MNGT5272
ORGANISATIONAL BEHAVIOUR

Course Outline
Session 1, 2016

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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS
Lecturer-in-charge: Dr Rose Trevelyan
Email: roset@agsm.edu.au
Consultation Times – by appointment by email

2 COURSE DETAILS

2.1 Teaching Times and Locations
Lectures start in Week 1 (to Week 12). The Time and Location are:
Friday’s: 9.30am-12:20pm [March 25th is a National Holiday]
Place: Updated information about class times and locations can be found on the AGSM website and by logging in to the Google Calendar.

2.2 Units of Credit
The course is worth 6 units of credit.

2.3 Summary of Course
MNGT5272 provides you with an introduction to organisational behaviour (OB). Each unit in this course covers a topic that contributes to your understanding of effective management, leadership and organisation design. Topics covered include: managing for high performance, leading individuals and groups for change and strategy implementation, organisational politics and effective organisational design.

2.4 Course Aims and Relationship to Other Courses
The course aims to develop your skills to:
1. Identify the broad range of drivers of, and constraints to, organisational performance
2. Diagnose problems in organisational design, which may be contributing to poor performance, and formulate strategies to improve organisational design
3. Analyse the impact of management strategies on human behaviour in organisations
4. Identify your own skills and weaknesses as a member of organisations

This course provides background knowledge that is relevant to several OB-related elective courses within the full-time MBA program, including MNGT5370 (Leadership Concepts and Skills), MNGT5374 (Managerial Decision Making), and MNGT 5388 (Negotiations and Strategy).
2.5 Student Learning Outcomes

By the end of this course, you should be able to:

1. Identify and evaluate OB challenges faced by managers.
2. Define and explain key OB terms and concepts.
3. Facilitate group discussions on issues relevant to organisational behaviour.
4. Analyse workplace behaviours from one or more theoretical perspectives/frames.
5. Evaluate the usefulness of a range of ways of analysing organisational problems.
6. Research and recommend solutions for key OB-related challenges managers face.

MBA Program Graduate Attributes

This course contributes to your development of the following MBA Program Graduate Attributes, which are the qualities, skills and understandings we want you to have by the completion of your degree:

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>MBA Program Graduate Attributes</th>
<th>MBA GA No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,3,4,5,6.</td>
<td>Critical thinking and problem solving</td>
<td>1</td>
</tr>
<tr>
<td>1,3,6.</td>
<td>Communication</td>
<td>2</td>
</tr>
<tr>
<td>3, 6.</td>
<td>Teamwork and leadership</td>
<td>3</td>
</tr>
<tr>
<td>1,2,3,4,5,6.</td>
<td>In-depth engagement with relevant disciplinary knowledge</td>
<td>5</td>
</tr>
<tr>
<td>3,6.</td>
<td>Professional skills</td>
<td>6</td>
</tr>
</tbody>
</table>

The Course Learning Outcomes are what you should be able to DO by the end of this course if you participate fully in learning activities and successfully complete the assessment items.

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all undergraduate postgraduate coursework students in the UNSW Business School. Program Learning Goals are what we want you to BE or HAVE by the time you successfully complete your degree (e.g. ‘be an effective team player’). You demonstrate this by achieving specific Program Learning Outcomes - what you are able to DO by the end of your degree (e.g. ‘participate collaboratively and responsibly in teams’).
MBA Program Learning Goals and Outcomes

Learning Goal 1: Business Management Knowledge
Students should be able to identify and apply current knowledge of disciplinary and interdisciplinary theory and professional practice to general management and business within diverse situations.

Learning Goal 2: Critical Thinking
Students should understand and be able to identify, research and analyse complex issues and problems in business and develop appropriate solutions.

Learning Goal 3: Communication
Students should be able to produce written documents and oral presentations that communicate effectively complex disciplinary ideas and information for the intended audience and purpose.

Learning Goal 4: Teamwork
Students should be able to participate collaboratively and responsibly in teams and to reflect upon their own contribution to the team and on the necessary processes and knowledge within the team to achieve specified outcomes.

Learning Goal 5: Responsible Business
Students should be able to appraise ethical, environmental and sustainability considerations in decision making and in practice in business.

Students should be able to consider the social and cultural implications of management practices and of business activities.

Learning Goal 6: Leadership
Students should be able to reflect upon their own personal leadership style and the leadership needs of business and of teams.

Learning Goal 7: International Perspective
Students should understand the needs of undertaking business within a global context.

Students should be able to apply business management knowledge to business situations within global markets with due recognition for differences in cultural, legal, commercial and other issues.

Learning Goal 8: Risk Management
Students should be able to demonstrate an understanding of the limits in precision and the risks associated with business models.

Students should be able to appraise risk and to develop risk mitigation strategies applicable to business undertaken within uncertain and volatile environments.
The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be practised in tutorials and other activities):

<table>
<thead>
<tr>
<th>Program Learning Goals and Outcomes</th>
<th>Course Learning Outcomes</th>
<th>Course Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course helps you to achieve the following MBA Program Learning Goals</td>
<td>On successful completion of the course, you should be able to:</td>
<td>This learning outcome will be assessed in the following items:</td>
</tr>
<tr>
<td>1 Business Management Knowledge</td>
<td>… understand how to manage more effectively.</td>
<td>Organisational analysis and final live case study analysis</td>
</tr>
<tr>
<td>2 Critical Thinking</td>
<td>… link concepts and practice.</td>
<td>Organisational analysis and final live case study analysis</td>
</tr>
<tr>
<td>3 Communication</td>
<td>… present more effectively.</td>
<td>Organisational analysis and final individual live case study analysis</td>
</tr>
<tr>
<td>4 Teamwork</td>
<td>… work in a team more effectively.</td>
<td>Peer feedback</td>
</tr>
<tr>
<td>5 Responsible Business</td>
<td>Not specifically addressed in this course’</td>
<td>Not specifically addressed in this course’</td>
</tr>
<tr>
<td>6 Leadership</td>
<td>… influence others more effectively.</td>
<td>Individual action planning assignment</td>
</tr>
<tr>
<td>7 International Perspective</td>
<td>Not specifically addressed in this course’</td>
<td>Not specifically addressed in this course’</td>
</tr>
<tr>
<td>8 Risk Management</td>
<td>Not specifically addressed in this course’</td>
<td>Not specifically addressed in this course’</td>
</tr>
</tbody>
</table>

3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course

This course will utilize a blend of instructional methods and media to encourage both an intellectual understanding and a personal sense of the subject matter. These will include readings, discussions, experiential activities, business simulations, case studies, guest speakers and mini lectures. The goal will be to use class time to maximum effect to discuss and experience organisational issues. It is assumed that you have read assigned notes and articles, these will not be covered in detail in each class. This will allow you to actively contribute to each session.
4 ASSESSMENT

4.1 Formal Requirements
In order to pass this course, you must:
- achieve a composite mark of at least 50; and
- make a satisfactory attempt at all assessment tasks (see below).

4.2 Assessment Details

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Learning Outcomes assessed</th>
<th>MBA Graduate Attributes assessed</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly in class quiz</td>
<td>20%</td>
<td>1, 2</td>
<td>5</td>
<td>10 multiple choice questions each week</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Organisational analysis (team report)</td>
<td>35%</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 5</td>
<td>10 pages</td>
<td>Week 8 – 29th March, 9am.</td>
</tr>
<tr>
<td>Peer feedback</td>
<td>Pass / Fail</td>
<td>4</td>
<td>3</td>
<td>Online survey</td>
<td>Week 9 – 4th April, 9am</td>
</tr>
<tr>
<td>Team skills reflection and action planning (individual submission)</td>
<td>20%</td>
<td>4, 6</td>
<td>3, 5</td>
<td>2 pages</td>
<td>Week 10 – 11th April, 9am</td>
</tr>
<tr>
<td>Live case study analysis (individual submission)</td>
<td>25%</td>
<td>1, 2, 3</td>
<td>1, 2, 5</td>
<td>5 x ½ page answers</td>
<td>6 May, 9am</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.2.1 Weekly in class quiz
Each week there will be a short quiz completed online, in class. Students will answer 10 multiple choice questions covering the assigned readings and articles, and topics covered in class. Students will need to have thoroughly read, digested and considered assigned readings, and been actively involved in class to successfully complete the quiz. The quizzes are open book and must be completed within 10 minutes.

Where a student is absent from class for good reason, the questions will relate to pre assigned readings only and extra questions will be set.

4.2.2 Organisational analysis (team report)
This major assessment task asks student teams to conduct an analysis of an organisation or a business unit or team within an organisation, by applying course concepts. Teams will make recommendations in order to improve performance. The criteria for this assignment are in Appendix 1.
Length: 10 pages. All pages, including appendices (but not the bibliography), are counted in the page limit. If the paper goes over the 10 page limit, the remaining pages will not be marked.

Working in syndicate teams, you are required to gain access to an organisation and conduct an audit of the internal dynamics of either the whole organisation, or a business unit or team. You may choose which unit of analysis you study, and this may depend on how big the whole organisation is. You may choose any organisation / BU / team that is larger than 10 employees. If you are unsure about which unit of analysis to choose please talk to the lecturer.

The ideas and concepts introduced so far in OB should be used to audit and analyse the organisation. The analysis should identify how the organisation can improve its management strategies and organisational arrangements to better meet performance objectives.

The report should cover the following.

1. Identify the organisation / BU / team and clearly state what unit of analysis you are using.

2. Performance objectives: briefly describe what high performance looks like. If these things are not clear within the organisation itself, you may describe what you think they ought to be.

3. A diagnosis of the current situation: an assessment of current arrangements and the consequences of any strategies, initiatives or management behaviours for performance. This diagnosis should lead to the identification (with justification) of organisational arrangements that most need to change.

4. A set of recommendations: arising from the diagnosis, craft a solution, or set of recommendations, which will address the conclusions from your diagnosis, ie they will fix the issues identified. The downside(s) of recommendations need to be considered with suggestions for managing these. A discussion of alternative solutions for the organisation is an effective way of justifying recommendations. Once the various options have been considered, a recommendation (with justification) that moves the organisation towards better alignment or fit should be given. This recommendation should be clearly linked to the performance objectives of the organisation.

The marking criteria for this assignment are included in Appendix 1. Individual grades will be the same for the whole team, unless a written complaint is lodged with the lecturer, investigated and found to warrant allotment of individual grades.

You should draw on relevant data in order to justify your diagnosis and recommendation. This data could be from public records, any company documents you have access to, observations of the organisation, and / or interviews with managers.

The paper can report on some or all of the concepts introduced in the course so far. Grades will not be given for using lots of different ideas, but for presenting a tight, well-argued analysis.

A concern about this assignment that is often expressed is confidentiality. If the subject organisation is concerned about privacy, the report can protect confidentiality by hiding the identity of the firm (e.g. company X) and managers within.

4.2.3 Peer feedback and Self Evaluation
All team members must submit feedback on the contributions of each group member and themselves. Feedback should cover all group activities throughout the term, including the team's organisational analysis and in class activities. The feedback will be
completed via an online survey. Login instructions will be provided prior to the submission date.

This assignment is Pass / Fail only. All students who give satisfactory quantity and quality of feedback will pass.

4.2.4 Team skill reflection and action planning
This assessment task asks you to reflect on the peer feedback you have received as well as your own evaluation of your team working, and develop action plans for developing team skills. This paper is an individual submission.

Length: 2 pages. All pages, *including appendices* (but not the bibliography), are counted in the page limit. If the paper goes over the page limit, the remaining pages will not be marked.

This paper requires you to:

1. Identify insights from your recent peer feedback, your self evaluation, and experiences of working in your team in OB to date.

2. Establish 2 or 3 specific goals and an action plan that you will apply in the upcoming 3–12 months. These goals can be anything relevant to effective team working, and you may draw on ideas about effective teams from *Foundations of Management*, or this course, in formulating your goals.

3. In articulating your goals, consider the following questions:
   a. What is the goal I want to achieve?
   b. Why is this important to me?
   c. What specific actions will I undertake to achieve this goal?
   d. What obstacle(s) might I encounter? Select a personal obstacle as well as an obstacle created by the organisational architecture surrounding you.
   e. How can I overcome these obstacles?
   f. What support can I use to help me achieve this goal?
   g. What measures of success can I use to evaluate progress towards this goal?

4.2.5 Live case study analysis
This assessment task asks you to consider the challenges presented to you by a business executive. You will hear about current issues in a real organisation and be asked to analyse the issues using concepts from across the whole course. Questions will be set and distributed immediately after the briefing on the live case study.

Length: 5 questions will be set, and each question has a ½ page limit.
4.3 Assessment Format
For general guidelines on formatting and presenting your assignment, see https://www.business.unsw.edu.au/agsm/students/resources/assessments-and-examinations

4.4 Assignment Submission Procedure
For each written assignment, submit through Turnitin by the deadline. For submission instructions, please watch this video: hyperlink.

4.5 Late Submission
Late submissions will be penalized at a rate of 5% of marks per day late.

Refer to policy at: https://www.business.unsw.edu.au/agsm/students/resources/assessments-and-examinations

Quality Assurance
The UNSW Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of UNSW Business School programs. All material used for such processes will be treated as confidential and will not be related to course grades.

5 COURSE RESOURCES
The course website may be used for slides and some assessments. You can access Moodle using your student number and zPass by visiting: https://moodle.telt.unsw.edu.au/

The readings for this course are available through Moodle.

6 COURSE EVALUATION AND DEVELOPMENT
Mid- and end-of-Session feedback is sought from students about the courses offered in the AGSM MBA Program, and continual improvements are made based on this feedback. The mid-Session feedback is collected in weeks 3 or 4, and communicated to students in the class following its collection. Significant changes to courses and programs within the Program based on end-of-Session feedback are communicated to subsequent cohorts of students.
# COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Class Date</th>
<th>Topic</th>
<th>Assessment due (quiz each week)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>12th Feb</td>
<td>The management challenge</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>19th Feb</td>
<td>Motivation and Performance</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>26th Feb</td>
<td>Teams and creativity</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4th March</td>
<td>Decision making</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>11th March</td>
<td>Influence &amp; Networks</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>18th March</td>
<td>Change Leadership</td>
<td></td>
</tr>
<tr>
<td></td>
<td>25th March</td>
<td>No class, Good Friday public holiday</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>1st April</td>
<td>Organisational Transformation</td>
<td>Organisational analysis (team reports) due 29th March, 9am</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Management simulation</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>8th April</td>
<td>Organisational Design:</td>
<td>Peer feedback due 4th April, 9am</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Management Systems</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>15th April</td>
<td>Organisational Design:</td>
<td>Team skill reflection and action planning due 11th April, 9am</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Corporate Culture</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>22nd April</td>
<td>Organisational Alignment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Management simulation</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>29th April</td>
<td>OB Review and Live case study briefing</td>
<td>No weekly quiz</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Live case study analysis due 6th May, 9am</td>
</tr>
</tbody>
</table>
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

1 PROGRAM LEARNING GOALS AND OUTCOMES

The UNSW Business School Program Learning Goals reflect what we want all students to BE or HAVE by the time they successfully complete their degree, regardless of their individual majors or specialisations. For example, we want all our graduates to HAVE a high level of business knowledge, and a sound awareness of ethical, social, cultural and environmental implications of business. As well, we want all our graduates to BE effective problem-solvers, communicators and team participants. These are our overall learning goals for you.

You can demonstrate your achievement of these goals by the specific outcomes you achieve by the end of your degree (e.g. be able to analyse and research business problems and propose well-justified solutions). Each course contributes to your development of two or more program learning goals/outcomes by providing opportunities for you to practise these skills and to be assessed and receive feedback.

Program Learning Goals for undergraduate and postgraduate students cover the same key areas (application of business knowledge, critical thinking, communication and teamwork, ethical, social and environmental responsibility), which are key goals for all ASB students and essential for success in a globalised world. However, the specific outcomes reflect different expectations for these levels of study.

We strongly advise you to choose a range of courses which assist your development of these skills, e.g., courses assessing written and oral communication skills, and to keep a record of your achievements against the Program Learning Goals as part of your portfolio.

2 ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW policies, penalties, and information to help you avoid plagiarism see: http://www.lc.unsw.edu.au/plagiarism/index.html as well as the guidelines in the online ELISE and ELISE Plus tutorials for all new UNSW students: http://info.library.unsw.edu.au/skills/tutorials/InfoSkills/index.htm.

To see if you understand plagiarism, do this short quiz: http://www.lc.unsw.edu.au/plagiarism/plagquiz.html

For information on how to acknowledge your sources and reference correctly, see: http://www.lc.unsw.edu.au/onlib/ref.html

For the UNSW Business School Harvard Referencing Guide, see the UNSW Business School Referencing and Plagiarism webpage (UNSW Business School >Learning and Teaching>Student services> Referencing and plagiarism)

3 STUDENT RESPONSIBILITIES AND CONDUCT

Students are expected to be familiar with and adhere to university policies in relation to class attendance and general conduct and behaviour, including maintaining a safe, respectful environment; and to understand their obligations in relation to workload, assessment and keeping informed.
AGSM MBA Programs and UNSW policies

In general, UNSW policies apply to staff and students of AGSM MBA Programs. Where there are additional points or procedures which apply specifically to AGSM MBA Programs they are set out on the AGSM website:

https://www.business.unsw.edu.au/agsm/students/resources/students-rights-responsibilities

If students are in doubt about the policy or procedure relating to a particular matter they should seek advice from the Student Experience.


3.1 Workload

It is expected that you will spend at least ten hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

3.2 Attendance

Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment.

https://www.business.unsw.edu.au/students/resources/accept-enrol/agsm-student-enrolments%23class%20attendance

3.3 General Conduct and Behaviour

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: https://my.unsw.edu.au/student/atoz/BehaviourOfStudents.html

3.4 Occupational Health and Safety

UNSW Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For more information, see http://www.ohs.unsw.edu.au/.

3.5 Keeping Informed

You should take note of all announcements made in lectures, tutorials or on the course web site. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.
4 SPECIAL CONSIDERATION AND SUPPLEMENTARY EXAMINATIONS

You must submit all assignments and attend all examinations scheduled for your course. You should seek assistance early if you suffer illness or misadventure which affects your course progress. For both general and specific information on ‘special considerations’ contact Student Experience and the lecturer-in-charge: Also see https://www.business.unsw.edu.au/agsm/students/resources/assessments-and-examinations - exams

and myUNSW

General Information on Special Consideration:
1. All applications for special consideration must be lodged online through myUNSW within 3 working days of the assessment due date (Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration). You will then need to submit the originals or certified copies of your completed Professional Authority form (pdf - download here) and other supporting documentation to Student Central. For more information, please study carefully the instructions and conditions at: https://my.unsw.edu.au/student/atoz/SpecialConsideration.html.

2. Please note that documentation may be checked for authenticity and the submission of false documentation will be treated as academic misconduct.

3. Applications will not be accepted by teaching staff. Student Experience will be automatically notified when you lodge an online application for special consideration.

4. Decisions and recommendations are only made by Student Experience, not by tutors.

5. Applying for special consideration does not automatically mean that you will be granted a supplementary exam or other concession.

5 STUDENT RESOURCES AND SUPPORT

The University and the UNSW Business School provide a wide range of support services for students, including:

- AGSM Student Experience
  Advice and direction on all aspects of enrolment, timetables and graduation.
  Ground Floor – Red Counter, AGSM Building (G27),
  Phone: (02) 9931 9400
  Email: studentexperience@agsm.edu.au

- eLearning Support: For online help using Moodle, follow the links from http://teaching.unsw.edu.au/moodle-students

For login issues
Contact the UNSW IT Service Centre:
- **Hours:** Monday – Friday, 8am – 8pm
  Saturday – Sunday, 11am – 2pm
- **Email:** ITServiceCentre@unsw.edu.au
- **Phone:** (02) 9385 1333 - **International:** +61 2 9385 1333
For assistance in using Moodle, including how to upload assessments
Contact the AGSM Elearning Coordinator:
  ➢ Hours: Monday – Friday, 9am – 5pm
  ➢ Email: elearning@agsm.edu.au
  ➢ Phone: (02) 9931 9541 - International: +61 2 9931 9541

For help with technical issues and problems
Contact the External TELT Service Centre:
  ➢ Hours: Monday – Friday, 7.30am – 9.30pm
    Saturday – Sunday, 8.30am – 4.30pm
  ➢ Email: externalteltsupport@unsw.edu.au
  ➢ Phone: (02) 9385 3331 - International: +61 2 9385 3331

- Education Development Unit (EDU)
  https://www.business.unsw.edu.au/students/resources/learning-support/consultations
  Academic writing, study skills and maths support specifically for UNSW Business School students. Services include workshops, online and printed resources, and individual consultations. EDU Office: Level 1, Quadrangle Building; Ph: +61 2 9385 5584; Email: edu@unsw.edu.au
  Visit us on Facebook: www.facebook.com/educationdevelopmentunit

- UNSW Learning Centre (www.lc.unsw.edu.au)
  Academic skills support services, including workshops and resources, for all UNSW students. See website for details.

- Library training and search support services:
  http://info.library.unsw.edu.au/web/services/services.html

- IT Service Centre: Technical support for problems logging in to websites, downloading documents etc. https://www.it.unsw.edu.au/students/index.html
  UNSW Library Annexe (Ground floor)

- UNSW Counselling and Psychological Services
  (http://www.counselling.unsw.edu.au)
  Free, confidential service for problems of a personal or academic nature; and workshops on study issues such as ‘Coping With Stress’ and ‘Procrastination’.
  Office: Level 2, Quadrangle East Wing; Phone: (02) 9385 5418

- Student Equity & Disabilities Unit (http://www.studentequity.unsw.edu.au)
  Advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning. Office: Ground Floor, John Goodsell Building; Phone: (02) 9385 4734.
## Appendix 1 - Organisational analysis marking criteria

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Category</th>
<th>High Distinction</th>
<th>Distinction</th>
<th>Credit</th>
<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>Use of conceptual tools and frameworks to support analysis</td>
<td>Clear conclusions that apply concepts in an insightful and compelling way. Good choice of concepts for the organisational issues.</td>
<td>Good choice and application of concepts for the organisational issues.</td>
<td>Appropriate application of concepts, but poor choice, limited range or too many concepts chosen.</td>
<td>Inappropriate application or interpretation of the concepts.</td>
<td>No concepts used in analysis.</td>
</tr>
<tr>
<td>20%</td>
<td>Diagnosis</td>
<td>Performance issues are clearly articulated, root causes are linked, with strong argument relating to which organisational strategies have strongest impact on issues.</td>
<td>Performance issues are clearly articulated and root causes are linked to these issues.</td>
<td>A range of organisational problems are identified with some consideration of the consequences for organisational performance.</td>
<td>Key organisational elements are described.</td>
<td>No identification of key organisational elements or their impact on performance.</td>
</tr>
<tr>
<td>20%</td>
<td>Appropriateness of recommendations</td>
<td>Recommendations would clearly deliver higher performance and are original. Consideration made of the downsides of the recommendations, and strategies to overcome downsides are identified.</td>
<td>Recommendations would clearly deliver higher performance and are feasible and realistic. Feasibility of recommendations are outlined.</td>
<td>Requirements are identified and are feasible and realistic.</td>
<td>Generic recommendations that could be made for any organisation. Recommendations are feasible but unrealistic given resource constraints.</td>
<td>Recommendation inappropriate and/or completely unrealistic.</td>
</tr>
<tr>
<td>25%</td>
<td>Quality of arguments: logic and integration</td>
<td>Strong logical arguments with excellent evidence that support a consistent, coherent overall analysis. Alternative recommendations effectively compared.</td>
<td>Coherent logical arguments which are strongly justified by evidence.</td>
<td>Logical argument with some evidence (data, theory, benchmarking or comparison to alternatives) given to justify the argument.</td>
<td>Arguments are logical but evidence to support arguments is weak.</td>
<td>Arguments aren't logical, justified or integrated.</td>
</tr>
<tr>
<td>15%</td>
<td>Organisation, clarity of expression</td>
<td>Shows a polished and imaginative approach to the report with compelling clarity of expression.</td>
<td>Carefully and logically organised and written clearly. Good internal flow.</td>
<td>Good organisation and coherence and mostly written clearly.</td>
<td>Some attempt to organise in a logical manner, or lacking clarity of expression. Sections disjointed or contradictory.</td>
<td>Disorganised/incoherent.</td>
</tr>
</tbody>
</table>