MBAX6274

SYSTEMS FOR CHANGE

Session 3, 2017

Assessment Details

AGSM @
UNSW Business School

ASSESSMENT DETAILS

CONTENTS

Assignment preparation and submission

Unless otherwise stipulated in the specific details for each of your assignments, please prepare and submit your assignments in accordance with the following.

Assignment length

Assignments will be marked on the content that is within the word-count limit. Anything beyond that limit will not be assessed.

- What is **included** in the word count?

Executive Summary (if required), all text, tables, figures, diagrams and charts, appendices and table of contents (if required)

- What is **excluded** from the word count?

Reference list or bibliography

Any text (including appendices) that goes beyond the word count will not be read in grading the assignment.

Assignment format

For consistency across all assignments, students are required to supply assignments in a standard format, which is detailed below. Assignments should always be submitted in Word format.

Headings	Body text	Page setup
Font: Times New Roman Font size: 12 points Line spacing: Double Text style: Bold	Font: Times New Roman Font size: 12 point Line spacing: Double Text style: Normal	Top: 2.54 cm Bottom: 2.54 cm Left: 3.17 cm Right: 3.17 cm Header: 1.25 cm Footer: 1.25 cm

Note: The left and right margins are wider than the default margins in Word.

Paragraph breaks

- First line indent: 1.27cm

Diagrams and tables

Students are encouraged to include diagrams and tables in their assessments, but must ensure they do not take up more than 20% of the total assignment.

Diagrams and tables must:

- be formatted with single line spacing
- be formatted with a minimum font size of 8 points
- be positioned vertically in between paragraphs.

Assignment file name

Please use the following naming convention for each assignment.

z9999999_surname_[XXXX1111]_17s3_Ass1

where:

- z9999999 is your student ID – please insert your surname

- XXXX1111 is the course code

- 17s3 is the session name (2017, Session 3)

- Ass1 is the Assignment number (Ass2 for Assignment 2)

Assignment submission

1. You must submit your assignment through your online classroom as per the instructions in your LMS User Manual.

2. Assignment submission in your LMS is performed via Turnitin, the similarity detection software used by UNSW students and teaching staff to prevent plagiarism by ensuring referencing is correct and that work has not been inadvertently copied from elsewhere. You can access Turnitin under the 'Assessments' section in your Moodle course site.

3. You are able to submit a draft version of your assignment prior to the due date. This enables you to view the Turnitin similarity report on your work and decide whether it complies with the guidelines regarding referencing and plagiarism, before you submit your final version for marking. More information about plagiarism can be found here: https://student.unsw.edu.au/plagiarism

4. Please note that draft assignments submitted in this way will be regarded as the final version at the due date if you have not uploaded a subsequent, finalised version (each file uploaded overwrites the previous version).

5. Late submissions are possible but will be marked as such and will be subject to late penalties of 5% of the assignment weighting for each day late. If for any reason you are unable to submit a late submission via Turnitin, please contact your Facilitator or AGSM Student Experience.

6. Extensions to assignment deadlines will be granted only in exceptional circumstances, and where adequate supporting documentation can be provided. Please note that work commitments **do not** constitute grounds for an extension. Requests must be made through the special consideration process. For details about this process, see: https://student.unsw.edu.au/special-consideration

7. Assessment tasks, other than the major final assessment, will normally be reviewed, and feedback provided, within 10 working days of submission.

8. Please keep a copy of your assignment.

CRITERION	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
C: Presentation (10%)					
Completeness, focus, and clarity	Entire paper very clearly expressed. Polished and imaginative approach used.	Consistently clear expression Sustained focus on prescribed topics of the assessment Carefully and logically organised and structured	For the most part, clearly expressed Main focus is on prescribed topics of the assessment Reasonable organisation and coherence	Some lack of clarity in expression Strays from the focus of the assessment from time to time Some attempt to organise in a logical manner, but a significant lack of organisation and coherence	Incoherent Lack of focus on prescribed topics. Disorganised.
Continuity and consistency	Very clear flow and consistency between points and between sections	With a few exceptions, a very clear flow and consistency between points and between sections	Some points / sections flow from one another, but some lack of continuity and consistency	Minimal continuity and consistency	No internal continuity or consistency

Appendix C: Integrative change project final report marking rubric

CRITERION	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
A: Use of course/change-management concepts (20%)					
Appropriateness and range of concepts used	Chooses and uses the most relevant concepts that are directly applicable to the topic.	Uses an appropriate range of concepts	Uses adequate concepts for topic	Too few or too many concepts and / or Choice of concepts somewhat marginal	No course concepts cited *or* Inappropriate course concepts cited
Application of course concepts	Skillful and consistent application of concepts with insight All analytical points consistently well supported by evidence in succinct descriptive details. Plus one or more of: Innovative use of concepts Critique of concepts Extension/ development of course concepts	Consistent application of course concepts Analytical points consistently well supported by evidence in succinct descriptive details.	Adequate application of concepts to analyse event and articulate plans Most analytical points supported by evidence in descriptive details.	*One or more of:* Limited application of course concepts Analytical points not supported by evidence in descriptive details Describes rather than applies concepts.	No course concepts applied, *or* concepts inaccurately applied
Integration and analysis of concepts	Insightful and creative linking and integration of concepts	Regularly links and integrates concepts	Some attempt at linking and integrating concepts	Concepts used in isolation of one another	No course concepts used
Harvard Referencing	Referencing is consistently accurate	Very minor errors with referencing	Referencing mostly accurate with occasional errors	Some attempt at referencing	Referencing inadequate or incorrect
B: Components of Integrative Change Project report (70%)					
Initial rationale and purpose of intervention	Detailed, clear and comprehensive consideration of rationale and purpose	Clearly and logically details both rationale and purpose	Both purpose and rationale considered	Explains either rationale or purpose	No attempt to explain either rationale or purpose
The nature of the Diagnostic process	Detailed and accurate description of the diagnostic process; issues highlighted and analysed	Detailed and accurate description of the diagnosis process; consideration of the issues faced	The essential steps of the diagnostic process are mentioned in logical sequence; some consideration of issues faced.	Some attempt to outline the diagnostic but lacking clarity and precision	The nature of the diagnosis not reported

CRITERION	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
Data collection and analysis	Thorough report of data collection and analysis. Skilful use of data as an asset/driver of the research.	Data collection and analysis relevant to study and clearly reported; conclusions are data based; evidence of triangulation	Use made of relevant data sources; reporting of data collection and analysis adequate;	Some data used but unclear outcomes	No reference to relevant data or how it was analysed
Implementation plan	Detailed and accurate implementation with potential issues highlighted and addressed; diagnostic data skilfully integrated.	Detailed and accurate implementation plan; strong nexus with diagnostic data;	The basic ingredients of the implementation plan are evident; most parts of the plan based on diagnosis	Some attempt to develop a detailed and comprehensive plan but lacking clarity and precision; some reference to the diagnosis.	The plan is not comprehensive and lacks detail; no nexus with the diagnosis
Evaluation	Detailed and accurate description of the evaluation of the change with potential issues highlighted and possible contingencies included.	Detailed and accurate description of the evaluation of the change; measured on multiple dimensions	The essential components of the evaluation of the change are mentioned in logical sequence and include relevant metrics	Some attempt to outline the proposed evaluation of the change but lacking clarity and precision	Evaluation of the change not addressed
Insights/lessons from the project	Specific lessons used to promulgate theoretical insights	Multiple insights are specific; clearly linked to the intervention; supported by literature	Lessons are clearly articulated and have several foci (e.g. self, organisational practice, change)	Some reflections but lacking specificity and clarity	No insights identified
C: Presentation (10%)					
Focus, clarity and structure of assignment	Very clearly expressed Polished and imaginative approach	Consistently clear expression Sustained focus on prescribed topics of the assessment Carefully and logically organised and structured	For the most part, clearly expressed Main focus is on prescribed topics of the assessment Reasonable organisation and coherence	Some lack of clarity in expression Strays from the focus of the assessment from time to time Some attempt to organise in a logical manner, but a significant lack of organisation and coherence	Incoherent Lack of focus on prescribed topics. Disorganised.
Continuity and consistency	Very clear flow and consistency between points and between sections	With a few exceptions, a very clear flow and consistency between points and between sections	Some points / sections flow from one another, but some lack of continuity and consistency	Minimal continuity and consistency Excessive and inappropriate use of tables and/or dot points, which disrupts flow and clarity	No internal continuity or consistency

.