 20%	Insufficient analysis has been included. There is a lack of discussion in terms of the environmental impacts that affect the organisation and/or the ethical issue that needs to be considered.	Adequate analysis has been set out in the paper. Basic discussion of the environmental impacts and/or ethical issue has been included.	Sound analysis of the environmental aspects and the ethical issue have been included however these lack depth.	Very good analysis has been included in the paper. The environmental aspect affecting the organisation as well as the ethical issue have been discussed well and some valuable insights are included.	Outstanding analysis of the environmental aspects that affect the organisation is included. The ethical issue has also been explored in depth and some very well-developed insights have been set out in the paper.
Recommendation 20%	Insufficient recommendation has been provided.	An adequate recommendation has been set out, but lacks detail in certain areas.	Student has developed a sound recommendation for the organisation.	Student recommendation is identified and set out logically, and strategically, and is feasible for the organisation.	Student recommendation is detailed, insightful and well-considered for the organisation.
Written Expression 10%	There is poor spelling and grammar throughout the paper. Writing is incoherent. Student has provided no indication of what the argument will be or how the case study analysis will be structured at the beginning of the paper.	There are some spelling and grammar errors. The student does not express opinions or ideas clearly. Insufficient guidance as to how the case study analysis will be structured is provided at the beginning of the paper.	There are a few grammatical or spelling errors. The student has expressed ideas reasonably clearly. Some guidance as to what the argument will be and how the case analysis will be structured is provided at the beginning of the paper.	Consistently uses correct grammar with minor errors. The student expresses ideas in a clear and concise manner. Clear guidance provided as to what the argument will be and how the case study analysis will be structured at the beginning of the paper.	Excellent grammar and writing style. The student presents ideas in a cohesive, easy-to-understanding manner. An outstanding structure is set out. The argument is developed in a persuasive manner and the way in which the analysis will be structured is exceptionally well explained at the beginning of the paper.
Research and references 20%	Fails to provide accurate and/or any empirical information; makes empirical claims with no evidence to support them; uses no or inappropriate sources.	Some difficulties in identifying sufficient or relevant information; insufficient support for empirical claims from reliable sources; use of too few or somewhat inappropriate sources.	Some success in making sufficient and relevant empirical claims and in providing sufficient support for them from a reasonable number of reliable sources.	Accurately identifies sufficient and relevant empirical information and draws on support from sufficient and reliable sources.	Outstanding identification of relevant empirical information. Utilises an excellent breadth and diversity of sources. Excellent use of research to add credibility and insight to the findings and analysis.

Assessment 3 Outline

Assessment title: Global expansion to [insert country of your choice]	Assessment weighting: 50%
Assessment type: Global expansion report	Word limit: 2000
DUE DATE: 28/08/22	
Assessment instruction	
<p>You need to select any country of your choice outside of Australia. You will be preparing a report that highlights the benefits of expanding to the chosen country for global businesses.</p> <p>As part of your report, you will:</p> <ul style="list-style-type: none">• Research and suggest what the most attractive industries are that may opt to expand to the chosen country.• Explain the specific benefits to businesses within this industry in terms of the social-cultural, legal, political and financial climate in the chosen country. In other words: <i>what makes it appealing for the specific industry identified to expand into the chosen country?</i>• Apply (a specific framework) to underpin your decision making.• Identify a specific country within the chosen industry as an ideal candidate for the suggested expansion.• Present this as an engaging professional report.• Write in a succinct, persuasive manner. <p>Ensure that your report is supported with appropriate references.</p>	

Assessment format
<p>Set this report out in an engaging, professional layout. This means you can choose relevant graphics and title pages as well as using graphs, pull out quotes or tables to best present your information. Ensure that your layout grabs the reader's attention and supports the best possible way to communicate the information you present.</p> <p>Upload a word document of your report.</p>

Item	Required? Y/N	Word count inclusion? Y/N	Lecturer comment
Title Page	Y	N	Set out an engaging title page.
Executive Summary	Y	N	
Table of Contents	Y	N	
Introduction	Y	Y	
Body	Y	Y	
Conclusion	Y	Y	
Reference List	Y	N	
Appendices	N	N	
Specific line spacing	N	N	
Specific margins	N	N	
Min/max references	Y	N	Minimum of 8 references.
Calibre of references	Y	N	Use a mix of various sources.
Template in use	N	N	

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Assessment 3 Rubric

CRITERIA	FAIL	PASS	CREDIT	DISTINCTION	HIGH DISTINCTION
Understanding of benefits 40%	Student has shown insufficient understanding of the chosen country, which industries would be suitable to expand here and/or failed to explain the benefits in relation to this.	Student has shown adequate understanding of the chosen country, which industries would be suitable to expand here and included a basic explanation of the benefits in relation to this.	Student has shown a good understanding of the chosen country, which industries would be suitable to expand here and included a sound explanation of the benefits in relation to this.	Student has shown a thorough understanding of the chosen country, carefully selected which industries would be suitable to expand here and included a very good explanation of the benefits in relation to this.	Student has shown an excellent understanding of the chosen country and the selection of relevant industries is outstanding. An excellent explanation of the benefits in relation to this have been set out in the report.
Analysis and application of framework 30%	Insufficient analysis has been included. The application of a framework is insufficient or not relevant.	Adequate analysis has been set out in the paper. The application of a framework is sufficient however a better framework could have been selected the application of this could be better developed.	Sound analysis has been included however lacks depth. The framework application is good but could be developed more or findings could be aligned better with the aim of the report.	Very good analysis has been included in the paper. The framework selected is logical and adds beneficial findings to the report.	Outstanding analysis is included. The framework application is excellent and the findings from this are topical and relevant to the aim of the report.
Engaging professional presentation 20%	Presentation is not professional and engaging enough. Ineffective expression with poor punctuation, spelling and/or grammar. Ineffective structure where sections are not broken down into main points set out. The report is generally disorganised and difficult to read	The presentation of your work is adequate though needs to be improved Adequate expression with some punctuation, spelling and grammatical errors. Basic structure set out	Presentation is good though could be developed further. Effective expression and evidence of logical thought. Accurate use of punctuation, spelling and grammar with occasional errors.	Engaging and well-presented report Sound expression. Writing style well developed. Relevant use of punctuation, spelling and grammar. Well-structured with variety in sentences and well set out sections and paragraphs	The presentation is exceptional. Any artefacts and engaging presentation within your layout, is considered and well-suited to support your content. Outstanding expression and a clear, concise writing style. Excellent use of punctuation, spelling and grammar.

CRITERIA	FAIL	PASS	CREDIT	DISTINCTION	HIGH DISTINCTION
Research and references 10%	Fails to provide accurate and/or any empirical information; makes empirical claims with no evidence to support them; uses no or inappropriate sources.	Some difficulties in identifying sufficient or relevant information; insufficient support for empirical claims from reliable sources; use of too few or somewhat inappropriate sources.	Some success in making sufficient and relevant empirical claims and in providing sufficient support for them from a reasonable number of reliable sources.	Accurately identifies sufficient and relevant empirical information and draws on support from sufficient and reliable sources.	Outstanding identification of relevant empirical information. Utilises an excellent breadth and diversity of sources. Excellent use of research to add credibility and insight to the findings and analysis.