HRM 317
Management of Change and Sustainability
Semester 1, 2012

Department of Marketing and Management
Year and Semester: 2012, Semester 1

Unit convenor: Dr Sabine Ludewig

Prerequisites: HRM 207 or HRM 250 or BBA 250

Credit Points: 3

Students in this unit should read this unit outline carefully at the start of semester. It contains important information about the unit. If anything in it is unclear, please consult one of the teaching staff in the unit.

ABOUT THIS UNIT

This is an advanced unit examining contemporary change management theory and the various contexts in which it may be applied. A prescriptive focus however is not the essence of the unit. Rather a descriptive and interpretive approach is used to highlight the differences between theories for change and in what contexts these may be more appropriate. Two themes will be explored, the first is organisations and organising, and the second is Sustainability. These two themes will provide the context for exploring change management theories and their application. The relevance of lenses such as power, learning, and culture to inform approaches to change will be studied, and change processes will be examined in light of these. The concept of Sustainability will be used to critically assess approaches to change and provide the opportunity for students to apply their theoretical insights to current practical change problems.

TEACHING STAFF

Convenor: Dr Sabine Ludewig
Office: TBA
Email: sabine.ludewig@mq.edu.au

Tutor: Alexandra Meldrum
Email: TBA

Please note contact via email is preferable.

CONSULTATION TIMES

Earlier in semester Dr Ludewig and Ms Meldrum are available for student consultation by prior arrangement. Alternatively after lectures and tutorials for brief meetings. Regular consultation times will be advised closer to assessments.

You are encouraged to seek help at a time that is convenient to you from a staff member teaching on this unit during their regular consultation hours.
Students experiencing significant difficulties with any topic in the unit must seek assistance immediately.

**CLASSES**

This course is based on 3 hours face-to-face teaching per week. The format for the sessions will be a weekly two-hour lecture and a one-hour tutorial.

The timetable for classes can be found on the University website at: [http://www.timetables.mq.edu.au](http://www.timetables.mq.edu.au)

- Once the tutorial groups are formed, students **cannot change** their classes.
- Attendance will be taken in all tutorials.
- Tutorial attendance is compulsory. **Warning**: You must attend at least 10 of the tutorials – failure to do so will lead to failure of the subject.
- Medical certificates must be provided if you are not able to attend a class without incurring a penalty.
- Students are expected to arrive on time, and not to leave until the class ends.
- If you have a recurring problem that makes you late, or forces you to leave early, have the courtesy to discuss this with your lecturer/tutor.
- Students must be quiet during classes, unless of course when class participation is required.
- Mobile phone must be turned OFF and not simply set to ‘silent’.
- Students who disturb or disrupt in lectures and tutorial class will be asked to leave.

The lecturer has the final say in the adjustment of group-work marks taking into account peer assessment ratings.

**REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS**

**Prescribed Text:**

Recommended Texts:
Doppelt, Bob. (2008) *The Power of Sustainable Thinking: How to create a positive future for the climate, the planet, your organization and your life* Earthscan Lon

**TECHNOLOGY USED AND REQUIRED**

- Students are required to learn how to use word processing, blackboard and the library journals catalogue

**UNIT WEB PAGE**

Course material is available on the learning management system (ilearn)
The web page for this unit can be found at: https://ilearn.mq.edu.au/login/MQ/

Please check this website at least weekly for announcements and to access teaching materials that will be loaded onto the site as the course progresses.

**LEARNING OUTCOMES**

At the completion of this subject students should demonstrate their ability to:

1. Identify different types of change and why ongoing change is important
2. Recognise and outline specific contexts that influence change attempts such as organizational learning, power, culture, strategy, and systemic pressures
3. Match various theoretical solutions to actual change practices through diagnostic processes
4. Determine how change attempts might be implemented over a number of different contexts

**GRADUATE CAPABILITIES**

HR Discipline competencies

HRM graduates are expected to know the following 8 discipline specific knowledge and skills upon graduation. This unit contributes to this learning by helping student develop capability numbers 7 and 8 below (italicised).

1. Understand the relevance of contemporary HR systems and functions to employment relationship and to organisational effectiveness
2. Critically evaluate the role and changing nature of government employers and employees and their representatives in the field of employment and industrial relations policy and practice.
3. An ability to enhance human capital through effective and sustainable recruitment and selection practices
4. An appreciation of key learning and cognition theories and how they link and inform effective human resources development practices
5. Critically analyse factors impacting on an organisation's capacity to successfully manage their human resources in a global context
6. Evaluation of key developments in contemporary HRM theory with the intention to inform practice and devise strategic HRM practices that enhance the operations of diverse organisations.
7. Understand different theoretical perspectives and key principles of managing change effectively and critically assess the phenomenon of sustainability in the context of organisational change
8. Recognise the pivotal role of managing diversity, ethics and sustainability in contemporary organisations

In addition to the discipline-based learning objectives, all academic programs at Macquarie seek to develop the capabilities the University's graduates will need to develop to address the challenges, and to be effective, engaged participants in their world.

This unit contributes to this learning by helping students develop generic skills number 1, 2, 4, 5 and 7 below (italicised).

1. *Discipline Specific Knowledge and Skills*
2. *Critical, Analytical and Integrative Thinking*
3. Problem Solving and Research Capability
4. *Creative and Innovative*
5. *Effective Communication*
6. Engaged and Ethical Local and Global citizens
7. **Socially and Environmentally Active and Responsible**
8. Capable of Professional and Personal Judgement and Initiative
9. Commitment to Continuous Learning

**LEARNING AND TEACHING ACTIVITIES**

You are expected to read and research each topic in advance, participate in class discussions and to maintain a strong interest in current issues and changes in Human Resource Management.

This course exposes students to a number of different learning and teaching processes including but not limited to:

- Lectures; Tutorials; Case studies; Project work and Readings.

These activities are aimed at ensuring that the students can achieve the learning outcomes listed in this unit of study guide.

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic and Reading</th>
<th>Tutorials</th>
</tr>
</thead>
</table>
| **Week 1** | *Introduction to Change Management*  
Reading: CG - Intro; PDA - Ch1 | No tutorial |
| **Week 2** | Organisations and Organising  
Reading: CG - Ch1, Ch2, Ch3 | Introduction/ Group Allocation for Assignments |
| **Week 3** | Change for Sustainability  
Reading: Doppelt - Ch3 | Organisations & Organising |
| **Week 4** | Why and What Changes  
Reading: PDA - Ch3, Ch4 | Change for Sustainability |
| **Week 5** | Diagnosis and Vision  
Reading: PDA - Ch5, Ch9 | Why and What Changes |
| **Week 6** | Images of Managing Change  
Reading: PDA - Ch2 | In class test on material covered in weeks 1-5 |

**MID SEMESTER BREAK**
6TH APRIL - 22ND APRIL

**Week 7**  
PUBLIC HOLIDAY NO TUTORIALS THIS WEEK  
NO TUTORIALS

**Week 8**  
Implementing Change - shaping  
Reading: PDA - Ch7  
Images of Managing Change

**Week 9**  
Implementing Change - controlling  
Reading: PDA - Ch8  
Implementing Change- shaping
<table>
<thead>
<tr>
<th>Week 10</th>
<th>Resistance</th>
<th>Implementing Change- controlling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading: PDA - Ch6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 11</th>
<th>Power and Leadership</th>
<th>Resistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading: B&amp;D - Ch9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 12</th>
<th>Communication, Learning Sustaining Change</th>
<th>Power &amp; Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading: PDA - Ch10, Ch11, Ch12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 13</th>
<th>Course Review and Exam Revision</th>
<th>Communicating, Learning and Sustaining Change</th>
</tr>
</thead>
</table>

Abbreviations of sources for advance reading:
- **CG** - Chris Grey (2005) *A very short, fairly interesting and reasonably cheap book about studying organizations*
- **PDA** - Palmer, Dunford and Akin (2009) *Managing Organisational Change – A multiple Perspectives Approach*

**TUTORIAL SESSIONS:**

Tutorials will start in week 2. Groups for presentations (see Assessment 2) will be formed in week 2 and group member details will be emailed to the lecturer/tutor by no later than week 4, containing all group members full names, email address and student numbers.

It is encouraged that group members exchange phone contact details and email addresses.

**RESEARCH AND PRACTICE**

- This unit gives you practice in applying research findings in your assignments
- This unit gives you opportunities to conduct your own research

**RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOMES**

The assessments for this subject are to help you learn the broad issues and contexts of the theoretical aspect of the course and apply them to real work environments. There are individual components, which allow you to demonstrate your ability to analyse information and relate it to your reading and course materials and class discussions. The group assessments help you to learn to work as a team and develop your interpersonal skills including speaking in public and presenting concise written discussion papers. There will be a final examination for this unit.
ASSESSMENT

The assessment will be continuous and designed to test the students understanding of change and organisational learning including knowledge, comprehension and application. Progressive feedback will be given for assessments one through three.

Marks will be allocated on the following basis:

<table>
<thead>
<tr>
<th>Assessment Task 1</th>
<th>Assessment Task 2</th>
<th>Assessment Task 3</th>
<th>Assessment Task 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title/Name</td>
<td>Class test</td>
<td>Tutorial presentation and participation/assessed coursework</td>
<td>Group Report</td>
<td>Exam</td>
</tr>
<tr>
<td>Description</td>
<td>Multiple choice test</td>
<td>Discussion of theory and practice. Presenting material to class</td>
<td>Group Report – 3000 words</td>
<td>Closed Book Exam - 2 hours; essay style questions.</td>
</tr>
<tr>
<td>Due date</td>
<td>Week 6</td>
<td>Ongoing</td>
<td>TBA</td>
<td>Exam Period</td>
</tr>
<tr>
<td>% Weighting</td>
<td>20%</td>
<td>20%</td>
<td>30%</td>
<td>30%</td>
</tr>
<tr>
<td>Marking criteria/standards/expectations</td>
<td>“Assessment criteria” will be available on unit website.</td>
<td>See course guide</td>
<td>“Assessment criteria” will be available on unit website.</td>
<td>n/a</td>
</tr>
<tr>
<td>Submission method</td>
<td>In class to tutor</td>
<td>In class to tutor and peers</td>
<td>In class to tutor</td>
<td>n/a</td>
</tr>
<tr>
<td>Feedback</td>
<td>Written feedback by end of semester break</td>
<td>Tutor feedback</td>
<td>Written feedback before final test</td>
<td>n/a</td>
</tr>
<tr>
<td>Estimated student workload (hours)</td>
<td>20 hours</td>
<td>10 hours</td>
<td>35hours</td>
<td>40 hours</td>
</tr>
<tr>
<td>Learning outcomes assessed: 1. Identify different</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>15%</td>
</tr>
</tbody>
</table>

Total Marks 100%
<table>
<thead>
<tr>
<th>Assessment Task 1</th>
<th>Assessment Task 2</th>
<th>Assessment Task 3</th>
<th>Assessment Task 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>types of change and why ongoing change is important</td>
<td></td>
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</tr>
<tr>
<td>2. Recognise and outline specific contexts that influence change attempts such as organizational learning, power, culture, strategy, and systemic pressures</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>15%</td>
</tr>
<tr>
<td>3. Match various theoretical solutions to actual change practices through diagnostic processes</td>
<td></td>
<td>5</td>
<td>5</td>
<td>15%</td>
</tr>
<tr>
<td>4. Determine how change attempts might be implemented over a number of different contexts</td>
<td>5</td>
<td>10</td>
<td>5</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Graduate capabilities assessed:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Critical, Analytical and Integrative Thinking</td>
<td>5</td>
<td></td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>4. Creative and Innovative</td>
<td></td>
<td>5</td>
<td></td>
<td>5%</td>
</tr>
<tr>
<td>5. Effective Communication</td>
<td></td>
<td></td>
<td>5</td>
<td>5%</td>
</tr>
<tr>
<td>7. Socially and Environmentally Active and Responsible</td>
<td></td>
<td></td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>20%</td>
<td>20%</td>
<td>30%</td>
<td>30%</td>
</tr>
</tbody>
</table>
Points to note about these assessments:

1) You will need to allow at least three hours of reading per week to prepare for class including course notes and your own research. **Good preparation leads to good outcomes.**

2) **Students must complete all components** to register a pass or better final grade.

3) Please note that pressures relating to work or normal academic study loads are generally not considered as legitimate reasons for not attending or completing a mandatory component of the course.

4) As a guiding rule **extensions** for completion of assignments will not be granted except in cases of documented illness or unavoidable disruption.

5) Late submissions of assignments will attract a penalty of a 10% deduction per day of the mark awarded. Work submitted more than seven days late will not be marked (exceptions apply for special consideration).

6) Students must attend at least 80% of tutorials.

7) For tutorials where group facilitation is to be undertaken, the expectation is for all students to attend and participate in the discussion.

First Assessment – Class test- Based on material covered in weeks 1-5: Value 20%

*Genre* – multiple choice questions testing knowledge of basic principles, frameworks and theories.

*Length* – 40 mins in tutorials.

Second Assessment – Tutorial presentation & (10%) assessed coursework (10%) (Weeks 4-13, excluding weeks 6 & 7 due to class test and public holidays). See Appendices 1-2 at the back of this guide for more information.

The purpose of this exercise is for each group to facilitate the discussion on the tutorial topic for their selected week. This will involve the analysis, synthesis and demonstration of their understanding of the tutorial topic question.

In week 2 tutorial you are to form six groups (maximum group size is 5 students). The groups need to be finalised no later than week 3 and the lecturer/tutor notified of group member names, student numbers and email details. In week 4 each group will be assigned a week and the tutorial topic question for their facilitation.

To support the theoretical knowledge of the tutorial topic question each group should give examples from the literature, this may be the text or any other source that shows
that they understand all aspects of that image. These cases/vignettes can come from journal articles, newspapers or magazines, or cases studies.

The group will prepare a facilitation plan and lead a discussion on the application and interpretation of their tutorial topic question. Groups are expected to involve their tutor in the development of their facilitation plan.

The following criteria will need to be addressed:

**Facilitation**
- You may not use lectures/tutorials as references for this assessment. Material that is presented in lectures or tutorials that you may wish to use must have their original references cited.
- Demonstration of the level of knowledge and understanding of the tutorial topic question and its relation to organisation and change theories and practice.
- Demonstration of the level of knowledge and understanding about the practical implications for change agents and change projects of the tutorial topic question being discussed.

**Facilitation - 25 minutes**
- The facilitation is not a stage show but getting and maintaining the interest of the audience will be expected.
- Each group can choose how they facilitate the class; however, all group members should be prepared to answer questions from the class/and or lecturer/tutor during the session. The use of presentation aids is encouraged, but emphasis should be placed on important material researched and use of organisational examples.
- A 1 page handout needs to be provided for all members of the class. This handout should be an abstract of your topic question that is suitable for use as a learning summary/study guide.
- Quality of the facilitation (features we will look out for: clarity of the communication, how well any material (posters, slides, exercises, readings) supports the learning aims and helps the audience to understand the topic question issues and engage in dialogue).

**Participation**
This mark will be based on demonstrated preparation for and constructive contributions in tutorials through the semester. Please note: this is not a mark for attendance: attendance is compulsory and failure to attend at least 80% of tutorials may lead to failure of the subject.

For more details on the tutorial assessment, see the document “Assessment criteria for Tutorial Presentations and Assessed Coursework” for more details. This document is attached to the back of this guide.
Third Assessment – Group Report Assessment - Organisational Theory and Change: Value 30%

Genre – Report style with abstract

Length - abstract 100 words; report 3000 words maximum (exceeding these limits by more than 10% will incur a penalty of 30%). Essay word limit does not include references. Essay word count is to be listed at the end of the essay before the reference list.

Format guide - use 12pt Times Roman font with 1.5 line spacing; HEADING LEVEL 1 bold uppercase, Heading level 2 bold; header to contain name and student number, footer to contain page number; electronic copy should be in MSWord and the file name should use this format - initial name and assign2 e.g. ‘ghsmith assign3’.

See appendices 3-5 at the back of this guide for assessment criteria related to this assignment.

Fourth Assessment - Exam: Value 30%

A final examination is included as an assessment task for this unit to provide assurance that:

i) the product belongs to the student and

ii) the student has attained the knowledge and skills tested in the exam.

A 2 hour final examination for this unit will be held during the University Examination period.

The University Examination period in First Half Year 2012 is from 12th-29th June.

You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in Draft form approximately eight weeks before the commencement of the examinations and in Final form approximately four weeks before the commencement of the examinations.

http://www.timetables.mq.edu.au/exam

The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. The University’s policy on special consideration process is available at:

http://www.mq.edu.au/policy/docs/special_consideration/policy.html

If a Supplementary Examination is granted as a result of the Special Consideration process the examination will be scheduled after the conclusion of the official examination period. (Individual Faculties may wish to signal when the Faculties’ Supplementary Exams are normally scheduled.)
The Macquarie university examination policy details the principles and conduct of examinations at the University. The policy is available at:
http://www.mq.edu.au/policy/docs/examination/policy.htm

**ACADEMIC HONESTY**

The nature of scholarly endeavour, dependent as it is on the work of others, binds all members of the University community to abide by the principles of academic honesty. Its fundamental principle is that all staff and students act with integrity in the creation, development, application and use of ideas and information. This means that:

- all academic work claimed as original is the work of the author making the claim
- all academic collaborations are acknowledged
- academic work is not falsified in any way
- when the ideas of others are used, these ideas are acknowledged appropriately.

Further information on the academic honesty can be found in the Macquarie University Academic Honesty Policy at:
http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

**GRADES**

Macquarie University uses the following grades in coursework units of study:

HD - High Distinction
D - Distinction
CR - Credit
P - Pass
F - Fail

Grade descriptors and other information concerning grading are contained in the Macquarie University Grading Policy which is available at:

**GRADING APPEALS AND FINAL EXAMINATION SCRIPT VIEWING**

If, at the conclusion of the unit, you have performed below expectations, and are considering lodging an appeal of grade and/or viewing your final exam script please refer to the following website which provides information about these processes and the cut off dates in the first instance. Please read the instructions provided concerning what constitutes a valid grounds for appeal before appealing your grade.

http://www.businessandeconomics.mq.edu.au/new_and_current_students/undergraduate/how_do_i/grade_appeals

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http://www.businessandeconomics.mq.edu.au/new_and_current_students/undergraduate_current_students/how_do_i/grade_appeals

**SPECIAL CONSIDERATION**

The University is committed to equity and fairness in all aspects of its learning and teaching. In stating this commitment, the University recognises that there may be circumstances where a student is prevented by unavoidable disruption from performing in accordance with their ability. A special consideration policy exists to support students who experience serious and unavoidable disruption such that they do not reach their usual demonstrated performance level. The policy is available at: http://www.mq.edu.au/policy/docs/special_consideration/procedure.html

**STUDENT SUPPORT SERVICES**

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at:

http://www.student.mq.edu.au

**IT CONDITIONS OF USE**

Access to all student computing facilities within the Faculty of Business and Economics is restricted to authorised coursework for approved units. Student ID cards must be displayed in the locations provided at all times.

Students are expected to act responsibly when utilising University IT facilities. The following regulations apply to the use of computing facilities and online services:

- Accessing inappropriate web sites or downloading inappropriate material is not permitted. Material that is not related to coursework for approved unit is deemed inappropriate.

- Downloading copyright material without permission from the copyright owner is illegal, and strictly prohibited. Students detected undertaking such activities will face disciplinary action, which may result in criminal proceedings.

Non-compliance with these conditions may result in disciplinary action without further notice.

Students must use their Macquarie University email addresses to communicate with staff as it is University policy that the University issued email account is used for official University communication.
Appendix 1 Assessment 2

Criteria for the Tutorial Participation/Assessed coursework Mark

For this course, 20% of the mark is based on tutorial work. This is equally divided between a group presentation and general participation in the tutorials. The marking criteria for each component are given below.

- **Participation in tutorials throughout semester (10%)**
  - The first point to note is that participation marks are **not** based on attendance. As the Course Outline states, being physically present in tutorials is only the basic pre-requisite for passing this course.
  - Participation marks are **based** on what you contribute to tutorials. In this respect, your mark does not depend on you providing the ‘right answers’. Rather, your mark depends on you engaging in the group learning environment and making thoughtful contributions that reflect careful reading and consideration of the course material.
  - Criteria for assessing participation will include the following:
    - Active involvement in discussions and group work
    - Constructive tactful engagement with classmates
    - Demonstrated preparation for tutorials in terms of reading topic materials
    - Relevant discussion that does not ramble ‘off topic’
    - Knowing when to stop speaking/ not dominating conversation.
    - Respect and sensitivity towards others’ ideas
    - Listening attentively
    - Students are required to hand in a summary of their responses to questions contained in the tutorial guide EACH week.
  - Mobile phones and laptops should not be turned on during tutorials. Accordingly, there are some behaviours which **will** reduce your participation marks and which may warrant your special mention – these include using mobile phones in tutorials (taking calls, texting messages, checking messages, leaving the room to take phone calls etc), playing with ipods, and surfing the internet.
 ➢ Presentation (10%)
  o Each group will provide a presentation to their tutorial group on their nominate topic. There will only be one presentation per topic.
  o Presentations are to take 15 minutes with an additional 10-15 minutes set aside in the tutorial for discussion of each topic.
  o For your presentation, you may use any available technologies. There is no specific format you must adopt. You are encouraged to be creative and innovative, with the aim of engaging the attention of your fellow classmates and conveying your information effectively.
  o Criteria for assessing presentations will relate to the following:
    ▪ Introduction
    ▪ Structure
    ▪ Knowledge and Content
    ▪ Quality of the Presentation

Attached below is the Group Presentation Assessment Form that will be used as the basis for assessment.

➢ Working in Groups:
  o Students will need to organise the work within their groups. This involves planning, dividing the tasks between members, coordinating meetings and so on. Normally, each group member will receive the same mark. However, teaching staff make final determinations on this. Sometimes, problems can arise once groups get started and this can interfere with the group meeting its assessment requirements. Usually, problems can fairly easily be resolved. Sometimes intractable situations do develop. Where students consider problems have emerged, they should contact their tutor as early as possible.
### Appendix 2 / Assessment 2

#### Assessed Coursework: Group Presentation Assessment Form

<table>
<thead>
<tr>
<th>Course: HRM 107</th>
<th>Day/Time:</th>
<th>Group:</th>
<th>Topic:</th>
<th>Week:</th>
</tr>
</thead>
</table>

Presentation by: [name/SID]

---

**I. Introduction**
- Identification/set out of topic/question(s)/issues/problems
- Set out of the content of presentation

Indicative scale only

- Poor
- Satisf
- Good
- Very good
- Excellent

**II. Structure**
- Clarity and logical/coherent structure; Dimensions of the topic (issues; subsidiary issues; problems, dimensions); Appropriate use of data/information

Indicative scale only

* **III. Knowledge and Content**
- Evidence of understanding of key concepts; Quality of Analysis/Results/solution/resolution (where applicable); Relevance of reading/text; Evidence of wider reading and information.

Indicative scale only

**IV. Presentation**
- Quality of delivery
- Clarity of speech
- Appropriateness of material
- Team coordination where used
- Use of visual aids, slides, audio and other aids
- Discussion initiated and directed

Indicative scale only

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**Other Comments:**

**Mark (10%)**
## Appendix 3 - Assessment 3

### Group Report: Feedback Sheet

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Is the report well researched?</strong></td>
<td></td>
</tr>
<tr>
<td>• Evidence that relevant reading has been undertaken</td>
<td></td>
</tr>
<tr>
<td>• Demonstrated deep (and / or) broad understanding of the issues</td>
<td></td>
</tr>
<tr>
<td><strong>2. Is the report well structured</strong></td>
<td></td>
</tr>
<tr>
<td>• The main organising units of the report are developed in response to the report question (relevance)</td>
<td></td>
</tr>
<tr>
<td>• The main organising units of the report reflect an analytical and critical interpretation of the topic (it is not just a description or summary</td>
<td></td>
</tr>
<tr>
<td>• The introduction provides a clear beginning to the essay</td>
<td></td>
</tr>
<tr>
<td>• The conclusion is effective</td>
<td></td>
</tr>
<tr>
<td><strong>3. Is the report well-argued and substantiated</strong></td>
<td></td>
</tr>
<tr>
<td>• Relationships between ideas are made clear (for example between theoretical explanations and practical examples)</td>
<td></td>
</tr>
<tr>
<td>• Significance of statements is made clear (for example the report answers the ‘why’, ‘how’, ‘so what’ and ‘what if’ sorts of questions) and the significance of quotations within the essay’s argument is made clear</td>
<td></td>
</tr>
<tr>
<td>• Appropriate evidence is used to support statements</td>
<td></td>
</tr>
<tr>
<td>• Examples are linked appropriately to the argument</td>
<td></td>
</tr>
<tr>
<td><strong>4. Is the report well written?</strong></td>
<td></td>
</tr>
<tr>
<td>• Writing is clear and cohesive, with a smooth flow from one section to the next (for example a paragraph begins by indicating what the paragraph will be about and perhaps how it is related to previous paragraphs)</td>
<td></td>
</tr>
<tr>
<td>• Writing is appropriately technical and abstract</td>
<td></td>
</tr>
<tr>
<td>• Writing is appropriately formal and academic (eg avoiding contractions such as won’t)</td>
<td></td>
</tr>
<tr>
<td>• Writing is grammatically correct and well punctuated</td>
<td></td>
</tr>
<tr>
<td>• Writing avoids the use of gender specific and discriminatory language</td>
<td></td>
</tr>
<tr>
<td><strong>5. Is the report well presented</strong></td>
<td></td>
</tr>
<tr>
<td>• Citations are referenced appropriately within the essay</td>
<td></td>
</tr>
<tr>
<td>• Citations appear in the appropriate places</td>
<td></td>
</tr>
<tr>
<td>• Reference list is presented accurately and appropriately</td>
<td></td>
</tr>
</tbody>
</table>

### General Comments

Your mark ___________________/30  
Your marker: __________

(INITIALS)
APPENDIX 4 – Assessment 3

Team Agreement/Group Project Formation

In order to encourage commitment on the part of all group members, each team member will sign this Team Agreement which defines how the group will operate during the conduct of the Group Project. Each member of the group is to sign below to indicate that they will abide by the conditions of the agreement as set out below. This agreement is to be handed into your tutor no later than week 4.

Tutor Name__________________________ Group No:____ Date: _______
Tutorial Time____________

Name______________________________

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Student Name</th>
<th>Email</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Team Leader: __________________________ Mobile: ______________

2. Manage Meetings: Time Required/When/Where/Frequency?

______________________________________________________________________

3. Measure Performance? – Meeting deadlines, grammar, etc

______________________________________________________________________

4. Team Goal(s)? HD, D, equal workload, attend all meetings, etc

______________________________________________________________________

5. Resolve problems/conflict/lack of co-operation/disruptive behaviour, etc?

______________________________________________________________________

6. Team Members Obligations (e.g. attend meetings on time; do all assignments on schedule; avoid personal conflict; allow free flow of ideas; listen to everyone; take personal responsibility for outcomes; inform people of decisions; make a file note after every meeting of future action steps and responsibility, help other team members to build their skills

______________________________________________________________________

7. How to share the workload?

______________________________________________________________________

8. Quality Audit? (e.g. grammar, referencing, meeting of assignment requirements, layout, etc)
APPENDIX 5 – Assessment 3

STUDENT EVALUATION OF MEMBER PARTICIPATION IN GROUP PROJECT

NOTE: THIS FORM IS ONLY TO BE FILLED OUT IF THERE IS A DISPUTE ABOUT MEMBER CONTRIBUTION TO THE GROUP PROJECT

Group name/topic: ____________________________________________________________

Group time, date (tutorial): ___________________________________________________

Your name: __________________________________________________________________

This form is for you to evaluate the contributions made by each of your group members to the overall performance and success of your group’s assignment. In making your assessment, you might take into account factors such as:

- Effort
- Quantity of contribution
- Quality of contribution
- Meeting of deadlines
- Degree of cooperation with other group members.

Directions:

1. In the space below, write the names of all group members (including yourself). You should omit anyone who was part of your group initially but dropped out of the course during the semester.

2. Allocate a total of 100 points to each group member (including yourself) so that the points awarded indicate your judgment of the overall value of each member’s relative contribution. Submit the form individually and directly to the course convenor.

For example, if you have five group members (and in your judgment) all members made equal contributions, each group member (including yourself) would be allocated 100 points. If you award someone 50 points and someone 100 points, this would indicate that you valued the latter person’s contributions two times more than the first person’s contribution.

<table>
<thead>
<tr>
<th>Group member names</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yourself</td>
<td>/100</td>
</tr>
<tr>
<td></td>
<td>/100</td>
</tr>
<tr>
<td></td>
<td>/100</td>
</tr>
<tr>
<td></td>
<td>/100</td>
</tr>
<tr>
<td></td>
<td>/100</td>
</tr>
</tbody>
</table>

Please provide explanations for ratings of 80 or less, and if appropriate, describe how you have attempted to encourage the group member to improve their performance.
number according to the numbers next to the group members’ names above). These comments are reviewed if students appeal their peer evaluations, so it is important that your explanations are factual, legible and professional.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________
________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

• For students who are given an average score of less than 50 by a majority of other group members, a **penalty** of 75% will be applied. For example, consider if an assignment is given a grade of 80/100. If a student is given an assessment of 40 by a majority of other group members, s/he will only receive a mark of 20/100 for the assessment task. The penalties that will be applied to individual students are set out in the following table.

<table>
<thead>
<tr>
<th>Average assessment made on PEF by other students in group</th>
<th>Penalty applied</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;50</td>
<td>75%</td>
</tr>
<tr>
<td>51-65</td>
<td>50%</td>
</tr>
<tr>
<td>66-80</td>
<td>25%</td>
</tr>
<tr>
<td>&gt;80</td>
<td>0</td>
</tr>
</tbody>
</table>

Information in this form will be kept confidential by your course convenor.