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WESTERN AUSTRALIA  
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## **Unit Outline\***

### **MGMT 3311**

# **Organisational Learning and Innovation**

**Semester 2, 2011**

**Crawley Campus**

**Unit Coordinator: Dr Christine Soo**



**Business School**

[www.business.uwa.edu.au](http://www.business.uwa.edu.au)

\* This Unit Outline should be read in conjunction with the Business School **Unit Outline Supplement** available on the Current Students web site <http://www.business.uwa.edu.au/students>

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# UNIT DESCRIPTION

## Introduction

Welcome to the Organisational Learning & Innovation unit. This unit focuses on fundamental issues that need to be considered by managers and leaders when structuring and managing organisations in knowledge-intensive and innovation-driven industries. The core principles underlying this unit are that:

- A firm's long-term competitive advantage emerges from its learning and innovative competences and capabilities;
- Organisational structures, processes, culture and values play a significant role in developing the firm's learning and innovative capabilities; and
- Effective leadership plays an important role in the successful implementation of a learning and innovation-based strategy.

## Unit content

This unit introduces you to the concepts and issues which influence approaches to organisational structure and design, and how they impact on organisational learning, knowledge and innovation. Key topics include (1) the role of organisational learning and innovation in competitive strategy, (2) the importance of building organisational capabilities for learning and innovation, and (3) the role of leadership in managing and sustaining organisational learning and innovation.

## The goal of the unit

This unit draws on strategic management, human resource management, organisation behaviour and organisation theory for analytical tools to address important challenges faced by managers in knowledge-based firms. It builds on topics introduced in the Management and Organisations unit with theories, concepts and issues explored in more detail and emphasising the practical application of this information. Lectures will combine a focus on the theoretical and conceptual aspects of organisational structure and design with an exploration of its implications for the 21st century knowledge-based firm. Lecture content will be reinforced through the use of audio visual materials and supporting tutorial activities, case studies and discussion.

## Learning outcomes

On completion of this unit, you should be able to:

1. Describe and discuss theories, concepts and models of organisational learning and innovation pertaining to firms in knowledge-intensive industries ;

2. Describe and discuss key processes and mechanisms that organisations need to develop in order to build learning and innovation capabilities to achieve long-term competitive advantage;
3. Discuss the role of organisational structure and processes in facilitating organisational learning and innovation;
4. Discuss the role of leadership in the effective management of organisational learning and innovation;
5. Understand and identify the potential issues and problems that managers and leaders encounter in the effective management of organisational learning and innovation;
6. Demonstrate an understanding of the unit's content through its application to real-life case studies.

## **Educational principles and graduate attributes**

In this unit, you will be encouraged and facilitated to develop the ability and desire to:

- Develop an understanding of the importance of learning, knowledge and innovation as sources of sustainable competitive advantage for organisations;
- Develop an understanding of the link between building effective organisational capabilities and the successful implementation of a learning and innovation-based strategy;
- Understand the global forces and issues which serve to precipitate rapid change in the way that organisations learn and innovate;
- Reflect on your own experience of organisations as well as those that you study with a view to becoming more aware of ways in which these organisations can grow and develop;
- Engage in activities which involve critically analysing the way that organisations are structured and designed and suggesting ways of improving them;
- Develop an awareness of the range, scope, and complexity of the issues and problems related to the long-term strategic management of organisational learning, knowledge and innovation.

# TEACHING AND LEARNING RESPONSIBILITIES

## Teaching and learning strategies

The *lectures* for this unit will provide you with an overview of the key concepts, theories and models that managers and leaders can consider when faced with designing and structuring, knowledge-based organisations. There will be opportunities to learn from case studies by reading about, and watching video material on, the experience of various organisations which embody the unit's principal ideas.

Your *tutorials* give you the opportunity to prepare for, and engage in, conversations on the key issues facing organisations today as they try to adapt to a time of extraordinary change and complexity. The tutorials, along with your assignments, give you the opportunity to engage with the course materials and one another as you make sense of what is happening in the world of work and organisations and develop your own ideas about what you can do as a leader and manager within organisations in the future (or perhaps the present).

Your *case study reports* gives you the chance to apply the course content to real-life organisational settings. In groups of 3–4 members, you will need to complete an analysis of two cases – Goddard Space Flight Center and Danone. The analysis should cover both problem identification and recommendations thoroughly – the important thing to remember is that without a clear understanding of the key underlying problems or issues, you are not able to effectively recommend clear solutions. A substantial amount of time is devoted in the tutorials to discussing these cases – you should utilise these tutorial discussions to help you strengthen your arguments around the case analyses, as well as applying the relevant theoretical concepts and frameworks from the unit.

Finally, the *examination* will provide a stimulus to integrate your understanding of the principal concepts of the course in a way that requires you can apply them to a range of organisational situations and problems.

## Teaching and learning evaluation

You may be asked to complete two evaluations during this unit. The Student Perception of Teaching (SPOT) and the Students' Unit Reflective Feedback (SURF). The SPOT is optional and is an evaluation of the lecturer and the unit. The SURF is completed online and is a university wide survey and deals only with the unit. You will receive an email from the SURF office inviting you to complete the SURF when it is activated. We encourage you to complete the forms as your feedback is extremely important and can be used to make changes to the unit or lecturing style when appropriate.

This unit, like others at UWA is evaluated on a regular basis and feedback from students is taken into account when the unit is updated. Changes that have been introduced in this unit in response to student feedback in the last few years include the following:

1. Ensuring that all tutorial groups have had lectures on tutorial topics before they deal with them in tutorials;

2. Ensuring that students are exposed to real life organisational situations and given the opportunity to apply the unit content in addressing actual problems.

## Attendance

Participation in class, whether it be listening to a lecture or getting involved in other activities, is an important part of the learning process. It is therefore important that you attend classes (and be on time). More formally, the University regulations state that 'to complete a course or unit students shall attend prescribed classes, lectures, seminars and tutorials'.

## CONTACT DETAILS

We strongly advise students to regularly access their student email accounts. Important information regarding the unit is often communicated by email and will not be automatically forwarded to private email addresses.

<b>Unit coordinator/lecturer</b>	
<b>Name:</b>	Assistant Professor Christine Soo
<b>Email:</b>	Christine.Soo@uwa.edu.au
<b>Phone:</b>	6488 2829
<b>Consultation hours:</b>	By appointment
<b>Lecture times:</b>	Thursday 3:00–4:45pm
<b>Lecture venue:</b>	Chemistry: Wilsmore Lecture Theatre

<b>Tutor</b>	
<b>Name:</b>	Maryam Habibi
<b>Email:</b>	Maryam.Habibi@uwa.edu.au
<b>Name:</b>	Blanche Macquinto
<b>Email:</b>	Blanche.Macquinto@uwa.edu.au
<b>Name:</b>	Jean Wootton
<b>Email:</b>	Jean.Wootton@uwa.edu.au

## TUTORIAL TIMETABLE

Time	Room	Building	Instructor
Monday 12pm	BUSN: 260	Business School	Jean Wootton
Monday 1pm	BUSN: 260	Business School	Jean Wootton
Monday 2pm	BUSN: 263	Business School	Jean Wootton
Monday 3pm	BUSN: 162	Business School	Maryam Habibi
Monday 4pm	BUSN: 162	Business School	Maryam Habibi
Wednesday 9am	ENCM: 105	Civil & Mechanical Engineering	Blanche Macquinto
Wednesday 10am	ENCM: 109	Civil & Mechanical Engineering	Blanche Macquinto
Wednesday 11am	ENCM: 109	Civil & Mechanical Engineering	Blanche Macquinto
Thursday 11am	ENCM: 151	Civil & Mechanical Engineering	Maryam Habibi
Thursday 12pm	ENCM: 151	Civil & Mechanical Engineering	Maryam Habibi
Thursday 1pm	ENCM: 109	Civil & Mechanical Engineering	Maryam Habibi
Thursday 2pm	SSCI: G207	Social Sciences	Maryam Habibi

## TEXTBOOK(S) & RESOURCES

### Unit Website

<http://www.webct.uwa.edu.au>

### Recommended/required text(s)

There is no prescribed textbook for this unit, but students will need to purchase the unit reader from the Co-Op Bookshop.

### Additional resources & reading material

Cases for the unit are available on WebCT :

1. Integrated Options : Knowledge Management in a Small Enterprise
2. Goddard Space Flight Center : Building a Learning Organization
3. Global Knowledge Management at Danone
4. Mindtree : A Community of Communities

# UNIT SCHEDULE

Week	Dates	Topic	Readings
<b>Organisational Knowledge and Learning: Concepts and Definitions</b>			
1	August 4	<ul style="list-style-type: none"> <li>▪ Course introduction</li> <li>▪ The new competitive landscape – the role of knowledge, learning and innovation in organisations</li> </ul>	
2	August 11	<ul style="list-style-type: none"> <li>▪ What is organisational knowledge?</li> <li>▪ What is organisational learning?</li> </ul>	Tsoukas and Vladimirou (2001); Crossan, Lane and White (1999)
3	August 18	<ul style="list-style-type: none"> <li>▪ Knowledge management: Issues and challenges</li> </ul>	Fahey and Prusak (1998); McDermott (1999)
<b>Building Organisational Capabilities for Learning and Innovation</b>			
4	August 25	<ul style="list-style-type: none"> <li>▪ Building the learning organisation</li> <li>▪ The Knowing-Doing Gap: Turning knowledge into action</li> </ul>	Garvin (2008); Pfeffer and Sutton (1999)
5	September 1	<ul style="list-style-type: none"> <li>▪ Managing tacit knowledge</li> </ul>	Leonard and Swap (2004); Lubit (2001)
6	September 8	<ul style="list-style-type: none"> <li>▪ Social capital and social networks</li> </ul>	Nahapiet and Ghoshal (1998); Cross, Parker, Prusak and Borgatti (2001); Anand, Glick and Manz (2002)
7	September 15	<ul style="list-style-type: none"> <li>▪ Communities of practice</li> </ul>	Wenger and Snyder (2000)
8	September 22	<ul style="list-style-type: none"> <li>▪ Knowledge creating processes in organisations: The SECI Model</li> </ul>	Nonaka (2007); Nonaka, Toyama and Konno (2000)
<b>Mid semester break: Sept 26 – Oct 2</b>			
9	October 6	<ul style="list-style-type: none"> <li>▪ Developing absorptive capacity</li> </ul>	Daghfous (2004)
10	October 13	<ul style="list-style-type: none"> <li>▪ Leveraging and transferring organisational knowledge</li> </ul>	Szulanski (1996); O'Dell and Grayson (1998)
<b>Leadership Issues for Organisational Learning and Innovation</b>			
11	October 20	<ul style="list-style-type: none"> <li>▪ Knowledge work and the knowledge worker</li> </ul>	Arthur et al (2008); Pearce and Manz (2005); Pearce

Week	Dates	Topic	Readings
		<ul style="list-style-type: none"> <li>▪ Leadership issues in managing knowledge work</li> </ul>	(2004)
12	October 27	<ul style="list-style-type: none"> <li>▪ Managing knowledge sharing in virtual teams</li> <li>▪ Leading virtual teams</li> </ul>	Rosen et al (2007); Malhotra et al (2007)
13	November 3	<ul style="list-style-type: none"> <li>▪ Course revision</li> <li>▪ Exam overview</li> </ul>	
<b>Final examinations begin November 12</b>			

## TUTORIAL SCHEDULE

Week	Week beginning	Activity
2	8 August	<ul style="list-style-type: none"> <li>▪ Sort out tutorial allocation through OLCR in the first instance. If you have a tutorial allocation problem/issue please contact the Management and Organisations Administrative Team (6488 3757) or <a href="mailto:management_organisations_professional@biz.uwa.edu.au">management_organisations_professional@biz.uwa.edu.au</a>. <b>Students must attend their OLCR allocated tutorial.</b> Tutors reserve the right not to accept any student not on the official enrolment list.</li> <li>▪ Divide into groups for case study reports (3–4 members in each group). At the end of the tutorial, each student must be attached to a group.</li> <li>▪ Read Week 1 lecture notes and come prepared for discussion: <ol style="list-style-type: none"> <li>1. <i>In relation to your own work experience, can you come up with factors that make up "knowledge capital", i.e., can you give specific examples of culture, know-how, skills, expertise, etc that constitute your organisation's knowledge capital?</i></li> <li>2. <i>Can you identify which part of your organisation's knowledge capital is indeed a source of sustainable competitive advantage (i.e., developed over time, complex and difficult to imitate, etc)?</i></li> </ol> </li> </ul>

Week	Week beginning	Activity
3*	15 August	<ul style="list-style-type: none"> <li>▪ Case discussion: <b>Integrated Options</b></li> <li>▪ Read week 2 lecture notes and readings</li> <li>▪ Read the Integrated Options (IO) case and be prepared for discussion</li> <li>▪ Discussion will focus on identifying key issues, problems or challenges facing the organisation:               <ol style="list-style-type: none"> <li>1. <i>How good is IO at sharing both tacit and explicit knowledge? Give examples to support your evaluations. What are the factors impacting on their ability to share knowledge (tacit and explicit) effectively?</i></li> <li>2. <i>What is the difference between individual learning and organizational learning? Is there a gap between individual and organisational learning at IO? Give examples to support your arguments.</i></li> </ol> </li> </ul> <p>NB: Use the Crossan, Lane &amp; White article to help formulate your answers</p> <ul style="list-style-type: none"> <li>▪ <u>Group work exercise</u>: Tutors will distribute handout No.1 “Effective Group Work”, and briefly discuss</li> </ul>
4*	22 August	<ul style="list-style-type: none"> <li>▪ Case discussion: <b>Goddard Space Flight Center</b></li> <li>▪ Read week 3 lecture notes and readings</li> <li>▪ Read the GSFC case and be prepared for discussion:               <ol style="list-style-type: none"> <li>1. <i>If you were in Rogers’ position and had accepted this job, what would be your main concerns?</i></li> <li>2. <i>What are the key challenges facing Rogers’ as he begins his assignment at GSFC?</i></li> </ol> </li> </ul> <p>NB: Use the Fahey &amp; Prusak (1998) and McDermott (1999) articles to help formulate your answers</p> <ul style="list-style-type: none"> <li>▪ <u>Group work exercise</u>: Tutors will distribute handout No.2 “Self and Peer Evaluation”, and briefly discuss</li> </ul>
5*	29 August	<ul style="list-style-type: none"> <li>▪ Case discussion: <b>Goddard Space Flight Center (cont.)</b></li> <li>▪ Read week 4 lecture notes and readings</li> <li>▪ Read the GSFC case and be prepared for discussion:               <ol style="list-style-type: none"> <li>1. <i>What are the building blocks of a learning organization?</i></li> <li>2. <i>If you were in Rogers’ position, what would you do to begin developing a learning organization?</i></li> </ol> </li> </ul> <p>NB: Use the Garvin (2008) article to help formulate your answers</p> <ul style="list-style-type: none"> <li>▪ <u>Group work exercise</u>: Tutors will distribute Handout No. 3 “Giving and Receiving Feedback”, and briefly discuss</li> </ul>

Week	Week beginning	Activity
6*	5 September	<ul style="list-style-type: none"> <li>▪ Case discussion: <b>Global Knowledge Management at Danone</b></li> <li>▪ Read week 5 lecture notes and readings</li> <li>▪ Read the Danone case and be prepared for discussion:               <ol style="list-style-type: none"> <li>1. <i>What are the challenges of sharing/transferring tacit knowledge?</i></li> <li>2. <i>What is your assessment of the Networking Attitude initiative? Has it been effective in enabling employees to share knowledge? Give examples to support your arguments.</i></li> </ol> </li> </ul> <p>NB: Use the Leonard and Swap (2004) and Lubit (2001) articles to help formulate your answers</p> <ul style="list-style-type: none"> <li>▪ <b>Goddard Space Flight Center case due Tuesday 6 September, 12pm (online submission to Uniprint via WebCT)</b></li> <li>▪ <b>SPARK peer assessment rating due Friday 9 September, 12pm</b></li> </ul>
7*	12 September	<ul style="list-style-type: none"> <li>▪ Case discussion: <b>Global Knowledge Management at Danone (cont)</b></li> <li>▪ Read week 6 lecture notes and readings</li> <li>▪ Read the Danone case and be prepared for discussion:               <ol style="list-style-type: none"> <li>1. <i>According to the Cross et al (2001) article, there are four dimensions to knowledge sharing in social networks – i.e., knowledge, access, engagement and safety. How well has Danone managed these four dimensions? Give examples to support your answers.</i></li> <li>2. <i>What should Mougín and Benenati do next with the Networking Attitude Initiative? Which of the three options (i.e., wider, deeper, richer) would you recommend and why?</i></li> </ol> </li> <li>▪ <u>Group work exercise</u>: Tutors will distribute Handout No. 4 “Interpreting SPARK Factors”; please read and bring along to the next tutorial</li> </ul>
8	19 September	<ul style="list-style-type: none"> <li>▪ <b>SPARK feedback session</b></li> <li>▪ Tutors will distribute individual students’ SPARK reports, and provide suggestions for improvement (<i>individual marks for the Goddard case will NOT be modified based on SPARK ratings</i>)</li> <li>▪ Refer to Handout No.4 from previous week</li> <li>▪ <u>Group work exercise</u>: Tutors will distribute Handout No.5 “Commitment to Improvement” to be completed in the tutorial</li> </ul>
		<p>Mid semester break 26 September – 2 October</p>

Week	Week beginning	Activity
9	3 October	<ul style="list-style-type: none"> <li>▪ <b>Goddard Space Flight Center case feedback session</b></li> <li>▪ Tutors will return the case reports and provide general feedback to the tutorial, and detailed feedback to each group on areas for improvement</li> </ul>
10*	10 October	<ul style="list-style-type: none"> <li>▪ Case discussion: <b>Mindtree: A Community of Communities</b></li> <li>▪ Read week 8 lecture notes and readings</li> <li>▪ Read the Mindtree case and be prepared for discussion:               <ol style="list-style-type: none"> <li>1. <i>How effectively has Mindtree addressed the SECI Model's four stages of knowledge creation. Give examples to support your answers.</i></li> <li>2. <i>How effectively has Mindtree developed the four types of "Ba" to facilitate the four stages of knowledge creation? Give examples to support your answers.</i></li> </ol> </li> <li>▪ <b>Danone case report due by Tuesday 11 October, 12pm (online submission to Uniprint via WebCT)</b></li> <li>▪ <b>SPARK peer assessment rating due by Friday 14 October, 12pm</b></li> </ul>
11*	17 October	<ul style="list-style-type: none"> <li>▪ Case discussion: <b>Mindtree: A Community of Communities (cont)</b></li> <li>▪ Read week 9 lecture notes and readings</li> <li>▪ Read the Mindtree case and be prepared for discussion:               <ol style="list-style-type: none"> <li>1. <i>Explain how Mindtree has addressed the four elements of absorptive capacity. Give examples to support your answers.</i></li> <li>2. <i>Which element(s) of absorptive capacity should Mindtree improve upon and why?</i></li> </ol> </li> </ul>
12	24 October	<ul style="list-style-type: none"> <li>▪ Course revision/exam preparation</li> <li>▪ Students should sort out any questions regarding the unit content and exam format with the tutor</li> </ul>

Week	Week beginning	Activity
13	31 October	<ul style="list-style-type: none"> <li>▪ <b>Danone case feedback session</b></li> <li>▪ Tutors will return the case reports and provide general feedback to the tutorial, and detailed feedback to each group on areas for improvement</li> <li>▪ <b>SPARK feedback session</b></li> <li>▪ Tutors will distribute individual students' SPARK reports, and provide suggestions for improvement (<i>individual marks for the Danone case WILL be modified based on SPARK ratings</i>)</li> <li>▪ <u>Group work exercise</u>: Tutors will distribute Handout No.6 "Commitment to Improvement for the Future" to be completed in the tutorial</li> </ul>

\* Case discussions feature heavily in these tutorials. Students' attendance and participation at these tutorials will contribute towards their final tutorial grade

# ASSESSMENT MECHANISM

## The purpose of assessment

There are a number of reasons for having assessable tasks as part of an academic program. The assessable tasks are designed to encourage you to explore and understand the subject more fully. The fact that we grade your work provides you an indication of how much you have achieved. Providing feedback on your work also serves as part of the learning process.

This unit comprises a range of individual and group assessment tasks which are designed to test your knowledge of the learning outcomes for the unit. The team (group) assessable tasks include the completion of two case study reports. These are designed to facilitate a practical organisational setting where group dynamics and delivering comprehensive recommendations to complex problems are common place. This type of output can only be effectively done through team work.

## Assessment mechanism summary

Item	Weight	Due date
Goddard Space Flight Center case report	15%	6 September, 12pm (online submission)
Danone case report	25%	11 October, 12pm (online submission)
Tutorial attendance and participation	10%	12 tutorials
Examination	50%	Starting 12 November
TOTAL	100%	

**Note 1:** Results may be subject to scaling and standardisation under faculty policy and are not necessarily the sum of the component parts.

**Note 2:** Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning outcomes as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the unit.

## Assessment components

### I. Group case study reports (40%)

#### Description and guidelines

Students will form groups of 3–4 members within the tutorial groups and each group will perform an analysis of two companies: Goddard Space Flight Center and Danone. As evident in the case studies, these companies are knowledge-intensive and innovation-driven, and face a unique set of challenges. Copies of these case studies are located on WebCT.

For the case analysis reports, students need to identify the key issues, problems or challenges that the company faces in their attempts to achieve long-term effectiveness. Students need to draw up convincing arguments as to why these are important issues or challenges that should be addressed urgently. Next, students need to articulate and describe their recommendations for the company. Students need to be able to discuss and explain why and how their recommendations will address the issues, problems and challenges identified previously. Finally, they need to show an understanding of the various risks and barriers that will impact the implementation of their recommended strategies.

Each report **is not to exceed 15 pages** (12-pt font, 1.5 spacing), excluding cover sheet, references and appendices. This page limit will be strictly enforced and lecturers or tutors can choose not to read any pages beyond the 15-page limit.

Two tutorials (weeks 9 and 13) will be devoted to providing feedback on the case reports. During these tutorials, tutors will return the marked case reports and provide detailed feedback to each group on the strengths and weaknesses of their reports, along with suggestions for improvement.

#### Marking criteria

The case study reports will be assessed based on the following criteria:

- Clear articulation of specific issues, problems or challenges facing the company;
- Clear explanation of why each of the identified issues, problems or challenges are important, and why they need to be addressed in order for long-term organisational effectiveness;
- Clear articulation of the recommended strategies for the company – are they clearly explained in terms of why and how the recommended strategy will address the issues, problems or challenges identified previously?
- Consideration of implementation issues – are risks and barriers to strategy implementation adequately addressed?
- Application of relevant theoretical concepts, models and/or frameworks (in both problem identification and recommendations);
- Quality of arguments and general coherence of the overall report – are arguments convincing and well structured?

- General layout and presentation of the report (including length, spelling, grammar and referencing).

### **SPARK<sup>PLUS</sup>**

This unit's group work gives you the opportunity to foster your personal development, realising critical skills for future employment. One aim of this group work is to produce an effective report. This is achieved through the combined talents of group members, contributing knowledge, skills, and ideas. Another aim of this group work is to support your personal growth by an extensive evaluation and feedback scheme. By comparing self and peer evaluations you become aware of your strengths and identify areas for improvement. The evaluation scheme also promotes fairness in marking the group assignments as individual contributions are considered when rewarding the grade.

In this unit you will use a web-based tool called SPARK<sup>PLUS</sup> to confidentially rate your own and your peers' contributions to the assignments. Login details and instructions for use will be provided on WebCT and in the lectures. You will also engage in extensive feedback sessions with your peers that are facilitated by your tutor.

Based on a series of answers from each team member SPARK<sup>PLUS</sup> automatically produces two weighting factors: your SPA and SAPA.

#### **SPA Factor**

The **SPA** or Self and Peer Assessment factor is a measure of how the team overall viewed the contribution of each member to the team. *This factor may be used to adjust team marks into individual marks using the following formula:*

$$\text{Individual mark} = \text{team mark} * \text{individual's SPA}$$

For example, a team assignment scores 80%. There are 3 students in the team:

**Student 1** has a SPA factor of 0.9 reflecting a less than average contribution to the team and is awarded an individual mark of  $80 \times 0.9 = 72\%$

**Student 2** has a SPA factor of 1 reflecting an average contribution to the team and is awarded an individual mark of  $80 \times 1 = 80\%$

**Student 3** has a SPA factor of 1.1 reflecting an above average contribution to the team and is awarded an individual mark of  $80 \times 1.1 = 88\%$

#### **SAPA Factor**

The second factor calculated is the **SAPA** factor. This is the ratio of a student's own self-assessment rating compared to the average rating of their contribution by their peers. It provides a student with feedback about how the rest of the team perceives the individual student's contribution.

For example, a SAPA factor greater than 1 means that a student has rated their own performance higher than they were rated by their peers. Conversely, a SAPA factor less than 1

means that a student has rated their own performance lower than they were rated by their peers.

### **Why are we using SPARK<sup>PLUS</sup>?**

SPARK<sup>PLUS</sup> not only makes team work fairer but also encourages the development of professional skills. These skills include giving and receiving positive and negative feedback, resolving conflict, collaborating, assessing your work and the work of your peers, and developing your professional judgment. These are important graduate attributes which are part of the learning outcomes for your degree and are *also important to employers*. Full participation will enhance both your learning outcomes and your team experience.

### **How are we using SPARK<sup>PLUS</sup>?**

All students are expected to fully participate in this task and required to submit valid assessments. Students who do not complete the task will automatically receive a SPA factor of 0.8.

At all times the unit coordinator retains the right to exercise discretion in relation to application of the SPA factor to the final team mark for all team members. This discretion may be exercised particularly in situations where, in the opinion of the unit coordinator, a team member(s) has / have inadvertently or intentionally, misused SPARK<sup>PLUS</sup>

### **Objections**

Initially the released SPA and SAPA factors will be preliminary and only become official after any protests are considered. Any student believing their SPARK assessments were unfair may lodge an objection. Any objection to your assessment ratings must be made in writing. Each objection must be max of 500 words clearly outlining why you believe your rating is unfair. Your protest will be reviewed and may be discussed with the other members of your team. Objections must be lodged within 3 days from the date that the SPARK<sup>PLUS</sup> assessments are released.

The lodgement of an objection will be considered as a request for reassessment of the entire team. Hence if a student lodges an objection the marks for the entire team will be reassessed and released after the objection has been considered. In considering any objection the log books and or meeting minutes for a team will be reviewed.

## **2. Tutorials (10%)**

The tutorial mark should represent the student's preparedness and willingness for consistent participation in tutorials. It is essential that students read the case studies and articles that have been assigned for each week's discussion. The tutor will use the following questions to assess the overall performance of the student:

- Was there evidence the student was prepared?
- Did the student participate in a positive way?
- Was the quality of the student's participation of a high level (i.e., critical analysis, structured thinking, new/novel ideas, interesting insights, etc)?

The overall tutorial participation grade also includes attendance, punctuality and a willingness to stay for the entire duration of the tutorial.

<b>Criteria</b>	<b>Mark</b>
Non attendance	0
Attendance and punctuality	3
Evidence of preparation for tutorial	3
Evidence of critical thinking, interesting ideas/insights, and all round contribution to discussion	4
Total	10

Tutorial participation is an essential component of this unit as a substantial amount of time will be devoted to discussing the cases that feature in the group reports (i.e., Goddard Space Flight Center and Danone), as well as others (i.e., Integrated Options and Mindtree). Both the Goddard and Danone cases will be discussed for two weeks in the tutorials (prior to submission) where students can work together to form conclusions on key issues and recommendations. It is important that students attend and participate in the tutorials as the collective learning gained from the discussions with the tutor and other students will directly impact on the quality of the case reports submitted.

### **3. Final examination (50%)**

A formal examination will be held at the end of the semester. The exam will require an essay-type answer to questions or in response to a business scenario. The whole semester's work will be the subject of the final examination. Answering questions in the examination will require knowledge the concepts, theory, terminology, principles and applications covered during the course of the unit. All lectures, guest lectures, cases, readings and videos covered during the course of the semester will contribute to this body of examinable knowledge. Your answers will be assessed on how well you display and apply a comprehensive and integrated view of the unit content.

### **Submission of assignments**

An electronic submission is required by the due date. Submit your assignment in an electronic format by going to the Uniprint link on WebCT and follow the instructions.

**FAILURE TO LODGE AN ASSIGNMENT THROUGH UNIPRINT BY THE DUE DATE WILL RESULT IN IT BEING JUDGED A LATE SUBMISSION AND CONSEQUENTLY BEING PENALISED. PLEASE PRINT/RETAIN YOUR UNIPRINT SUBMISSION RECEIPT AS PROVE OF ONLINE SUBMISSION.**

If you have been granted additional time to complete an assignment or have missed the deadline for submission, you can submit your assignment in hard copy to the Students Centre. Please remember to attach an Assignment Cover sheet to the front of your assignment. You can

download the relevant Assignment Cover sheet from the Business School Current Students web page <http://www.business.uwa.edu.au/students/assessments>

### **Late submission**

Failure to submit by the due date will attract a penalty of 10% for each day beyond the due date, including weekends. The lecturer only in exceptional circumstances will waive this penalty. No work will be accepted after other students' work has been marked and returned. Equipment malfunction and work commitments will **not** be accepted as valid reasons for late work.

Application for an extension must be made to the unit co-ordinator **before** the report is due. Extensions will only be granted on medical grounds (with medical certificate provided) or in substantial extenuating circumstances. Please note that a heavy study load (e.g. essays due in other units) will not be accepted as grounds for an extension.

## **Student Guild**

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Facsimile: (+61 8) 6488 1041

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## **Charter of Student Rights and Responsibilities**

The Charter of Student Rights and Responsibilities outlines the fundamental rights and responsibilities of students who undertake their education at UWA (refer <http://handbooks.uwa.edu.au/undergraduate/poliproc/policies/StudentRights>).

## **Appeals against academic assessment**

The University provides the opportunity for students to lodge an appeal against assessment results and/or progress status (refer <http://www.secretariat.uwa.edu.au/home/policies/appeals>).