

# Assessment Brief Template

<b>Academic Year</b>	<b>2022/2023</b>
<b>Semester</b>	<b>1</b>
<b>Module Number</b>	<b>BSM845</b>
<b>Module Title</b>	<b>Organisational Behaviour</b>
<b>Assessment Method</b>	<b>Coursework</b>
<b>Deadline (time and date)</b>	<b>Wednesday 7th December 2022 at 1pm (UK time)</b>
<b>Submission</b>	<b>Assessment Dropbox in the Module Study Area in CampusMoodle.</b>
<b>Word Limit</b> (see <a href="#">Assessment Word Limit Statement</a> )	<b>3000</b>
<b>Module Co-ordinator</b>	<b>James Fox</b>

## What knowledge and/or skills will I develop by undertaking the assessment?

The aim of this module is to provide students with an in depth understanding of relevant theories and models that are used to explain the ways in which humans behave in organisations and the formal and informal structures in place in organisations that impact those behaviours.

## What knowledge and/or skills will I develop by undertaking the assessment?

You will therefore develop your knowledge of OB theory, policy and practice.

Additionally, you will develop a range of skills including: evaluation and synthesis; analysis and risk assessment; in addition to wider managerial capabilities and business skills such as critical thinking, evidence based reasoning, written/oral communication and autonomy.

The assessment will require knowledge of each element covered in the module to a greater or lesser degree. Students are required to use their knowledge and understanding of the theories covered in the module to analyse, in depth, a case study scenario.

This requires students to apply their knowledge to analyse the case study scenario and to then suggest areas of weakness and areas for improvement that are evidence based.

Students will use the theory to create options, evaluate these options and then make a judgement based on the evidence – these are critical thinking skills.

Please refer to the module learning outcomes (included below) as well as the course learning outcomes.

**On successful completion of the assessment students will be able to achieve the following**

### **Module Learning Outcomes:**

1. Review and critically evaluate contemporary issues in the context of current research in the field of organisational behaviour and their impact on elements of HRM.
2. Analyse how organisations address and manage change, the impact of change on people management and the role of leadership in that process.

### What knowledge and/or skills will I develop by undertaking the assessment?

3. Critically discuss and assess the choices organisations make in respect of their management of individuals and teams in the organisation.
4. Evaluate how theories and models of OB and HRM are put into practice by organisations and the ethical dimensions of why and how they do this.
5. Demonstrate critical knowledge and understanding of the contribution of principles-led, evidence-based decision making to organisational behaviours and outcomes.

**Please also refer to the Module Descriptor, available from the module Moodle study area.**

### What is expected of me in this assessment?

#### **This is the Assessment Case Study**

**The Green Room – A charitable organisation supporting young people with learning disabilities in Scotland.**

**The Green Room is a charity organisation that launched in 1997 to support young people with a wide range of learning-based impairments. Since its inception the organisation has moved from a simple 'safe space' for children and their families to interact and support each other; to a much more sophisticated organisation that now offers tailored social and educational opportunities for those young people and their families. Indeed, such is the quality of the service provision now, that The Green Room often accepts children referred from the NHS after their diagnosis and NHS care is also embedded into the individual delivery plans that are created for the young people. The Green Room has expanded to offer on-site accommodation that young people and their families can use for a specific time period including round the clock support. It's as much about giving the family a 'respite' space to relax as it is about the young people themselves.**

## What is expected of me in this assessment?

To facilitate this expansion, The Green Room has also had to considerably expand its staff base from the original 4 people that set the charity up in 1997 to over 350 now. That 350 includes a wide range of professionals all working in cross disciplinary teams from carers and nursing staff through to 'special needs' teachers and psychologists as well as a management team and organisational structure, to ensure compliance both with UK employment legislation and the broader and extensive legal framework which is in place in order to ensure the safety and security of their clients.

Since its inception the leadership at the Green Room had identified that they wanted the organisation run as informally as possible. As the organisation grew, that translated into what might be described as a soft HRM approach. High levels of trust in the organisation meant that there was often little actual 'formal' management, with individuals trusted to manage their own workloads and performance in keeping with the expected standard. Pay levels were slightly higher than other similar charities to try to recruit and retain staff who were keen to operate in this way. Staff were also offered considerable opportunities to develop their skills through formal and informal training and continued organisational learning such as information sharing seminars about clients that had creative plans put in place to support them. This all added up to a sense of collegiate working with everyone pulling in the same direction and working together.

However, as the organisation has grown this informal approach has become more and more difficult to sustain. With multiple teams now working in the same areas communication has become more fractured and teams don't come together to discuss a solution collectively very often. This has resulted in clients with similar needs getting very different packages of support which has caused some friction between their families and The Green Room. With no real management structure in place some staff members have felt unsupported in putting solutions in place with the senior team only really getting involved when formal complaints are made - by which time there is often bad feeling between clients and clients' families and the staff and also between staff members. Staff have also increasingly been feeling that

## What is expected of me in this assessment?

the senior team are more and more remote from the day to day operations and that staff members who do try to offer feedback to the senior team are not taken seriously. Some staff have expressed the view that whilst the formal regulatory inspections continue to be officially assessed as 'Good', nothing will address the issues referred to above unless there is a significant incident (which of course, nobody wants to happen).

Indeed, recent formal, regulatory inspections of the services provided by The Green Room have generally concluded that the charity provides 'excellent' services and is very well run. However, the most recent inspection, whilst generally continuing to be mainly positive, also highlighted what it called "some tensions amongst the staff and the leadership". It observed that recruitment had begun to "struggle" to keep pace with demand and staff were feeling increasingly "overstretched and vulnerable". The team of inspectors also noted an increase in the number of safety incidents and quoted one staff member as saying that "more were inevitable if management don't get things back on track." The inspectors also noted that there were "vehement disagreements between teams as to how best to deal with certain clients, most likely as a result of staff being stressed as staffing levels failed to keep pace with demand." Additionally, "some staff were perceived to be underperforming or not maintaining a professional standard which was unsettling to their colleagues, but nothing was being done to either correct the issues or to manage the staff members concerned."

It all ended up with The Green Room losing its 'Excellent' rating for the first time in 20 years and the service provision being downgraded to 'good'. An 'excellent' rating means the service is 'outstanding or sector leading' and a 'Good' rating means the service has 'important strengths with some areas for improvement'. The Inspectors concluded their report by stating that although there was still much to be applauded at The Green Room, there was work to be done by the leadership team to ensure the previously high standards were reinstated and that areas of weakness such as staff mismanagement, failing team working and poor performance were quickly addressed before a significant safety issue arose.

## What is expected of me in this assessment?

Human Resources support at The Green Room is limited to a small group of non-CIPD qualified administrators who also deal with payroll. One of the senior team oversees these processes but generally leaves the processes to run themselves. However, with the service level downgrade, alarm bells are now ringing for the senior team and an external firm of HR consultants has been hired to provide answers as to what the charity needs to do differently.

### YOUR TASK AS A CONSULTANT

You should address ALL of the following tasks:

1. The Green Room management have, up to this point, tried to adopt a Soft HRM approach. Firstly, using examples from the case study and referring to relevant theories and models, explain what this is and how it has helped and/or hindered the organisation. Second, what will The Green Room need to do differently in its people management approaches now and why?
2. Leadership and culture are intertwined in The Green Room. Using relevant theories of BOTH leadership and culture identify the strengths and weaknesses in the organisation at the moment and make some suggestions about what might need to change and why. You should also suggest how these changes will help the organisation to operate more sustainably in the future.
3. The management of change is going to be crucial for The Green Room to be successful in a sustainable way. Using relevant theories of change management and applying these to specific examples in the case study, set out what the key changes need to be and provide a change process that could be followed by the management of The Green Room AND explain how and why this would allow for successful change.

## What is expected of me in this assessment?

You can make assumptions about other issues which are not explicitly referred to in the case study, where appropriate. If you do make assumptions at any point, you must clearly explain what these assumptions are and why they have been made.

You can conduct additional research into the sector by using information available on the internet, academic journals, textbooks and corporate publications, trade body reports and organisational reports to prepare your submission.

Remember to cite and reference any material you use appropriately.

**Students are expected to take a holistic approach to this coursework and utilise the knowledge gained from across the module, i.e., do not rely on only one topic to inform your response.**

### Task(s) - format

Students have considerable freedom in structuring their submission. However, submissions must include:

1. **Title page (including student name, number, Module name and number and word count)**
2. **Contents page**
3. **(Main body)**
4. **Reference list**

## What is expected of me in this assessment?

Beyond that, students have freedom to undertake the submission in a way that they think best articulates their arguments.

Remember, you are expected to engage with more than just one module topic for each task and so the way in which the tasks relate to each other is important to consider.

You must make sure that the tasks are clearly identified and that pages are numbered.

Students should make sure your coursework submission addresses all of the specified requirements detailed in the coursework brief.

Students should submit a single document only. Multiple document submissions are not permitted.

Documents should be in MS Word only.

Students should use either Times New Roman or Arial fonts and use font size 12 only.

Students are directed to the RGU's Word Limits statement for detail on what is and is not included in the word count. This can be found in the Assessment information tab on the module Moodle page.

Students should not use images as a mechanism to circumvent the word count under any circumstances.



## What is expected of me in this assessment?

Referencing & Citation - you are expected to be able to properly cite theories and frameworks in your assignment and to provide a reference list as part of your assignment submission. You should use RGU Harvard referencing and citation throughout.

## How will I be graded?

A grade will be provided for each criterion on the feedback grid which is specific to the assessment.

The overall grade for the assessment will be calculated using the algorithm below.

<b>A</b>	At least 50% of the feedback grid to be at Grade A, at least 75% of the feedback grid to be at Grade B or better, and normally 100% of the feedback grid to be at Grade C or better.
<b>B</b>	At least 50% of the feedback grid to be at Grade B or better, at least 75% of the feedback grid to be at Grade C or better, and normally 100% of the feedback grid to be at Grade D or better.
<b>C</b>	At least 50% of the feedback grid to be at Grade C or better, and at least 75% of the feedback grid to be at Grade D or better.
<b>D</b>	At least 50% of the feedback grid to be at Grade D or better, and at least 75% of the feedback grid to be at Grade E or better.
<b>E</b>	At least 50% of the feedback grid to be at Grade E or better.
<b>F</b>	Failing to achieve at least 50% of the feedback grid to be at Grade E or better.

## How will I be graded?

**NS** Non-submission.

## What else is important to my assessment?

### **What is plagiarism?**

“Plagiarism is the practice of presenting the thoughts, writings or other output of another or others as original, without acknowledgement of their source(s) at the point of their use in the student’s work. All materials including text, data, diagrams or other illustrations used to support a piece of work, whether from a printed publication or from electronic media, should be appropriately identified and referenced and should not normally be copied directly unless as an acknowledged quotation. Text, opinions or ideas translated into the words of the individual student should in all cases acknowledge the original source” ([RGU 2022](#)).

### **What is collusion?**

“Collusion is defined as two or more people working together with the intention of deceiving another. Within the academic environment this can occur when students work with others on an assignment, or part of an assignment, that is intended to be completed separately” ([RGU 2022](#)).

For further information please see [Academic Integrity](#).

## What else is important to my assessment?

### What is the Assessment Word Limit Statement?

It is important that you adhere to the Word Limit specified above. The Assessment Word Limit Statement lists what is included and excluded from the word count, along with the penalty for exceeding the upper limit.

### What if I'm unable to submit?

- The University operates a [Fit to Sit Policy](#) which means that if you undertake an assessment then you are declaring yourself well enough to do so.
- If you require an extension, you should complete and submit a [Coursework Extension Form](#). This form is available on the RGU [Student and Applicant Forms](#) page.
- Further support is available from your Course Leader.

### What additional support is available?

- [RGU Study Skills](#) provide advice and guidance on academic writing, study skills, maths and statistics and basic IT.
- [RGU Library guidance on referencing and citing](#).
- [The Inclusion Centre: Disability & Dyslexia](#).
- Your Module Coordinator, Course Leader and designated Personal Tutor can also provide support.

### What are the University rules on assessment?

The University Regulation '[A4: Assessment and Recommendations of Assessment Boards](#)' sets out important information about assessment and how it is conducted across the University.

## Feedback grid

GRADE	A	B	C	D	E	F
<b>DEFINITION / CRITERIA (WEIGHTING)</b>	<b>EXCELLENT</b> Outstanding Performance	<b>COMMENDABLE/VERY GOOD</b> Meritorious Performance	<b>GOOD</b> Highly Competent Performance	<b>SATISFACTORY</b> Competent Performance	<b>BORDERLINE FAIL</b> Failure Open to Condonement	<b>UNSATISFACTORY</b> Fail
<b>Knowledge Understanding &amp; application of relevant theories, models and concepts (35%)</b>  Grade: <input type="text"/>	Confidently demonstrates knowledge and understanding of an extensive range of principles, theories and models, and applies them effectively and comprehensively in a practical/ professional context	Demonstrates knowledge and understanding of a very good range of principles, theories and models and applies them effectively in a practical/professional context	Demonstrates knowledge and understanding of a good range of principles, theories and models and applies them reasonably well in a practical/ professional context	Demonstrates knowledge and understanding of a reasonable range of principles, theories and models and makes some attempt to apply them in a practical/ professional context	Little evidence of appropriate knowledge of principles, theories and models. Little evidence of practical/professional application	Lack of knowledge of principles, theories and models, with no evidence of their practical/professional application.
<b>Analysis &amp; Evaluation (40%)</b>  Grade: <input type="text"/>	Critical thought, evaluation and/or analysis are rigorous, coherent, appropriate and in depth.	Clear evidence of critical thought, evaluation and/or analysis but could be in more depth.	Good evidence of critical thought, evaluation and /or analysis but could be in much more depth	Reasonable attempt at critical thought, evaluation and/or analysis and very limited depth	Little attempt at critical thought, evaluation and/or analysis. Superficial answer	No attempt at critical thought, evaluation and/or analysis
<b>Conclusions &amp; Recommendations (15%)</b>  Grade: <input type="text"/>	Clear and sound conclusions & recommendations derived from analysis, relevant to aims and objectives and reflect exceptional	Appropriate and relevant conclusions & recommendations derived from the analysis and relevant to the aims and objectives	Relevant conclusions & recommendations but links to aims/objectives and/or analysis could be clearer	Conclusions/recommendations of reasonable relevance. Links to aims/objectives and/or analysis are limited	Inappropriate conclusions/recommendations. Poor or non-existent links to aims/objectives and/or analysis	Conclusions/recommendations are irrelevant, incorrect or non-existent. Aims and objectives are not achieved

GRADE	A	B	C	D	E	F
<b>DEFINITION / CRITERIA (WEIGHTING)</b>	<b>EXCELLENT</b> Outstanding Performance	<b>COMMENDABLE/VERY GOOD</b> Meritorious Performance	<b>GOOD</b> Highly Competent Performance	<b>SATISFACTORY</b> Competent Performance	<b>BORDERLINE FAIL</b> Failure Open to Condonement	<b>UNSATISFACTORY</b> Fail
	understanding and insight					
<b>Structure/Presentation &amp; Referencing (10%)</b>  Grade: <input type="text"/>	Structure is logical and appropriate. Presentation is excellent and completed to a highly professional standard with excellent clarity of expression. Referencing is clear, relevant and consistently accurate. Excellent range of sources utilised.	Structure is logical and appropriate. Presentation is to a professional standard with very good clarity of expression. Referencing is relevant and mostly accurate. Very good range of sources utilised.	Structure is in the main logical and appropriate. Presentation is to a professional standard with reasonable clarity of expression. Minor inconsistencies and inaccuracies in referencing. Has made use of majority of source types available.	Structure and presentation are acceptable but may have some weaknesses. May have problems with clarity of expression in places. Referencing present but inconsistencies and inaccuracies. Reasonable range of sources utilised - academic sources limited.	Structure, presentation and layout of work are weak and there may be problems with clarity of expression. Grammar, syntax and spelling poor. Very limited referencing including some inconsistencies and inaccuracies. Weak use of sources available. Academic underpinning weak.	Complete lack of structure. Very poor grammar, spelling and syntax. Little or no attempt at referencing

**Coursework received late, without valid reason, will be regarded as a non-submission (NS) and one of your assessment opportunities will be lost.**