Unit of Study Guide

Unit Code and Title	BUS6006 Enterprise Benchmarking and Field Investigations
Course(s)	Master of Business Administration
Core or Elective	**Core:** Master of Business Administration
Credit Points	8 credit points
Duration	12 weeks
AQF Level	9
Student Workload	Students should expect to spend 156 hours on learning activities across the study period. This includes time spent attending scheduled classes, undertaking private study, preparing assessments, and completing examinations.
Essential Requirements	N/A
Mode(s) of Delivery	On campus / Online
Pre-Requisite/Co-Requisite	Pre-Requisites BUS5004 Leadership and Influence BUS5102 Supplier and Consumer Behaviour
Unit Coordinator	
Contact Information	✉: ☎: +61 02 9318 8111 Consultation: By appointment

Unit Description

BUS6006 Enterprise Benchmarking and Field Investigations provides an experiential opportunity for students to visit an eclectic cohort of enterprises and gain first-hand knowledge of their operations, challenges and the contemporary issues facing those enterprises. Through experiential learning, this unit develops the capacity to rapidly identify and analyse central issues important for enterprises and understand how leaders use their skills and evidence to respond to rapidly changing environments. The unit provides an opportunity for students to demonstrate the application of course learnings in a range of situations and workplaces. A reflective data set is experientially built as the unit progresses and on completion of this unit students will have direct experience of a broad range of workplaces and will have identified professional development opportunities and networks.

Unit Learning Outcomes (ULOs)

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

ULO1   Integrate organisational related knowledge and theories to interpret a range of enterprises.

ULO2   Develop strategic networks for professional purposes.

ULO3   Communicate with a range of stakeholders in complex organisational situations.

ULO4   Evaluate organisational intelligence to compare organisations.

Course Learning Outcomes (CLOs)

Successful completion of this unit will contribute to the following Course Learning Outcomes (CLOs):

CLO1   Using appropriate technologies and methodologies, review, critically analyse and apply theoretical and practical knowledge, complex information and concepts, and research findings to support and justify enterprise decisions.

CLO2   Generate innovative, sustainable solutions to complex real world, contemporary enterprise problems.

CLO3   Interact effectively in diverse teams to deliver outcomes, both as team members and as team leaders, as appropriate to the context.

CLO4   Effectively communicate complex concepts, relating to the analysis, planning, design and evaluation of responses to enterprise problems to both specialist and non-specialist team members, clients and collaborators using a range of communication modalities as appropriate.

CLO5   Demonstrate responsible, accountable and ethical behavior.

CLO6   Objectively reflect on and evaluate outcomes and feedback for continuous improvement.

Graduate Attributes (GAs)

Successful completion of this unit will contribute to the following APIC Graduate Attributes (GAs):

GA1. Analytical and Scholarly: APIC graduates will be able to locate, select and evaluate information from a range of sources to ensure currency of their knowledge base.

GA 2. Ethical and Inclusive Professionals: APIC graduates will respect multiple perspectives, human rights, and ethical principles. They will also be capable of autonomy and self- directed practice.

GA 3. Innovative Problem Solvers and Decision Makers: APIC graduates will be curious, enquiring and adaptable, embracing and creating change. They will be able to find novel and effective solutions for anticipated and unexpected challenges and make appropriate, timely and justified decisions.

GA 4. Excellent Communicators: APIC graduates will be able to communicate effectively in oral and written English and collaborate with others to achieve outcomes. They will be able to adapt their communication style to context.

GA 5. Critical and Reflective Thinkers: APIC graduates will actively reflect on and critique information, decisions, and strategies for continuous improvement.

GA 6. Leaders and Collaborators: APIC graduates will be able to work effectively in diverse teams that require leadership, collaboration and teamwork skills to achieve outcomes.

Learning and Teaching Approach

Learning and teaching in this unit applies the APIC model of providing transformational learning experiences that are student-centered, collaborative, active, reflective and applied. Key themes embedded into the resources, challenges and assessments are ethical practice, sustainability, evidence-based decision making and real-world applications. Completion of the learning activities for each week will give students the discipline knowledge and skills required to complete the assessments. Successful completion of all assessments demonstrates that the unit learning outcomes have been achieved. Additional support to further enhance students' academic skills is available from the Academic Enhancement team.

Expectations of Students

Students are expected to:

- Prepare for scheduled classes by completing assigned activities
- Attend at least 80% of scheduled classes
- Actively participate in class activities
- Seek clarification and advice from teaching staff as needed
- Attempt all assessments
- Submit assessments on time
- Review and reflect on feedback on assessments and seek clarification about feedback where needed
- Notify the lecturer and / or unit coordinator if unable to attend classes and/or submit assessments

Completion of the learning activities for each week will give students the discipline knowledge and skills required to complete the assessments. Successful completion of all assessments demonstrates that the unit learning outcomes have been achieved.

Schedule of Learning and Teaching Activities

	Topic	Learning Activities	Readings
Week 1	Introduction and Scope of Work, Reflective Writing, and Journal Keeping, Cultural Intelligence	**Concepts** • Introduction to unit and scope of work, objectives, learning strategies, resources available, timetable, assessment methods and related briefings • Understanding how knowledge is created through reflection • Understanding Cultural Intelligence, operating in the Australian and global business context **Activities** • Completing the student contract • Developing frameworks for WHS • Business etiquette, cultural and environmental sensitivity, ethical considerations, legal considerations, confidentiality	Fierke, K. K., Lepp, G. A., Bastianelli, K., Vogelsang, L., & Tornabene, L., 2016 Reilly, AH, 2017 Fang, F., Schei, V. and Selart, M., 2018 Gesteland, R., 2013
Week 2	Best Practices in Safety, Ethical Management Practices, Self-Management and Personal WHS	**Concepts** • Best practices in leading safe workplaces • Workplace wellbeing and employee/organisational performance • Managing oneself with best practice **Activities** • Preparation for the Study Tour • Presentations • OH&S, compliance vs ethics, cultural complexities and challenges for WHS in a global context • Understanding job crafting for professional practice • Personal WHS plan	Enciso, S., Milikin, C. and O'Rourke, J., 2017 Roche, M. & Haar, J.M. 2013 Ryan, R. M. and Deci, E. L.,2000 Schwartz, T, 2007
Week 3	Field Investigation and Intelligence Gathering, Presenting Findings to Diverse Stakeholders	**Concepts** • How field investigation relates to market intelligence • Accurate recording of filed information and market intelligence **Activities** • Preparation for the Study Tour • Gathering market and competitive intelligence • Examining record keeping practices and methods • Ethics of gathering competitive intelligence • Presentations	Al-Weshah, G., 2017 Cheong, S., Cang, A. and Koh, J., 2020 Cases and briefing documents

Week 4	Making Sense of Intelligence and Contemporary Organisational Challenges	**Concepts** • Making sense of business intelligence • Presenting to diverse stakeholders • Challenges and opportunities of using data for decision making **Activities** • Using contemporary case studies apply intelligence gathering and reflective writing to communicate key issues • Synthesis of small group data • Pre-site visit preparation	Maungwa, T. & Fourie, I. 2018 Gebhardt, G. F., Farrelly, F. J. and Conduit, J., 2019 Rawlinson, N., 2019
Week 5	Study Tour	**Activities** • Study Tour • Sharing personal experiences	Lending, C., Minnick, K. and Schorno, P. J., 2018
Week 6	Study Tour	**Activities** • Study Tour • Sharing experiences	Lutz, C.J. and Bodendorf, F., 2020
Week 7	Data Classification and Sense Making Podcast Delivery, Conducting Peer Review	**Concepts** • Sharing site visit reflections • Peer review and strengths-based feedback **Activities** • Making contextual sense of the data presented during the tour by the host organisations	Aguinis, H., Gottfredson, R. K. and Joo, H., 2012
Week 8	Case Analysis, Podcast Review	**Concepts** • What is a case study? • Types of case studies and how to present a good case study **Activities** • Students peer review the uploaded podcasts and select those they will use	Hsieh, H. and Huang, J., 2018 Cases and briefing documents
Week 9	Case Study Writing, Podcast Feedback	**Activities** • Students provide constructive strengths-based feedback one on one using the peer review podcasts • Case study report preparation	Gilinsky Jr., A., Forbes, S. and Reed, M., 2016 n.d. *Writing A Case Analysis*.

Week 10	Case Study Presentations and Bringing It All Together	**Concepts** • Conclusions and wrap up **Activities** • Case study Presentations • Planning for Task	Lanaj, K., Erez, A. and Foulk, T. A., 2019
Week 11		**Presentations and Discussion**	
Week 12		**Presentations and Discussion**	

Assessment Information

Assessment	Weight	Due Week	Duration	ULO
1. Expectations **(Written Report)** (Individual) Students will prepare a pre-reflection on expectations of the company situation for the field studies. In addition, students will prepare a set of issues they will explore while on the field studies linking to issued considered in earlier units of study	30%	4	1000 words	ULO1 ULO3
2. Field investigation **(Enterprise engagement)** (individual) Student will prepare a report on their finding blending their expectations (from Assessment 1) and their experience on the field studies. The report will be in the form of issues of a strategic nature that the company faces. While a traditional strategic plan is not required, this components found in a strategic plan may be used to guide the report.	40%	8	20 minutes 2000 words eq	ULO2 ULO3 ULO4
3. Experiential reflection (individual) Students will reflect of the learnings and the processes they employed in arriving at their Learning by observing and present to their colleagues in pecha kucha format	30%	11-12	20 minutes + questions 3000 words eq	ULO1 ULO4

Resources

Prescribed Text(s):

Lokkesmoe, KJ, Kuchinke, KP & Ardichvili, A 2016, 'Developing cross-cultural awareness through foreign immersion programs: Implications of university study abroad research for global competency development', *European Journal of Training and Development*, vol. 40, no. 3, pp. 155–170.

Fee, A, Heizmann, H & Gray, SJ 2017, 'Towards a theory of effective cross-cultural capacity development: the experiences of Australian international NGO expatriates in Vietnam', *International Journal of Human Resource Management*, vol. 28, no. 14, pp. 2036–2061.

Zhao, S, Cathy Sheehan, C, De Cieri, H & Cooper, B 2019, 'A comparative study of HR involvement in strategic decision-making in China and Australia', *Chinese Management Studies*, vol. 13, no. 2, https://doi.org/10.1108/CMS-08-2018-0643

Fierke, KK, Bastianelli, K, Vogelsang, L, Tornabene, L & Lepp, GA, 2017, 'Enhancing an international experience for students through reflective writing exercises and self-directed learning', *Current Issues in Education*, vol.19, no.2, pp.1-14.

Dalton, C 2018, '"Reflection is embedded in my brain forever now!": Personal development as a core module on an Executive MBA', *Reflective Practice*, vol. 19, no. 3, pp. 399–411.

Recommended Readings:

Financial Review

Participation

Students are required to participate in all collaborative work, group work and work integrated activities, such as study tours, industry lead activities and open forums, (a) actively, fully and positively; and (b) in a timely manner. Student contributions to collaborative, group, and work integrated activities must be meaningful, of value to peers, and follow the specifications of the Unit Study Guide.

Academic Misconduct

Ethical conduct and academic integrity and honesty are fundamental to the mission of APIC and academic misconduct will not be tolerated by the College. It is the responsibility of every student to make sure that they understand what constitutes academic misconduct and to refrain from engaging in it. Please refer to APIC's Academic Integrity Policy for further details.

Attendance

APIC has a responsibility to ensure that all students enrolled at the College are able to make satisfactory progress through their course, and attending scheduled classes is essential for course progression. For onshore international students maintaining satisfactory attendance in the course and making satisfactory progress with the course are also conditions of the student Visa. APIC therefore monitors the attendance of all students at all scheduled classes and students are required to attend at least 80% of scheduled for units in which they are enrolled, where attendance means that the student is present for the whole duration of the scheduled lecture, tutorial or seminar class. Students are advised that decisions about the award of supplementary assessments will take into account student attendance.

Disclaimer

This unit study guide may be updated and amended from time to time. Any changes to the unit will be notified to students through the Online Learning System (OLS).