

## **BEX2622 - Issues in global business**

### **Winter Semester, Prato 2015**

This unit requires students to examine a broad range of social, cultural, legal and political issues that can impact on the strategy and operations of businesses operating in a global business environment. Through the use of readings, case studies, and an analysis of current events, students are confronted with a range of specific challenges for doing business in a global context. These may include but are not limited to: corruption; environmental concerns; codes of conduct; sustainability; appropriate development, stakeholder relationships; cultural relativism, globalisation; and corporate citizenship. Rather than prescribing "how" these issues should to be managed, the unit encourages an awareness and appreciation of the arguments surrounding these issues.

### **Mode of Delivery**

#### **Prato Campus – Winter Semester (Split Block Mode - Day)**

Day 1 - Monday, 30 June (Pre-departure)	10.00 am - 12.00 noon
Day 2 - Friday, 4 July	9.00 am - 5.00 pm
Day 3 - Friday, 11 <sup>th</sup> July	9.00 am - 5.00 pm
Day 4 - Tuesday, 15 <sup>th</sup> July	9.00 am - 5.00 pm
Day 5 - Friday, 18 <sup>th</sup> July	9.00 am - 5.00 pm
Day 6 - Friday, 8 August February	9.30 am - 11.00 am**

**\*\*NB:** Students should check their timetables to ensure that there is no clash with their Semester two 2015 enrolments on this date for the post-departure session at Caulfield.

### **Workload**

This is a six credit point unit with four days' class contact over the winter semester. The total time commitment expected for study in this unit is 144 hours. In order to meet the faculty's expectations of performance, students should plan to spend appropriate time in self-directed study, outside class time.

### **Unit Relationships**

#### **Prerequisites**

Students must have completed at least 48 Monash credit points (60 ECTS) of study prior to enrolling in this unit.

## Chief Examiner and Campus Unit Co-ordinator

Dr Nell Kimberley

Campus: Caulfield

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## Unit Overview

### Learning Objectives

#### Outcomes

By the end of this unit, students will be able to:

1. Identify, analyse and evaluate topical and historical issues affecting businesses operating in a global context;
2. Apply conceptual frameworks to the analysis of global issues;
3. Develop and present strategic responses to specific issues affecting businesses operating in a global context;
4. Develop team skills including team leadership, collaboration, problem-solving, decision-making, communication and presentation skills;
5. Develop reflective practice skills in relation to individual learning.

## Graduate Attributes

Monash prepares its graduates to be:

1. responsible and effective global citizens who:
  - a. engage in an internationalised world
  - b. exhibit cross-cultural competence
  - c. demonstrate ethical values
2. critical and creative scholars who:
  - a. produce innovative solutions to problems
  - b. apply research skills to a range of challenges
  - c. communicate perceptively and effectively

## Assessment Summary

A student's final mark is normally the sum of the marks obtained in all of the individual assessment items in the unit.

### Second marking

Where an assessment task is given a fail or high distinction grade by an examiner, that piece of work will be marked again by a second examiner who will independently

evaluate the work, and consult with the first marker. No student will be awarded a fail grade for an assessment task or unit without a second examiner confirming the result.

Note: Exceptions to this are individual pieces of assessment contributing 10% or less of the final mark, unless the total of such pieces exceeds 30% of the final mark.

### Return of final marks

Faculty policy states that 'the final mark that a student receives for a unit will be determined by the Board of Examiners on the recommendation of the Chief Examiner taking into account all aspects of assessment'.

The final mark for this unit will be released by the Board of Examiners on the date nominated in the Faculty Calendar. Student results will be accessible through the my.monash portal.

### Assessment criteria

Assessment Criteria Grading Descriptors available at:  
<http://www.buseco.monash.edu.au/esg/agu/policies/assessment.html>.

Assessment Task	Weighting (%)	Due Date
Personal reflection	20%	Friday, 25 July, 2015 (email link to website on this date)
Individual website on a global issue of your choice	40%	Friday, 25 July, 2015 (email link to website on this date)
Group presentation and Report	20% (Presentation - 20% Report - 20%)	Group presentation and report - Friday, 8 August (room tba)
<b>Total</b>	<b>100%</b>	

### Teaching Approach

This unit will operate on the basis of four one-day seminars and two pre and post seminar sessions. Attendance at ALL these seminars is essential as this will assist you with the successful completion of assignment tasks. In addition to attendance in class, you will be expected to commit considerable time to reading, researching and assignment preparation.

## Feedback

### Our feedback to You

Types of feedback you can expect to receive in this unit are:

- formal individual feedback on assignments expressed as a letter grade
- answers to ask questions relating to the discipline or the unit's work
- advice about seeking additional help to develop your writing or research skills
- informal feedback relating to class activities

### Your feedback to Us

Monash is committed to excellence in education and regularly seeks feedback from students, employers and staff. One of the key formal ways students have to provide feedback is through SETU, Student Evaluation of Teacher and Unit. The University's student evaluation policy requires that every unit is evaluated each year. Students are strongly encouraged to complete the surveys. The feedback is anonymous and provides the Faculty with evidence of aspects that students are satisfied and areas for improvement. We have responded to student feedback this semester by providing more opportunities for case analysis as part of the curriculum.

For more information on Monash's educational strategy, and on student evaluations, see:

<http://www.monash.edu.au/about/monash-directions/directions.html>

<http://www.policy.monash.edu/policy-bank/academic/education/quality/student-evaluation-policy.html>

### Previous Student Evaluations of this unit

If you wish to view how previous students rated this unit, please go to <https://emuapps.monash.edu.au/unitevaluations/index.jsp>

## Recommended Resources

eBook Stonehouse, G., Campbell, D., Hamill, J. & Purdie, T. (2005). *Global and transnational business: Strategy and management*, 2<sup>nd</sup> edition. Chichester, England: John Wiley & Sons.

Hamilton, L. & Webster, P. (2012). *The international business environment*. Oxford: Oxford University Press.

Harrison, A. (2010). *Business environment in a global context*. 2<sup>nd</sup> edition. Oxford: Oxford University Press.

## Readings:

All readings will be provided on Moodle learning management system. However, it may be worthwhile downloading these to your laptop/iPad prior to departure.

## Library resources:

The Monash University Library provides a range of services and resources that enable you to save time and be more efficient in your learning and research at URL: <http://www.lib.monash.edu.au> or via the Library tab in the [my.monash portal](#).

## Unit Schedule

Day	Activities	Date
Day 1 Friday	<ul style="list-style-type: none"><li>• <b>Welcome and introduction to BEX2622</b></li><li>• <b>Introduction to the multiple contexts</b><ul style="list-style-type: none"><li>– Understanding the organisation in a global context</li><li>– Benefits of systemic thinking</li><li>– Macro and micro perspectives of organisation</li><li>– Working effectively in groups</li><li>– Environmental scanning</li><li>– What is globalisation?</li></ul></li></ul>	4 <sup>th</sup> July
Day 2 Friday	<ul style="list-style-type: none"><li>• <b>Why go global?</b><ul style="list-style-type: none"><li>– Internationalisation process</li><li>– Born global companies</li><li>– Assessing country attractiveness process</li><li>– PESTEL framework</li><li>– Porter and other frameworks for industry analysis</li><li>– Economic dimension of the macro environment</li><li>– Implications for business</li><li>– Aftermath of the GFC</li></ul></li></ul>	11 <sup>th</sup> July
Day 3 Tuesday	<ul style="list-style-type: none"><li>• <b>Global issues</b><ul style="list-style-type: none"><li>– Socio-cultural dimension of the macro environment</li><li>– Social models</li><li>– Definition of culture</li><li>– Dimensions of difference</li><li>– Cultural literacy</li><li>– Technological dimension of the macro environment</li><li>– Sources of new ideas</li><li>– Opportunities and implications for business</li></ul></li></ul>	15 <sup>th</sup> July
Day 4 Friday	<ul style="list-style-type: none"><li>• <b>Global issues</b><ul style="list-style-type: none"><li>– Political and legal dimensions of the macro environment</li></ul></li></ul>	18 <sup>th</sup> July

	<ul style="list-style-type: none"> <li>- The dark side of globalisation</li> <li>- Corporate social responsibility</li> <li>- Ecological dimension of the macro environment</li> </ul>	
Post-departure plenary and presentations Friday	<b>Group presentations and reports</b>	8 August

**NB:** Students should note that the program outlined above is a guide to the material to be covered in this unit and not a definitive statement of when that material will be covered. Specific details relating to the timing will be discussed in class.

## Assessment Requirements

Please note that in order to pass this unit, you are required to complete ALL pieces of assessment. You are also required to create a backup pdf file of all assessment tasks. Please retain all electronic files of your work until final results are released.

## Assessment Tasks

### Assessment task 1

**Title: Reflective journal**

#### Details of Task:

An important aspect of this unit is the ability to observe events, analyse or 'make sense of' these events and consider the implications for your learning. You are to keep a reflective journal that documents your *learning* at the end of each of the four teaching days in Prato. A reflective journal is a considered perspective of what an activity, event or information means to you or how it affects you in terms of your thoughts, feelings and insights. Reflective writing also requires *evidence* of what you have learned, i.e., what you take away from the experience.

In your four journal entries, you are required to refer to the activity, event or information that took place, without being overly descriptive. You should reflect on the experience, use any supportive literature where appropriate and then make explicit your insights from the experience. Each entry should be no more than 500 words. (These journal entries should be uploaded as part of your personal website.)

**Assessment date:** Friday, 25th July, 2015

**Weighting/value:** 20%

### **Criteria for marking:**

A marking guide for this reflective journal will be available on Moodle during the winter semester.

### **Penalties for late lodgement:**

A maximum penalty of 10 per cent of the mark allocated to this assessment task will be deducted for each day that the essay is late. Students should note that a weekend is two days and will be treated as such when penalties are calculated. After 10 days late assignments will be accepted but will not be given a mark. All extensions of time are required to be supported by a Special Consideration application – please refer to the relevant section on Special Consideration. Extensions are only allowed at the discretion of the Chief Examiner.

### **Assessment coversheet:**

Work submitted for assessment **must** be accompanied by a completed copy of the Assessment Cover Sheet. **NO assignment will be accepted or marked if it is not accompanied by a signed Assessment Cover Sheet.**

## **Assessment task 2**

### **Title:**

**Individual Global Issue website -**

### **Details of Task:**

This is both a creative and a research assignment. Using Wordpress, you are asked to create an individual and private website in which you will provide a portfolio of materials that examines **two key themes – 1) your research and narrative relating to a global issue of your choice and, 2) your learning journal (as outlined above).**

Excluding the reflective journal, there should be a minimum of eight posts to the website with a maximum of 250 words per post to explain the purpose of the post and the content. The website could include any or all of the following: newspaper reports; links to relevant websites; images/graphics; YouTube clips; photos; journal articles, and so forth. When linking to online materials, the university has some useful tips at: <http://copyright.monash.edu/resources-downloads/linking-guidelines.html>.

Resources to support building your website will be provided in Moodle. Further assistance will be provided by Andy Wear from the Office of the Vice Provost (Learning and Teaching) in the pre-departure class.

**Assessment date:**

Online – Friday, 25<sup>th</sup> July, 2015

**Weighting/Value:**

40%

**Criteria for marking:**

A marking guide for this assessment task will be available on Moodle during the winter semester.

**Assessment task 2****Title:****Group Presentation and Report**

**Due date for presentations:** Friday, 8 August

**Details of task:****Fifteen minute group presentation****Instructions:**

This is a group assignment to be carried out in groups of three. Students will be allocated to a group on Day 1 – Friday, 4<sup>th</sup> July.

Each group is to select a multinational company of its choice (excluding Toyota, Ford, Nike, Apple, BHP Billiton, Ford Motor Co., Google, McDonald's, UNIQLO, Boeing, Royal Dutch Shell and Unilever). Using the conceptual frameworks discussed in class, the groups are asked to analyse the impact of the global environment on the relevant organisation and to make recommendations as to how it might deal with these issues into the future. An important aspect of this work is researching the company as it functions in 2015 and assessing the challenges and opportunities that lie ahead.

All group members are expected to participate in the presentation and marks for this work will be allocated equally. Groups have a choice of either preparing a video clip or presenting their findings 'live' to the class. There are, of course, advantages and disadvantages to both, but groups will not have to make a decision until just before the due date.

**NB:** There should be included as the last part of the presentation a collective reflection on the group's performance.

**Weighting/Value:**

Presentation 20%;



**Presentation requirements:**

Please ensure that the Chief Examiner receives copies of any visual support used in the presentation.

**Estimated return date:**

Feedback for the group presentation will be included alongside feedback for the written Report.

**Criteria for marking:**

A marking guide for the group presentation will be available during Winter Semester on Moodle.

**Penalties for late lodgement:**

All members of the group are expected to deliver their presentation on the dates specified. Failure to present will result in a fail for this assessment task.

**Title:**

**Group Report**

**Due date for report:** Friday, 8 August

**Word Limit:** 2,000 words

**Details of task:****Instructions:**

The group report should be presented as follows:

**1. Executive Summary:** This section accurately and precisely summarises the **entire** contents of the report. It should include the aim/s of the report, a very brief background of the organisation and the type of change, a summary of the main findings of the group's research and more importantly, a summary of the conclusions and key recommendations for action. This should be no more than half a page.

**2. Introduction** including brief statements with regard to the following:

- **Aim/s** of the study (reiterated)
- **Background** and characteristics of the organisation (e.g. industry sector).
- **Methodology** i.e. the manner in which the group collected its data.

**3. Discussion and Analysis:** This section forms the **bulk** of the report. It should clearly demonstrate the links between the global issues and the

organisation, using data and the concepts explored throughout the winter semester.

**5. Conclusions:** Given the data and your analysis, what conclusions do you draw about the impact of the organisation's global environment?

**6. Recommendations:** In order of priority, what actions can you recommend to enable the organisation to deal with these challenges?

**Appendices:** Any supporting information should be placed in this section.

## Assignment submission

### Returning assignments

Assignments will be returned to students electronically. As required by departmental policy, all assignments will be marked with a letter grade only.

### Resubmission of assignments

Resubmission is not permitted.

### Referencing requirements

Referencing requirements are detailed in the Q-manual at:

<http://www.buseco.monash.edu.au/publications/qmanual/ch-10.html>

## Other Information

### Policies

Monash has educational policies, procedures and guidelines, which are designed to ensure that staff and students are aware of the University's academic standards, and to provide advice on how they might uphold them. You can find Monash's Education Policies at: <http://policy.monash.edu.au/policy-bank/academic/education/index.html>

Key educational policies include:

Plagiarism (<http://www.policy.monash.edu/policy-bank/academic/education/conduct/plagiarism-policy.html>)

Assessment (<http://www.policy.monash.edu/policy-bank/academic/education/assessment/assessment-in-coursework-policy.html>)

Special Consideration (<http://www.policy.monash.edu/policy-bank/academic/education/assessment/special-consideration-policy.html>)

Grading Scale (<http://www.policy.monash.edu/policy-bank/academic/education/assessment/grading-scale-policy.html>)

Discipline: Student Policy (<http://www.policy.monash.edu/policy-bank/academic/education/conduct/student-discipline-policy.html>)

Academic Calendar and Semesters (<http://www.monash.edu.au/students/key-dates/>);

Orientation and Transition  
(<http://www.infotech.monash.edu.au/resources/student/orientation/>); and  
Academic and Administrative Complaints and Grievances Policy  
(<http://www.policy.monash.edu/policy-bank/academic/education/management/complaints-grievance-policy.html>)

## Student services

The University provides many different kinds of support services for you. Contact your tutor if you need advice and see the range of services available at [www.monash.edu.au/students](http://www.monash.edu.au/students)

The Monash University Library provides a range of services and resources that enable you to save time and be more effective in your learning and research. Go to <http://www.lib.monash.edu.au> or the library tab in my.monash portal for more information.

Students who have a disability or medical condition are welcome to contact the Disability Liaison Unit to discuss academic support services. Disability Liaison Officers (DLOs) visit all Victorian campuses on a regular basis

Website: <http://adm.monash.edu/sss/equity-diversity/disability-liaison/index.html>;

Telephone: 03 9905 5704 to book an appointment with a DLO;

Email: [dlu@monash.edu](mailto:dlu@monash.edu)

Drop In: Equity and Diversity Centre, Level 1 Gallery Building (Building 55), Monash University, Clayton Campus.

## Moodle

All unit and lecture materials, plus other information of importance to students, are available through the Moodle site. You can access Moodle via the My.Monash Portal: <http://my.monash.edu.au>

### You can contact Moodle Support by:

**Jobdesk:** [http://jobdesk.monash.edu.au/login/index.cfm?jobdesk\\_id=14](http://jobdesk.monash.edu.au/login/index.cfm?jobdesk_id=14)

**Email:** <http://monash.edu/esolutions/contact/index.html>

**Phone:** (+61 3) 9903-1268

Further information can be obtained from the following site  
<http://www.vle.monash.edu/moodlesupportforstudents.html>

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