

# INTERNATIONAL CONSULTANCY IN PRACTICE.docx



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**MKTG70360: INTERNATIONAL CONSULTANCY IN  
PRACTICE**



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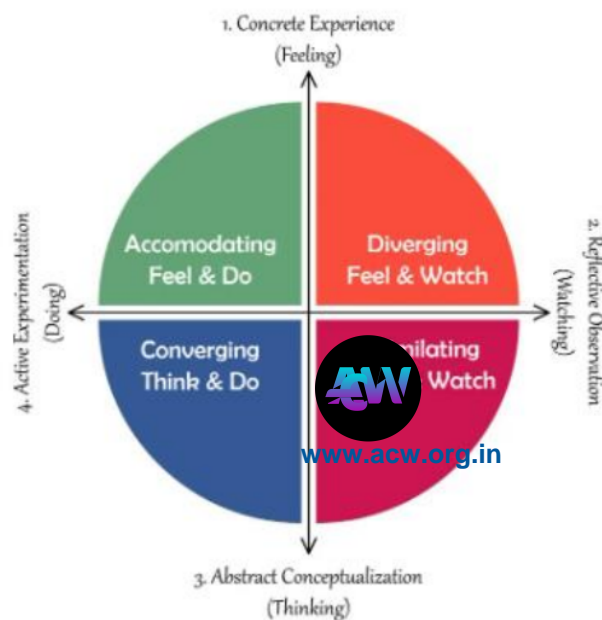


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## Introduction

Reflection is more as the process whereby students can describe their innate learning, how it was changed and how it can further relate to further learning experiences. Furthermore, reflection is one major practice for learners to make sense of and grow from past learning experiences. While reflecting, the learners can instead review and project past incidents, often working dialectically for discovering what is known, what has been learnt and what might have been understood. This present assessment will be related to my key experience in acting on group projects and learning international cultural standpoints.

## Kolb's learning styles and Experiential Learning Cycle



**Figure 1: Kolb's learning styles and Experiential Learning Cycle**

(Source: simplypsychology.org, 2023)

**Concrete Experience: Diverging:** Group work comes as the innate method for instruction that make students work together. The group work assessment gets duly defined to be one comprehensive concept consisting of all typed feedback, assessment and evaluation, which are duly carried out for students' working groups. I and other students had also formed such a group for completing two pending assessments for the present module. We found that both of these

assessments were on business internationalisation procedures (Kahiya, 2020). It clearly indicated that we had to present one consultancy report and one PPT on choosing the right investment pitch for one organisation named Fashion Enter in the UK. While initiating the group projects, I aimed to learn the know-how on acting in teamwork as well as making fair contributions on the covered assessments. It had whereas got actualised how to take a reasonable lead in the team setting, especially in terms of working successfully on my own actions as well as helping others' tasks as well.

**Reflective Observation: Assimilating:** Going through the overall assessment pieces, it was highly encouraging for me. It was simply because it made me capable enough in observing others' actions in group acts whereas facilitating my own contributing parts accordingly. On an overall, my roles in these assessments had been more of documenting grave roles in the related areas of operations. I have been able to check the innate feasibility of market entry modes such as Joint Ventures or JV (Goncalves and Smith, 2019). The organisation was thus found to welcome both risks and scopes while considering JVs for its latest expansion drive. On further note, it had also been facilitated in terms of considering key tools for locating key cultural traits of the new global region. That is how more of a specific learning account had been actualised to me all through the learning proposition in the assessment.

**Abstract Conceptualisation: Converging:** The consideration of choice for the right entry decision and cultural standpoints on new markets were rather found to support modern-day organisations' constant growth strategic tasks of choosing more feasible new markets wherein better business suitability advantage points are there (Kumar et al., 2020). In that regard, better profit-generating ambitions can rather be accomplished for global firms as well as supporting further investment choices for venture capitalists. I did not have that much in-depth knowledge of these key areas in the initial phase of taking part in the assessments. It was my constant research, the practice of going through lecture materials and getting thorough support from other teammates that made me fulfil my personal goals of acquiring vaster knowledge sets accordingly, as well as using the needed provisions as per the task requirements.

**Active Experimentation: Accommodating:** In the final part of the reflection, I am going to serve my key learning account on the reason for accessing key country risk standpoints based on macro-environmental factors such as political, social, economic and other facets (Mashingaidze and Phiri, 2021). I had been able to make out that only by understanding all typed probable market expansion risks proper guided entry strategies can be initiated

eventually. Moreover, such a vast understanding only helped present relevant information on each of the assessment tasks, eventually making the group work to reach all their deliverables. My actions in the assessments not only helped me to make the right investment choice but also helped me to actualise key tasks as well.

### Gibbs' Reflective model

<b>Stage One: Description</b>	
What Happened?	The consideration of checking the national suitability of the new markets also considered the determination of cultural implications. In addition, the cultural implications of operating a business venture by Fashion Enter in the newly penetrated USA market also had been performed (Kumar et al., 2020).
<b>Stage Two: Feelings</b>	
What did I feel/think about it?	The fulfilment of the assessment activities was able to make me understand the importance to gauge over new market-based cultural preferences for expansion choices.
<b>Stage Three: Evaluation</b>	
What was good and bad about the experience?	Learning the Hofstede cultural framework was the most appealing part of the overall experience (Sattorovich, 2020). I will not deny to have initial complexities in making the tool's usefulness properly.
<b>Stage Four: Analysis</b>	
What sense can I make out of it?	The learning about the cultural topic in global business scenarios can surely be utilised again in my future job roles, especially in acting as one leadership/managerial role on any vast-scale corporation, seeking further expansion mindset.
<b>Stage Five: Conclusion</b>	
What else could I have done?	The usage of other cultural theories, such as Trompenaars, might have been more feasible to learn about cultural implications in new locations (Sattorovich, 2020).
<b>Stage Six: Action Plan</b>	
What would I Do again?	I will try to serve more focus on the new market's culture-based similarities and differences in terms of getting similar assessment scope.

**Table 1: Gibbs' Reflective Analysis**

(Source: Self-Created)

### **Conclusion**

The entire piece of reflection assessment had considered using two different reflective models, namely Gibbs and Kolb's. By relating to those reflective models, I had presented how I had played key actions in the group projects. It was thus made clear that all those individual actions of mine had direct implications on making the group tasks successful. In the second part of the reflection, it was determined how my learning of the international culture domain had been supported by demonstrating key tools such as Hofstede. The acquisition of such knowledge was further found to have boosted my professional competency further in the upcoming days.



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FINAL GRADE

GENERAL COMMENTS

66 /100

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**CRITERION 1 (20%)**

60 / 90

Challenges &amp; successes of Team work addressed

VERY WEAK  
(20)WEAK  
(30)SATISFACTORY  
(50)**GOOD  
(60)**EXCELLENT  
(70)OUTSTANDING  
(90)**CRITERION 2 (20%)**

50 / 90

Actions identified relating to the above for the individual (reflection)

VERY WEAK  
(20)WEAK  
(30)SATISFACTORY  
(50)GOOD  
(60)EXCELLENT  
(70)OUTSTANDING  
(90)**CRITERION 3 (30%)**

60 / 90

Models used to capture the reflective process

VERY WEAK  
(20)WEAK  
(30)

SATISFACTORY  
(50)

**GOOD  
(60)**

EXCELLENT  
(70)

OUTSTANDING  
(90)

**CRITERION 4 (20%)**

60 / 90

How above needs to be considered for future YOUR PERSONAL and PROFESSIONAL development

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VERY WEAK  
(20)

WEAK  
(30)

SATISFACTORY  
(50)

**GOOD  
(60)**

EXCELLENT  
(70)

OUTSTANDING  
(90)



**CRITERION 5 (10%)**

70 / 90

Use of supporting references

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VERY WEAK  
(20)

WEAK  
(30)

SATISFACTORY  
(50)

**GOOD  
(60)**

**EXCELLENT  
(70)**

OUTSTANDING  
(90)