

School of Management  
**MGMT 318**  
**ORGANISATIONAL ANALYSIS & DESIGN**

Trimester Two 2012

**COURSE OUTLINE**

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**COURSE COORDINATOR**

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**Office hours: Monday 2.00-3.20 pm**

**ADMINISTRATOR & UNDERGRADUATE PROGRAMME MANAGER**

**Garry Tansley**

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**Teaching Period:** Monday 16 July – Friday 19 October

**Study Period:** Monday 22 October – Thursday 25 October

**Examination Period:** Friday 26 October – Saturday 17 November (inclusive)

Note: Students in MGMT 318 are obliged to attend an examination at the University at any time during the formal examination period.

**Withdrawal from Courses:**

1. Your fees will be refunded if you withdraw from this course on or before Friday 27 July 2012.
2. The last date for withdrawal from this course is Friday 28 September. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an 'Application for Associate Dean's Permission to Withdraw Late' including supporting documentation. The application form is available from either of the Faculty's Student Customer Service Desks.

**Class Times and Room Numbers**

Lectures: Thursdays 10.30-12.20

Room: GB LT 1

Tutorials run on Thursdays and Fridays, see below for sign up details.

## Course Content

Today organisation theory is in a state of flux. Traditional modern scientific and mechanistic approaches to organisation are increasingly being questioned, and alternative approaches have gathered support. There is no longer one accepted 'best' way to analyse, design, or intervene in organisations, and the field is now characterised by much debate among proponents of a diverse range of perspectives.

The aim of this course is to guide students towards an advanced understanding of selected issues in organisational analysis and theory. Building on MGMT 202, this course requires students to think critically and creatively about organisations as a whole. Specifically, the concept of 'metaphor' is used to frame the theoretical and case material presented in the course so that students are able to practice the art of reading and understanding organisational life in an open and flexible way.

## Course Learning Objectives

MGMT 318 has four learning objectives. You will work towards the achievement of these through three successive 'experiments' in organisational analysis and design of 'real world' organisational cases (see assessment section below). By the end of the course, students should be able to:

- a. **Understand** and **critically analyse** the complexity of organisational systems and their impact upon organisational members drawing on a range of organisational theories.
- b. **Explain** the role of metaphor in organisational analysis and design and identify strengths and limitations of specific metaphors for reading an organisation.
- c. **Propose** a broad range of actions that may be taken in response to organisational situations and challenges.
- d. Provide **coherent and convincing** arguments relating to applied organisational analysis, and effectively **communicate** these views to others orally and in writing.

## Course Delivery

The course is delivered through lectures, case studies and tutorials. Students are expected to attend and participate in these sessions. Attendance at tutorials is part of the mandatory course requirements.

## Expected Workload

A total of 150 hours of work is expected from students in this course. This consists of 31 hours of classes and tutorials, approximately eight or nine hours per week outside classes during teaching weeks spent reading, studying and preparing for assessments, and a further 20 hours revising during the mid-trimester break and study week.

## Tutorial Signup Instructions

Requirements to use this programme:

Go to the signup website at: <https://signups.victoria.ac.nz> and enter your SCS username and password to log into the system. Click on MGMT318 and follow the instructions.

You will only be allowed to enrol in ONE tutorial session. You must always attend the tutorial sessions that you have signed up for. If you attend a different session, your attendance will not be recorded.

Tutorials start on the **second week** of the course. Placement into a tutorial will be strictly on a first-come-first-served basis. Confirmation of your tutorial group will be posted on Blackboard. If you have any serious problems about the allocations see the **Undergraduate Programme Manager**, Garry Tansley ([garry.tansley@vuw.ac.nz](mailto:garry.tansley@vuw.ac.nz)), as soon as possible.

## Lecture Schedule 2012

Wk	Date	Lecture topic	Tutorial topic (see Appendix A for more details)	Assessment
1	19 Jul	<b>Course introduction: Metaphors and organisational analysis</b> Reading: Chpt. 1, Morgan (2006)		
2	26 Jul	<b>Organisations as machines</b> Reading: Chpt. 2, Morgan (2006)	Tutorial 1: Metaphor and organisational analysis	
3	2 Aug	<b>Organizations as organisms - beyond structure</b> Readings: Chpt. 3, Morgan (2006)	Tutorial 2: Comparing metaphors. Prep for Victoria University case analysis (Assign 1)	
4	9 Aug **	<b>Organisations as brains - the learning organisation. Assoc. Prof Deborah Jones</b> Guest Speaker: Student and Academic Services Manager, VBS, Adrienne McGovern-Wilson. Reading: Chpt. 4, Morgan (2006) (Material covered will be required for assignment 1)		
5	16 Aug	<b>Organisations as cultures</b> Reading: Chpt. 5, Morgan (2006)	Tutorial 3: Learning and culture	<b>Assign 1 due, 16 Aug, 10.30am</b>
6	23 Aug	<b>Organisations as political systems</b> Reading: Chpt. 6, Morgan (2006)	Tutorial 4: Political systems and behaviours Set up of groups for Group Presentations	
7	13 Sept	<b>Organisations as psychic prisons</b> Reading: Chpt. 7, Morgan (2006)		
8	20 Sept	<b>Organisations as gendered structures, processes and cultures</b> Reading: Acker (1999) (link on blackboard & supplied)	Tutorial 5: Gender and organisations Prep for Group Presentations	
9	27 Sept	<b>Organisations as instruments of domination</b> Guest speaker: Management Consultant, Igniter Consulting, Andrew Jackson Reading: Chpt. 9, Morgan (2006)	Tutorial 6: Group presentations	<b>Group presentations 27 &amp; 28 Sept</b>
10	4 Oct	<b>Organisations as facilitating career and role</b> Research case: 'The Volunteer Management Role' and top 3 group presentations Reading: Inkson (2004) (link on blackboard & supplied)	Tutorial 7: Career and organisation Prep for Volunteering NZ organisational case analysis	
11	11 Oct**	<b>Voluntary and community sector case analysis</b> Guest speaker – Chief Executive of Volunteering NZ, Vanisa Dhiru (Material covered will be required for the exam)		
12	18 Oct	<b>Reading organisations</b> Course sum up and examination tips Reading: Chpt. 11, Morgan (2006) & Morgan (2011, link on blackboard & supplied)		
<b>Exam: During the period, Friday 26 October – Saturday 17 November (inclusive)</b>				

\* See blackboard for more detail about the topic and required preparation for each tutorial.

\*\* It is essential that you attend these lectures because they will cover case material required for assessment. If you are unable to attend these lectures for some reason please see the course coordinator BEFORE they run.

## Readings

The **required** textbook is:

Morgan, G. (2006). *Images of organization*. Thousand Oaks, CA: Sage.

Useful journals for **individual and group research** include:

- Academy of Management Review
- Academy of Management Journal
- Administrative Science Quarterly
- Asia Pacific Journal of Human Resources
- California Management Review
- Gender, Work and Organization
- Harvard Business Review
- Human Relations
- Journal of Industrial Relations
- Journal of Management Studies
- Organization
- Organization Studies

## Assessment Requirements

The assessment for this course is designed to encourage students to experiment with the application of different organisational theory concepts and frameworks to 'real world' case organisations. Each successive piece of assessment demands a higher level of knowledge and skill relating to organisational analysis and design than that prior.

Assessment	Title	Weight	Date
1	<b>Assignment 1:</b> Analysis Essay of Victoria University	20%	Due week 5, 16 <sup>th</sup> Aug, 10.30am
2	<b>Group Presentation:</b> Analysis of selected case organisation	15% + 5%	Due week 9 27 & 28 September
3	<b>Exam:</b> Based on previous case studies, including Volunteering NZ case	60%	During the period, Friday 26 October – Saturday 17 November (inclusive)
	<b>TOTAL</b>	<b>100%</b>	

### 1. Assignment 1 – Analysis Essay of the Victoria University of Wellington

Due Date: Thursday 16 Aug, 10.30am

Marks: 20%

Length: 1500 words (+/- 10%)

See Appendix B for full details

### 2. Group Presentation and individual participation score – Analysis of group selected case organisation

Due Date: Week 9 tutorial (27 & 28 September)

Marks: 15% group mark for the presentation + 5% individual participation score based on a 'Self and Peer assessment of Teamwork Participation' sheet.

See Appendix C for full details

### 3. Examination – Based on course case studies, including Volunteering NZ case

Date: During the period, Friday 26 October – Saturday 17 November (inclusive).

Marks: 60%

Length: 3 hour exam

The examination will require students to compare and contrast the theoretical frameworks presented in the course and to apply some of these to case material collected during the lectures, tutorials, assignments and group presentation. All content covered during the course is examinable.

Please note: Students are obliged to attend their examination at the University at any time during the formal examination period.

## Referencing

There are many different styles of referencing and the Faculty of Commerce at VUW has decided to make APA (American Psychological Association) referencing style the common standard across the Faculty. The Commerce and Central Libraries hold the APA Style Guide. You can also access the information from the online VUW library site (<http://www.vuw.ac.nz/library/research/reference/referencingguides.aspx>).

## Handing in assignments

Assignments should be placed, in hard copy form, in the **MGMT 318 box (no. 26)** on the mezzanine floor of Rutherford House by the due time on the due date.

All assignments must include an Assignment Cover Sheet (see Appendix D) stating your name, the course name, tutor's name, tutorial number and day/time, assignment name and number, a word count and due date. You should also put page numbers on each page.

**Students must prepare two copies of each assignment and keep the second copy for their own reference. Students must also keep an electronic copy of their work archived in case that the original assignment goes missing.** Failure to do so will jeopardise any claim that your work was submitted in the rare cases where your work goes astray.

## Quality Assurance Note

Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of FCom programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

## Mandatory Course Requirements

To meet Mandatory Course Requirements, students are required to:

- a. Attend at least 6 out of the 7 tutorial sessions;
- b. Submit Assignment 1 and participate in one Group Presentation.

Students who fail to satisfy the mandatory requirements for this course but who obtain 50% or more overall, will be awarded a "K" grade.

Standard fail grades (D or E) will be awarded when the student's overall course mark falls below the minimum pass mark, regardless of whether the mandatory course requirements have been satisfied or not.

Notice of Failure to meet Mandatory Course Requirements will be posted on Blackboard.

## Grading Guidelines

The following broad indicative characterisations of grade will apply in grading assignments and the exam:

A+	excellent performance in all respects
A	excellent performance in almost all respects
A-	excellent performance in many respects
B+	very good, some aspects excellent
B, B-	good but not excellent performance
C+, C	work satisfactory overall but inadequate in some respects
D	poor performance overall, some aspects adequate
E	well below the required standard
K	Failure to achieve mandatory course requirements and have achieved at least an average "C" over all the assessment.

## Penalties for Work Submitted Late

- (i) In fairness to other students, work submitted after any deadline will incur a penalty for lateness. **The penalty is 5% of the marks available** (marks available means what the assignment is worth i.e. 20% or 20 marks) for an assignment submitted after the due time on the due date **for each part day or day late**. For example, if an assignment is out of 20 and the assignment receives 50% then one day late means the mark will be out of 19 and the student will receive 50% of 19 = 9.5 marks. **Saturdays, Sundays and public holidays** will be included when counting the number of days late. Assignments received **more than 7 days after the due date** will not be accepted and the student will **automatically fail the Mandatory Course Requirements**.
- (ii) Course Outlines provide a signal to students of forthcoming workload, dates of submission etc, and thus student study plans should take account of course requirements across all courses. Consequently, workload issues related to other courses and employment will not be accepted as reason for dispensation from mandatory requirements or waiver of penalties. **Extensions** to submission deadlines for any assigned work will only be granted in **exceptional circumstances**.
- (iii) Students who are unable to comply with any of the mandatory requirements should make a written application for an extension to the due date for submission of assigned work or for waiver of a penalty, in advance, to the **Course Coordinator, Dr Sarah Proctor-Thomson**, providing documentary evidence of the reasons of their circumstances. All such applications must be made **before** the deadline and be accompanied by documentary evidence, e.g. a medical certificate, or counsellor's report clearly stating the degree of impairment, and the dates the illness or event prevented you from undertaking your academic studies. This can be applied retrospectively.
- (iv) In the event of unusual or unforeseeable circumstances (e.g. serious illness, family bereavement or other exceptional events), that precludes an application in advance, students should make contact with the **Course Coordinator** as soon as possible, and make application for waiver of a penalty as soon as practicable.
- (v) Word limits should be adhered to, especially as they provide a guide to limiting the student's coverage of a topic and the intended assignment work load. You are strongly advised to adhere to the word limit so as to keep your workload at a manageable level. Any material that is above the word limit might not be taken into account by the marker.

## **Policy on Remarking**

Every attempt is made to ensure that the marking is consistent across tutors and fair to students. Students may ask for their written work to be remarked. A different tutor will do the remarking and provide comments. The original marking sheet is removed to ensure the process is independent. If the mark differs by 10% or less the two marks are averaged. If it exceeds 10% then it is independently marked by a third marker and the average of the two closest marks is taken. Experience from previous years is that almost all remarks are within 10% and where there is a change in mark, half the assignments go up and half go down.

Application for remarks must be made within 5 days after the marks are available. To apply for a remark, complete the request for re-examination of assessed work form (Appendix E) stating which sections (criteria listed in the mark sheet) you wish re-examined. Write on why you think the mark does not, in your view, fairly reflect the quality of your work. Hand this with your assignment at the Reception Desk on the 10<sup>th</sup> floor of Rutherford House, where your assignment will have the time, date and signature noted on the front cover by the person receiving it.

## **Class Representative**

A class representative will be elected in the first class, and that person's name and contact details will be available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

## **Communication of Additional Information**

Information on course-related matters will be announced at class and posted on the **Blackboard** website at <http://blackboard.vuw.ac.nz/>. It will be crucial for you to regularly check Blackboard for messages, announcements and course materials.

## **Email Contact**

Students wishing to contact staff by email should adhere to the following instructions: Include the **Course Code**, your **Name**, your **Student ID** and the **Topic** in the subject area of the email, e.g. MGMT318\_Smith\_Pauline\_3000223344\_Topic Area

All students must use their VUW SCS email account and ID. Otherwise, email will be classified as Spam and will be dumped without being read. All emails with attachments will be dumped, unless requested by staff.

**For the following important information follow the links provided:**

### **Academic Integrity and Plagiarism**

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

### **General University Policies and Statutes**

Find key dates, explanations of grades and other useful information at [www.victoria.ac.nz/home/study](http://www.victoria.ac.nz/home/study)

Find out about academic progress and restricted enrolment at

<http://www.victoria.ac.nz/home/study/academic-progress.aspx>

The University's statutes and policies are available at [www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy), except qualification statutes, which are available via the Calendar webpage at

<http://www.victoria.ac.nz/home/study/calendar.aspx> (See Section C).

Further information about the University's academic processes can be found on the website of the Assistant Vice-Chancellor (Academic) at

[www.victoria.ac.nz/home/about\\_victoria/avcacademic/default.aspx](http://www.victoria.ac.nz/home/about_victoria/avcacademic/default.aspx)

**AVC (Academic) Website: information including: Conduct, Academic Grievances, Students with Impairments, Student Support**

[http://www.victoria.ac.nz/home/about\\_victoria/avcacademic/Publications.aspx](http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx)

**Victoria Business School/ Faculty of Commerce Offices**

<http://www.victoria.ac.nz/fca/studenthelp/>

**Te Putahi Atawhai**

**Maori and Pacific Mentoring Programme**

[http://www.victoria.ac.nz/st\\_services/tpa/index.aspx](http://www.victoria.ac.nz/st_services/tpa/index.aspx)



## Appendix A: Tutorial preparation guidelines

TUTORIAL	PREPARATION
<p><b>Tutorial 1 (week 2):</b>  <b>Metaphors and organisational analysis</b>            Objective: To discuss the usefulness of metaphorical analysis drawing on student examples</p>	<p>Before the tutorial please select an organisation which you are either:</p> <ol style="list-style-type: none"> <li>part of,</li> <li>know someone well who is part of, or</li> <li>can informally gather knowledge about by some other means.</li> </ol> <p>Prepare one or so pages of notes about your selected organisation which provides the following:</p> <ul style="list-style-type: none"> <li>A general description of the organisation – purpose/function &amp; objectives, key stakeholders.</li> <li>Identification of a metaphor (your own, not from the textbook) that you think might be useful in describing this organisation and explain why you have chosen it.</li> </ul> <p>You will swap and share these write ups with peers and they will be collected up at the end of class by your tutor.</p>
<p><b>Tutorial 2 (week 3):</b>  <b>Comparing metaphors</b>            Objective: To consider what the comparison of metaphors provides for organisational analysis and prepare for a case analysis of Victoria University (Assign. 1)</p>	<p>Come to this tutorial with your own notes analysing the university based on the following:</p> <ol style="list-style-type: none"> <li>Your own and peers' experience of the university</li> <li>Information about the university from the website (<a href="http://www.vuw.ac.nz">www.vuw.ac.nz</a>) in regard to its mission, culture, structure, establishment and anything else that seems relevant</li> <li>Who the different stakeholders of the university are (try to identify as many as you can).</li> <li>How the machine and organism metaphors might apply to the university case.</li> </ol>
<p><b>Tutorial 3 (week 5):</b>  <b>Learning and culture</b>            Objective: To take a closer look at the learning and culture metaphors and consider what they might have added to the Victoria University case.</p>	<p>In this tutorial you will participate in a learning exercise that is designed to help you get to grips with viewing organisations as cultures. It uses projective techniques which have also been used by consultants and practitioners when working with organisations. Please come to the tutorial with the following:</p> <ol style="list-style-type: none"> <li>A couple of old magazines or newspapers (if you can) and/or some selected images from any source you wish that you think represent something about Victoria University.</li> </ol>
<p><b>Tutorial 4 (week 6):</b>  <b>Political systems</b>            Objective: To take a closer look at the political system metaphor and to set up groups for group presentation assignment.</p>	<p>In this tutorial you will participate in, or observe, a 'role play' of a decision committee meeting. Please come to the tutorial having thoroughly read through the case description (posted on Blackboard in the Week 6 folder). Copies will also be available in the tutorial for reference.</p>

<p><b>Tutorial 5 (week 8): Gender and Organisation</b></p> <p>Objective: To explore the kinds of insights that can be generated through viewing organisations as psychic prisons and as gendered structures, processes and cultures</p>	<p>Come to this tutorial prepared with notes based on the weekly reading and on the ‘NZ Women’s Census 2010’ report published by the Human Rights Commission (posted on blackboard in Week 8 folder).</p>
<p><b>Tutorial 6 (week 9): Group presentations</b></p> <p>Objective: To consider and learn from the application of the metaphorical analysis approach to multiple cases</p>	<p>Come to this tutorial prepared with:</p> <ol style="list-style-type: none"> <li>1) Your group case analysis for presentation</li> <li>2) A completed ‘Self &amp; peer assessment of team participation’ form to hand in.</li> </ol>
<p><b>Tutorial 7 (week 10): Career and organisation and case research preparation</b></p> <p>Objective: To consider how metaphors of career might contribute to organisational analysis and to prepare strategies for final research case of Volunteering NZ</p>	<p>Come to this tutorial with your own notes analysing Volunteering NZ. Provide comment on the following:</p> <ol style="list-style-type: none"> <li>1) Information about Volunteering NZ from the website (<a href="http://www.vuw.ac.nz">www.vuw.ac.nz</a>) in regard to its mission, culture, membership structure, establishment, main projects and anything else that seems relevant</li> <li>2) Who the different stakeholders of Volunteering NZ are (try to identify as many as you can).</li> <li>3) Potential challenges that Volunteering NZ might be currently facing.</li> </ol>

## **APPENDIX B**

### **Assessment 1: Analysis Essay of Victoria University of Wellington**

Due Date: Thursday 16 Aug, 10.30am

Marks: 20%

Length: 1500 words (+/- 10%)

In this essay students are required to analyse the case of Victoria University of Wellington using a selection of two metaphorical paradigms from either the: machine, organism or brain metaphors. Essays must identify relevant aspects of the organisation and link these to relevant theories and models. Students are expected to support their analysis with sound evidence from good quality literature (textbook and other academic literature), and examples from the organisational case study.

A possible (not mandatory) outline of the Essay Analysis would be:

- A brief introduction, describing the purpose of the essay
- A brief overview of the organisation
- A description of the first metaphorical paradigm
- An analysis of relevant aspects of the organisation, using theories and research relevant to the first metaphorical paradigm
- A description of the second metaphorical paradigm
- An analysis of relevant aspects of the organisation, using theories and research relevant to the second metaphorical paradigm
- A discussion which then compares, contrasts and integrates the two metaphorical analyses highlighting what insights they reveal for the organisation. This discussion should also include at least two key problems and/or issues relating to the application of these metaphors i.e. problems with the process of applying these metaphors – NOT problems of the organisation.
- Implications for the organisation based on the analysis.

Students must make effective use of at least three (3) academic standard, refereed journal articles in addition to the textbook. If students have any doubts about what an academic standard, refereed journal article is, they should seek advice from their tutor or course coordinator (see also list of quality journals in course outline).

#### **Criteria for assessment include:**

The quality of the writing – that is correctness, clarity, organisation, referencing – as well for meeting the following specific assignment criteria:

- Provides a clear and concise overview of the organisation
- Applies and explains both metaphors well and applies these to specific examples from the case organisation
- Compares and contrasts metaphors well, highlighting key insights that this approach generates
- Identifies problems and issues of metaphorical analysis
- Provides a discussion of implications for the organisation

**Rationale for assessment**

The aim of this assessment is to introduce the process of organisational analysis and design using a metaphor approach. It seeks to help students develop critical conceptual and analytical skills, specifically the application of theoretical relationships to real world phenomena, problem solving skills and written communication skills. The case analysis provides students with the opportunity to demonstrate a depth of analytic understanding of an organisation that is familiar to them. Success in this piece of assessment requires both the ability to recognise how metaphorical paradigms and theories relate to an organisation and the ability to identify implications for that organisation.

## **APPENDIX C**

### **Assessment 2: Group Case Analysis Presentation**

**Due Date: Week 9 tutorial (27 & 28 September)**

**Marks: 15% group mark for presentation + 5% individual participation score**

#### Group presentation, 15% group marks (10 minute presentation)

The Group Presentation provides students with an opportunity to apply metaphors discussed in the course to a group-selected organisational case study. The presentation should have a short introduction to provide some background about the organisation. The rest of the presentation needs to emphasise metaphorical analysis of the organisation, using associated theories and research. Neither the Machine, nor the Organism metaphors may be used for the analysis, but all other metaphors covered in the course can be used and/or students may develop and apply their own metaphors.

A possible (not mandatory) outline of the Group Presentation is:

- Brief introduction, with background on the organisational case study
- Summarise themes and incongruities observed in the organisational case study
- Link themes and patterns to at least one metaphorical paradigm
- Make some recommendations for future development of the organisation

The assessment criteria for the group presentations will include: the quality of content (evidence and presentation of knowledge, concepts, critique, use of examples); presentation and communication skills (engage audience, eye contact, use of language, creativity in presentation of findings); and evidence of preparation (visual aids, timing, organization, sequence, evenness of contribution from group members).

You are expected to meet together as a team outside of class or the tutorials for 2-4 hours during the development of the presentation. It is also expected that you will establish effective communication channels (email, phone) so that all members are involved for the full length of the project.

#### Individual participation score, 5% individual marks

All members of the group must submit a 'Self and Peer Assessment for Teamwork Participation' form on the day of their group presentation (see below). Each student will be assigned a mark that reflects their own and their peers' assessment of their participation in the group project.

As course coordinator, *I reserve the right to interview group members on their contribution and input into group work at any stage during the course.* Failure to join a group and/or participate fully in the group assessment will result in students not meeting the mandatory terms of this course.

### **Rationale for the assessment**

The Group Presentation assessment is designed to serve a number of functions. It tests students' abilities to apply metaphorical paradigms to the analysis of organisations, but it also allows students to receive feedback on their analysis of the organisational case studies prior to the final research case analysis required for the exam. Students also are given the opportunity to observe the analyses of other students allowing for considerable vicarious learning. Group assessment encourages the development of teamwork skills and provides the opportunity for students to practice communicating high level organisational analysis and theory to an audience.

### Example: Self and Peer Assessment for Teamwork Preparation

This is a confidential opportunity for students to score themselves and their team members on their level of participation in the group presentation project (to be submitted on the day of the group presentation).

**Tutorial Number:** \_\_\_\_\_ **Group Name:** \_\_\_\_\_ **Student Name:** \_\_\_\_\_

Trait	Exemplary (E)	Satisfactory (S)	Unsatisfactory (U)
<b>Attendance</b>	Attends all meetings.	Misses less than 10% of meetings.	Misses more than 10% of meetings.
<b>Meeting preparation</b>	Preparation is extensive and includes suggested next steps for the meeting.	Student has read materials in advance, completed assigned duties and has taken notes.	Student has completed one or none of: readings, assignments, notes.
<b>Commitment</b>	Takes lead in discussions and group assignments.	Consistently engaged in discussions and completes task assignment.	Seems reluctant to engage fully in discussions and task assignments.
<b>Contributions</b>	Listens actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas.	Frequently offers helpful ideas or suggestions.	Does not offer ideas or suggestions that contribute to task.
<b>Stays on track</b>	Uses tact and diplomacy to alert the group that focus has strayed from the task at hand.	Introduces suggestions and ideas that are relevant to the task.	Takes the group off track by initiating conversations or discussions unrelated to task.
<b>Balance between task and interpersonal relations</b>	Listens and aids others to contribute enabling whole group to work to their potential.	Balances the need for task accomplishment with the needs of individuals in the group.	Focuses exclusively on task to be accomplished without regard to team members, or focuses exclusively on interpersonal relations without regard to task.

Score sheet Apply E, S or U for each student	Self	Team Member 1 Name: _____	Team Member 2 Name: _____	Team Member 3 Name: _____	Team Member 4 Name: _____
<b>Attendance</b>					
<b>Preparation</b>					
<b>Commitment</b>					
<b>Contribution</b>					
<b>Stays on track</b>					
<b>Balance</b>					

#### Allocation of individual participation marks:

A mix of exemplary and satisfactory scores = 4 or 5 out of 5

Mostly satisfactory scores = 3 or 4 out of 5

A mix of satisfactory and unsatisfactory scores = 2 or 3 out of 5

Mostly unsatisfactory scores = 1 or 2 out of 5

APPENDIX D



School of Management

MGMT 318 Individual Assignment Cover Sheet

Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Tutor's Name: \_\_\_\_\_ Tutorial Number: \_\_\_\_\_

Tutorial Day: \_\_\_\_\_ Tutorial Time: \_\_\_\_\_

Word Count: \_\_\_\_\_ Date Submitted: \_\_\_\_\_

*I have read and understood the university policy on Academic Integrity and Plagiarism.  
I declare this assignment is free from plagiarism.*

Signed: \_\_\_\_\_

**Extension of the due date (*if applicable*)**

**Please attach a copy of the note authorising your extension.**

Date extension applied for: \_\_\_\_\_

Extension granted until: \_\_\_\_\_

Extension granted by: \_\_\_\_\_

APPENDIX E



**School of Management**

**MGMT 318**

**Request for re-examination of assessed work**

	<b>Assessment affected</b> <i>e.g. Individual Assignment, In-class Test</i>	
<b>Student ID</b>	<b>Name As it appears in your enrolment</b>	<b>Tutorial No/Tutor's name</b>
<b>Contact Details</b>	<i>Phone</i> _____ <i>Email</i> _____	

*Specify which section (criteria specified in the mark sheet) you wish to be re-examined*

*Note: requests to re-examine "all" criteria will not be considered.*

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**Clearly state why you believe each of these sections should be re-examined:**

*Note: "I think it is worth more," is insufficient.*

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In requesting a re-examination of my submitted work, I understand that the result may be an increase OR decrease in the mark obtained.

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 Signature Date