This unit focuses on the multi-faceted environments that influence the management of domestic and international businesses. It explores and analyses the effect of various environments (such as international, social, ethical, public policy, ecological) and their respective stakeholders' influence upon organisations. It also considers the strategy and process of organisations' responses. In a dynamic environment, familiar responses and remedies are becoming less effective and this unit prepares managers to take into account a much broader context when making decisions and developing corporate policies.
Course Co-ordinator:

Ms Stacie Chappell

Stacie teaches in the areas of leadership, teams, emotional intelligence, and organisational behaviour for GSM’s programs in Perth, Singapore, and Jakarta. She holds a B.Comm in Marketing from The University of British Columbia and a Diploma in International Management from Denmark’s International College. She has over 12 years experience consulting to organisations in the design, development and delivery of university based leadership development programs.

Originally from Vancouver, Canada, Stacie moved to Perth in 1998. Prior to joining the GSM, Stacie was Associate Director of the AIM-UWA Senior Management Centre (SMC). She continues to consult for SMC and has been involved in a variety of programs including the Wesfarmers Leadership Development Program, UWA Advanced Management Program, Singapore Armed Forces Training Institute Tri-Service Staff Course, WAMA Leadership Development Program for Senior Managers, Department of Agriculture Executive Springboard Program and The WMC Management Orientation Program. She is an accredited facilitator of Corporate Transformation Tools, the Myers Briggs Type Indicator (MBTI), KnowMe Communication game, and various assessment/feedback instruments such as 360 degree profiles and ‘multiple intelligences’ testing.

Stacie is currently pursuing a Doctorate in Business Administration looking at the impact of spiritual intelligence on emotional and intellectual skills and ultimately leadership effectiveness.

Unit Web Site URL (Quickplace)  http://dong2.gsm.ecel.uwa.edu.au/QuickPlace/455512/Main.nsf

Contact details:

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Fax: 6488 1072

Consultation Hours: Monday 4 – 6 pm
Or by appointment.

Room: 2.18ish General Purpose 3 Building

Seminars: 1, 6 and 12
Seminar Times Thursday 2.00-5.00pm
Seminar Venue Myers Lecture Theatre
Co-facilitators

Ms Naomi Bickley

Naomi Bickley is Director of Bickley Consulting Pty Ltd which focuses on facilitating personal and organisational transformation. Her emphasis is upon putting the “heart and soul back into working environments” in order to fully enhance people’s potential and increase productivity through developing mutually supportive values and attitudes bases within the workplace. She works both as an executive coach and with work-groups to help people understand and adopt new ways of interpreting events and developing more adaptive behavioural responses. Emphasis is on facilitating people to recognise their unconscious core beliefs and values that drive their behaviours, thus giving them a point of choice beyond their typical knee-jerk reactions. She has conducted a variety of workshops for a diverse range of organisations including SGIO, WA Local Government Association, Mercy Hospital, Mitchell Logistics, Mitchell Fuels, BP Australia (WA Head Office, and National Head Office, Melbourne) Dermody Petroleum (SA), to name some of her more recent clients. Workshops include Executive Management team-building, “Who Are You, Really? (Moving beyond unconscious core beliefs)”, “Fun at work? You must be joking!”, and corporate culture change programs for organisations in the fuel transport industry. She has presented workshops at the AIM-UWA Enspirited Workplace Conference in 2002, at which she was voted as best presenter by conference participants. She also conducted an “Organisational Transformation through Personal Transformation” workshop at this year’s Spirituality, Leadership and Management Conference (AIM-UWA).

In recent years Naomi consults for the Senior Management Centre-AIM and the Integral Leadership Centre as Executive Coach for projects with the Premier and Cabinet and the Water Corporation. She also provides Executive Coaching to senior managers and CEOs in a variety of private sector and not-for-profit organisations.

Naomi has a Bachelor of Science (with Honours) from UWA, and a Master of Clinical Psychology (with Distinction) from Curtin University of Technology. She is also a graduate of the Gestalt Institute of WA. She is an accredited facilitator of Corporate Transformation Tools and a wide variety of psychological tests.

Naomi began her career in the business sector in a marketing and management role before moving to Curtin University (then W.A.I.T) to concurrently work as a psychologist in the Counselling Service whilst also teaching applied psychology principles in a number of undergraduate courses. She has taught in the Schools of Management, Dental Therapy and Nursing (at Curtin University) and in more recent years in Melbourne University’s Faculties of Medicine, Physiotherapy and Psychology. During her 8-year tenure at Curtin University Naomi was also the Head of the Careers Advisory Unit for a number of years before undertaking the position of Director of the commercial and international marketing arm of the School of Electrical and Computer Engineering. As a result of some life-changing events, she chose to completely alter career direction in the early 1990’s, electing to work closely with people’s heart’s and souls, helping people to have more nourishing relationships in life, both at work and at home. When not working Naomi can be found either meditating, dancing salsa, taking long walks along the beach or kayaking. She is a meditative adventurer at heart who loves the outdoors and close relationships with family and friends.

Contact details:

Email: nbickley@iinet.net.au
Phone: 9324 4290
Seminars: 3, 4 and 5
Consultation Hours: By appointment
Dr. Renu Burr

Renu specialises in strategic human resource management, work design, change management and leadership development. Renu has worked in senior HR management and advisory roles with management and executive teams to improve business effectiveness, and has 16 years experience as internal and external HRM consultant in the private and public sectors. In addition, Renu has 14 years teaching experience in the tertiary education sector at UWA and Curtin University of Technology. She was a Research Fellow with the Department of Organisational and Labour Studies at UWA from 1996-2000. In this role she taught and worked as an evaluation expert in the areas of organisational change, HRM strategy, work design and team work with organisations such as the Sydney Water Authority and the Meat and Livestock Corporation. She rejoined the GSM in January 2001 where she had previously taught in the MBA program from 1992-1995. Renu enjoys teaching in the areas of Strategic Human Resource Management, Leadership and Organisational Behaviour She was nominated for the Pearson Education ANZAM Management Educator of the Year Award in 2003. Renu also has wide experience as a consultant to industry. Renu is a highly skilled change facilitator, and has extensive experience in the design, delivery and evaluation of organisation change and management development programs. She has managed numerous change programs involving the introduction of new technology and team-based work systems. Renu currently presents public and customised SHRM and Leadership programs here and overseas for the AIM/UWA Integral Leadership Centre.

Renu did her undergraduate studies in Bangalore, India, and completed a Post-Graduate Diploma in Business at Curtin University. She also holds a PhD in Human Resource Management from UWA. She is a member of the Centre for Research into Effective Organisations and the Centre for Women and Business at UWA. Her professional affiliations include: Professional Member, Australian Institute of Management, Chartered Member, Australian Human Resource Institute, Member, Australian and New Zealand Academy of Management, Member, American Academy of Management. Her research interests lie in the areas of strategic HRM, intellectual capital, job design and organisational and individual transformation. Her work has been published in international journals and presented at conferences in the US, Australia and Europe. Other than teaching and research, Renu's other passions are her family, friends, food and having fun travelling.

Contact details:

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Fax: 6488 1072
Consultation Hours: By appointment. Please call by if I am in my office any time during the week.
Room: 2.15 General Purpose 3 Building
Seminars: 3, 4 and 5
Mr Phil Hancock

Phil is a Senior Teaching Fellow at the Graduate School of Management at UWA. He joined the GSM from Murdoch University where he was Associate Professor of Accounting. Phil has extensive experience in the regulation of corporate financial reporting, international accounting and management in both the educational and private sectors. Phil is a Fellow of CPA Australia and an Associate of the Institute of Chartered Accountants. He is an active member of the profession and sits on a national panel associated with the Society’s CPA Program.

Phil was appointed to the Urgent Issues Group (UIG) on May 1, 2002. The UIG is a sub-committee of the Australian Accounting Standards Board and is responsible for the interpretation of accounting standards issued in Australia. He is the only academic member of the UIG. He is also a member of the ASIC Accounting Liaison Group in WA.

He was commissioned in 1987 by the Australian Accounting Research Foundation to prepare a background paper on accounting issues associated with Financial Institutions and Financial Instruments. This resulted in the publication of Discussion Paper 14 Financial Reporting by Financial Institutions and Accounting for Financial Instruments in 1990. This work was the forerunner to accounting standards, which have since been issued in these areas. He was also commissioned by the International Accounting Standards Committee to examine the adoption, use and compliance with International Accounting Standards in over 100 countries. In addition, Phil has published many articles, chapters in books and is the co-author of an introductory accounting book which is used in over 16 tertiary institutions in Australia and New Zealand.

Phil has been teaching MBA and EMBA students for more than 10 years and in 2002 he was voted best lecturer by the EMBA students and in 2003 he received the UWA excellence in teaching award for postgraduate coursework. As a teacher of Financial Accounting at both the undergraduate and postgraduate levels for over 25 years, he is well known both in Western Australia and in the Eastern States.

Phil has held senior positions at UWA, ECU, and Murdoch Universities. He has worked for the Chartered Accounting firm of Irish, Young and Outhwaite. He was a Director and Chairman of the University Credit Union for 10 years.

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Mr. Philip Watson

Philip is a graduate of the University of Western Australia, and holds a Bachelor’s Degree in Industrial Relations and Economics and a Master of Business Administration Degree from the GSM. He is also a member of the GMA and actively involved with the Australian Institute of Management. He began his career in industrial relations, and throughout his career has been exposed to issues relating to business morality, ethics and corporate responsibility. He has approximately twenty years national experience as a senior Human Resources Consultant and Industrial Relations Advocate. He is also the founder of Employment Relations Management Australia, a consultancy providing national companies with HR focussed change management advice, representation and strategy.

He has also held the following senior positions: Manager WA - Fisher Cartwright Berriman; Manager Industrial Relations - Chamber of Manufacturers of New South Wales (now the Australian Business Chamber); Senior Industrial Advocate - Australian Chamber of Manufactures (now the Australian Industry Group); Industrial Advocate - Chamber of Manufactures of New South Wales; and Industrial Officer - Chamber of Manufactures of New South Wales. He is currently the Director and Principal Consultant of the General Management Consulting Group (GMCG), a virtual/networked management consulting organisation focused on helping small to medium sized enterprises (SME’s) improve their overall business performance. CMCG has a strategic alliance with the GSM’s Centre for Entrepreneurial Management and Innovation.

Philip has been extensively involved with organisational change management and managing organisational performance through human resources and organisational culture. Over the years he has advised some of Australia’s largest companies including: Kellogg’s Australia, Edgell Bird’s Eye, Ferrero Australia, Darrell Lea Chocolate Shops, Sanitarium, The Wrigley Company, MM Cables, Pirelli Cables, Vinindex Tubemakers, 3M Australia, Huhtamaki (Polarcup), Harcros Chemicals, Akzo Nobel Chemicals, Sony Music, Festival Records, PET USA and EMI Australia. In addition to his SME clients, current clients include: AC Nielsen Aust, Adecco, Arrix Integrated, Bristow Helicopters, Chandler MacLeod Group, Craig Mostyn Pty Limited, Discount Freight Express, Goodman Fielder, Huhtamaki, Pacific Terminals (Australia) Ready Workforce and Royal & Sun Alliance.

He has traveled extensively and lived for many years in Latin America, where he co-owned a Night Club/Art gallery. His current interests include Shotokan Karate, travel, learning Spanish as a second language, music and film.

**Contact details:**

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Consultation Hours: At anytime by appointment

Seminars: 7, 8, 9 and 10
Introduction

‘May you live in interesting times’
(Old Chinese saying)

The last decade of the twentieth century was variously described as, ‘the age of chaos’, ‘the tech-decade’, ‘the decade of blur’, ‘the age of surprises’ and ‘the age of uncertainty’. These surprises and uncertainties include:

- the challenges of globalisation;
- the breath-taking pace of technological innovation;
- downsizing, mergers and ‘rationalisation’ in many organisations;
- the ongoing redefinition of the roles and activities of organisations, employers, trades unions and employees;
- the growing diversity of organisational workforces;
- the end of ‘jobs for life’ and increased levels of job insecurity amongst managers and professionals;
- the emergence of high levels of occupational stress amongst many groups of employees in industrialised countries, and
- increasing conflict between home and family life.

In addition to these developments, we also witnessed the financial meltdown of several East-Asian economies in the late 1990s, and there continue to be economic and political instabilities in most regions of the world. More recently, we witnessed the terrible events of September 2001 and October 2002, numerous other terrorist acts and war in the Middle East during 2003. In the last three years there have also been many cases of large-scale corporate corruption and fraud in many countries and, perhaps superceding all of these has been the continuing and often heated debates about the impact that business and humanity are having on the fragile ecology of our planet.

Coping with these developments, challenges and uncertainties, as well as a rapidly changing and evolving global business environment, requires new organisational skills and mindsets that transcend conventional approaches to doing business and organisational management. How can we make decisions that are ethical and meet triple bottom line requirements? What is good corporate governance? How do we incorporate humanity and enterprise? Lewin and Regine (2001) present an optimistic role for business in dealing with the challenges outlined above. They say that “business is now the most potent force for social transformation in the world, and with that power comes responsibility to act for the collective good. We therefore also face a time of great opportunity, for those with eyes that are open to seeing in a different way of being in world, and heart enough to commit to it “(p. 319). This unit will provide you the space to examine the implications of this quote for yourself as a manager and business leader.

The course has been designed to be experiential as the content which revolves around values, ethics and corporate social responsibility cannot be learnt at an intellectual level and from text books alone. Current case studies and your own experience are important elements of your learning in this unit. We invite you to be open to different perspectives and engage your whole self in lively discussion. There will be rigorous debate in learning about how you as leaders and managers can best serve your own long-term interests and those of organisations and society.
The goals of the unit

As the title implies, this unit focuses on key social, ethical and environmental issues in business. Traditionally business organisations have been regarded as purely economic entities whose sole responsibility was to pursue profit and increase returns to shareholders. However many are now recognising the need to balance social, ethical and environmental with economic considerations in their operations and strategies. This unit prepares managers and professionals to take these factors into consideration when making business decisions.

In seminar 1, you will be introduced to the Social, Ethical and Environmental Issues in Business (SEEIB) unit, and have the opportunity to discuss some of the diverse and complex topics we will be covering over the next three months.

Seminar 2 will examine the topic of governance and accountability. With the recent spate of corporate failures like Enron, WorldCom and HIH there has been a major emphasis on corporate governance. The separation of ownership from management creates agency problems and there are various governance mechanisms, which are aimed at reducing agency problems and costs. Different approaches have been adopted with the USA taking a legislative rules based approach compared to a principles based best practice approach in Australia. We will examine both approaches with a particular focus on the ASX Corporate Governance Principles. These principles provide a framework to use throughout this unit. The balanced scorecard will also be introduced in this seminar.

Seminars 3, 4 and 5 will be covered in the one day workshop devoted to playing and debriefing the Corporate Values Game. This is a vehicle for understanding why social, ethical and environmental issues are becoming more mainstream to business operations and strategies. In the process of playing the game, we will explore the concept of the psychological contract and its relevance for leaders and managers when dealing with social, ethical and environmental issues. Increasingly, people are seeking more than just decent pay and fair treatment at work. They also want to feel that they and their organisations make a difference to others and the community.

Throughout the day, we will explore the foundations of individual values, ethics and moral behaviour. “Values are the soul of leadership. Values guide behaviour and indicate whether a leader puts the goodwill of the company or country ahead of their personal glorification” (Sarros, 2002, p.17). Values are the lenses through which we view life. They colour what we see, hear and feel and they drive our interpretation of situations and events. Thus, they affect the way we lead and conduct our business affairs. At work, a leader’s values provide a context for action; a sense of knowing what is ‘right’ to do without a need for rigid rules; a sense of cohesion for the organisation whilst allowing for individual difference, creativity and self-determination amongst staff. It is critically important then that leaders come to terms with their own core values. Ethics are value-based principles that drive the decision making process of the organisation. They operate at a macro level, while values operate at a micro level. This seminar will explore the role that personal values play in leadership decision-making and behaviours.

We will conclude the day by examining perspectives on social responsibility and social responsiveness. The question of whether or not organisations have a responsibility to stakeholders other than their owners and major institutional shareholders has been widely debated for many years. Traditionally, consumer advocates have argued for greater social responsibility, while shareholders have argued for management practices that focus on maximising returns and increasing share prices. However, the number of people who own shares either directly or indirectly has increased significantly in Australia over the last twenty years. This increase in share ownership has the potential to blur the traditional boundaries between consumers and shareholders, and induce conflicting priorities within the community. There are no simple solutions to questions of corporate social responsibility. As with most aspects of management, achieving a balance between competing priorities is probably the best approach. It is important, however, for managers to understand the issues and perspectives of a broad range of stakeholders.
Seminar 6 deals with worldviews and mind-sets. Human consciousness exists on a developmental continuum and so each individual brings a unique worldview, a combination of experiences, personality traits, and preferences, into the organisation. Effective leaders understand levels of consciousness and create meaning for individuals at all stages of development. In this seminar we will use film based case studies to explore how Beck and Cowan’s (1996) Spiral Dynamics model offers a lens through which we can understand the worldviews of individuals and organisations. We will also reflect on the value of having multi-faceted mind-sets when dealing with complex organisational problems.

In seminars 7-8, we look at why business ethics are issues of growing interest and importance to many organisations, for both selfish and altruistic reasons, and why they may be a source of competitive advantage and success in the longer-term. Some business leaders are now coming around to believe what ethicists have been telling them for years - that appropriate business values, good ethics and good corporate practices means good business. We will also look briefly at the pressing need to develop a global legal/ethical/regulatory framework to regulate the development of the global economy and the activities of supra-national global corporations, as well as curbing the growing influence of international criminals and ‘dirty-money’.

Seminars 9-10 focus on sustainability and environmental issues. We will examine both sides of this topical, important and often heated debate over the environmental challenges facing our planet. We will discuss the possible implications of the ecological degradation of the planet for the management of organisations in the future. We will also look at how some organisations in the USA and Europe have already improved both their profits and environmental records by implementing total quality environmental management procedures, environmental marketing policies, market sustainability strategies and triple bottom line reporting.

In seminar 11, we examine the issue of Triple Bottom Line (TBL) Reporting. In Accounting 502 you learn about the general-purpose financial reports which companies are legally obliged to prepare. In the expanded TBL report, organisations describe their economic, social and environmental performance and are at present essentially voluntary for most organisations. The previous seminars in this unit dealt with issues of environmental and social responsibilities and business ethics of organisations. TBL reports are where external users have an opportunity to assess how effective an organisation has been in carrying out its social and environmental responsibilities. We will examine the Global Reporting Initiative’s guidelines for the preparation of TBL reports and examine some examples of TBL reporting from Australian organisations.

Seminar 12 will draw together the main issues, topics and themes covered on SEEIB and also provide you with an opportunity to review the learning outcomes of the unit.

Broad learning outcomes

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

- Develop an awareness of why social, ethical and environmental issues are becoming more mainstream to business operations and strategies.
- Develop an appreciation of the role that values based decision making plays when leading organisations in a complex world.
- Apply multidisciplinary theoretical frameworks, tools and techniques to address these challenges.
- Critically evaluate how real life organisations are integrating social, ethical and environmental issues with economic and financial considerations.
Seminar Schedule & Venues

Seminars 1-2 and 5-12  Thursdays, 2-5pm
Myers Lecture Theatre

Seminars 3, 4 & 5  Thursday, 9 June 2005, 8:30-5:00pm
Seminar Room
This is a compulsory part of the course and forms the basis of your first assignment. You will be playing the game in your project groups, so it is essential that the whole group attends the workshop for the full day.

Prerequisites

This is a core unit on the MBA and there are no prerequisites except an inquiring, visionary and open mind.

Software requirements

You will need access to a web-linked PC, be able to use word processing software, know how to access recommended reading and other materials on the web and from the Business Library, and have an email address.

Group project resources

As part of the SEEI assessment, you will complete a group project assignment based on Enron as a case study. Each group project team will be provided with a copy of the book: The Smartest Guys In the Room: The Rise and Scandalous Fall of Enron by Bethany McLean & Peter Elkind, Penguin Viking (2003). This book must be returned to the GSM when you submit your group assignment.

Unit web site

This unit makes use of a Quickplace website. The address is:
http://dong2.gsm.ecel.uwa.edu.au/QuickPlace/455512/Main.nsf (on campus)

You may also access this site through the GSM website at:
http://www.gsm.uwa.edu.au (off campus)
Go to “Current Students” and then “Quickplaces

To access this site you will need a user name and password. Your username is your first and second initials and your surname as recorded on your student enrolment. For example Stacie Chappell becomes s.chappell (your user name is NOT CASE SENSITIVE).

Your user password is your student number including both alpha and numeric characters and ignoring any spaces. For example 1234567x becomes 1234567X (your password IS CASE SENSITIVE. All passwords have been recorded in uppercase).

We encourage you to take a look at this site as soon as possible and make use of the many tools and types of information placed there to assist you in your studies. Additional information about access and use of this site will be provided in the first lecture.
Participant materials

Participants in this unit pay a materials fee of $65 in lieu of a formal text. The following materials are included in this fee:

- Seminar discussion papers
- Customised readings package
- Participation in the Corporate Values Game

Students will receive an individual copy of the readings when they pay the materials fee of $65 to the GSM Administration counter. The other materials will be handed out in class.

The Corporate Values Game

The Corporate Values Game is an experiential board game simulation designed to increase understanding of the relationship between an ethical and values-driven approach to making business decisions, organisation culture and financial performance. In the game, teams of students will take over the management of the company Vision Inc which is going through troubled times. While playing, you will make decisions that bring to life the complexities and challenges of doing business in the 21st century. Each student will receive a Participant Guide in their course materials set.

In order to run the Corporate Values Game effectively, you will be required to attend a whole day workshop during the SEEIB course. This is a compulsory part of the course and forms the basis of your first assignment. You will be playing the game in your project groups, so it is essential that the whole group attends the workshop on the same day.

Course Readings

These articles include conceptual pieces and empirical research papers. It is essential to read these articles in preparing for each seminar. Press cuttings and “in-practice” material will be handed out during the course or posted on the unit’s website.

Introduction – Seminar 1


Corporate Governance and Balanced Scorecard – Seminar 2

   Available at the SEEIB Quickplace web site.
The Psychological Contract – Seminar 3 & 4

Corporate Social Responsibility – Seminar 5

Worldview and Mindsets – Seminar 6

Ethical Issues in Organisations – Seminars 7 & 8

Environmental Issues and Sustainable Development – Seminar 9 & 10
3. Website for Bjorn Lomborg http://www.lomborg.com/

Triple Bottom Line Reporting – Seminar 11

Course Summary – Seminar 12
Closed reserve and websites

You will be advised by the SEEIB facilitators about books held in the closed reserve section of the Business library, and recommended website sources for the SEEIB unit, during the trimester.

Journals

There are many journals held in the UWA Business Library and on the Web. When writing your assignments, you should spend some time scanning through recent editions of these for the most up to date research and information on the SEEIB topics you cover in your assignments. The list below covers the journals that are most relevant to this course:


You should also keep an eye out for relevant current articles in newspapers such as The Australian, The West Australian and The Australian Financial Review.

Teaching methods

This unit adopts an eclectic approach to learning. That is, we aim to integrate academic perspectives on organisational life and the topics we cover during this unit with experiential learning, real-life case studies, video materials, individual and group exercises, class discussions, and the knowledge and expertise of participants in the SEEIB unit. You are required to cover the recommended weekly reading and/or case studies, and frame answers to the discussion questions in the handouts prior to each seminar. It is important that you do this, because our time together in class is limited. The seminars will contain short 'lecturing' components, but are designed to be as interactive as possible. You are encouraged to integrate your own professional experiences and knowledge with academic insights and perspectives on organisations in their environments.

As a post-graduate, your contribution to class discussions forms an essential part of this course, and also plays a vital role in your learning on the MBA program. Unlike undergraduate courses, where you may well have been ‘taught’ in a one directional way by lecturers (defeats point of not using original word if we already describes sessions as “lectures”!!), this course requires your active participation in, and learning from, seminar discussions and group work. Our role in the seminars is to act as facilitators and guides rather than traditional ‘lecturers’. We are also covering issues and topics that participants will have strong opinions about. So, to get the most out of our time together it’s also important that we all follow a few basic rules of protocol:

- Prepare well for each class and have a working grasp of the recommended preparatory reading and/or discussion questions contained in the weekly handouts.
- Ensure that your contributions are directly relevant to the topic and the class/group discussions.
- Ensure that your contributions reveal insight and a sense of judgement, rather than personal bias or ‘axe-grinding’.
- Ensure that the tone and manner of your contributions are appropriate in an MBA class and, at all times, show respect to your peers and unit facilitators.

We welcome your feedback on course content, relevance, presentation and methods of assessment, and hope that you will find the course stimulating, challenging and enjoyable.

SEEI Facilitation Team 2005
## Seminar Topics

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<tr>
<th>Seminar</th>
<th>Week of Trimester</th>
<th>Seminar Dates</th>
<th>Topic</th>
<th>Facilitator(s)</th>
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<tr>
<td>1</td>
<td>1</td>
<td>26 May 05</td>
<td>Course Introduction</td>
<td>Stacie Chappell</td>
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<td>2</td>
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<td>Self-directed study: Students to get on top of reading</td>
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<td>3</td>
<td>9 June</td>
<td>Corporate Governance</td>
<td>Phil Hancock</td>
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<td>3, 4, &amp; 5</td>
<td>4</td>
<td>Thursday 16 June 05 All Day Workshops</td>
<td>Corporate Values Game The Psychological Contract Corporate Social Responsibility</td>
<td>Renu Burr &amp; Naomi Bickley</td>
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<td>6</td>
<td>5</td>
<td>23 June 05</td>
<td>Worldviews and Mindsets</td>
<td>Stacie Chappell</td>
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<td>Organisational Ethics</td>
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<td>14 July 05</td>
<td>Sustainability and Environmental Issues</td>
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<td>28 July 05</td>
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<td>11</td>
<td>4 August 05</td>
<td>Course Summary and Close</td>
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<td></td>
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Taping of seminars

The Graduate School does not provide tape recordings of seminars. However, if you do wish to record these you should, as a matter of courtesy, first obtain the permission of the unit facilitator.

Attendance

Participation in class, whether listening to a lecture or getting involved in other activities, is an important part of the learning process. For this reason the GSM has decided not to move to on-line teaching. 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 a student shall attend prescribed classes, lectures, seminar and tutorials’. Students whose attendance at MBA units has been unsatisfactory will not be granted a pass grade. More than two missed classes without prior permission from the lecturer is classified as unsatisfactory. Students should not expect to obtain approval to miss more than two classes per unit, unless there are exceptional circumstances.

Assessment

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<td>In class at beginning of seminar 6 (23 June 05)</td>
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<tr>
<td>Group Project</td>
<td>40%</td>
<td>In class at beginning of seminar 10 (21 July 05)</td>
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<tr>
<td>Individual Research Report</td>
<td>30%</td>
<td>At the GSM Reception by 5.00 pm on 8 August 05</td>
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The purpose of assessment

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

Guidelines on assignment writing

Your assignments should be presented in the conventional essay writing style and not consist of bullet-point ‘shopping lists’. They must include a clear introduction, a logical development of ideas and a sound conclusion. You should refer to relevant, current literature and, wherever possible, use contemporary examples cited in course materials, from your reading and, if appropriate, your own work experiences. In terms of presentation, you are expected to adopt and style that is appropriate to essay writing, use the correct format for quotations and referencing, edit your essays carefully for errors in grammar, spelling and punctuation and be precise in your choice of words and expression of ideas.

The Harvard referencing style must be used for in-text referencing and the bibliography. Please do not include diagrams unless absolutely necessary. Your assignments must not exceed the set word limits (excluding tables and figures - these may be included in short appendices if necessary). You must also provide a word count and there will be a penalty of 5 per cent for each 200 words over the recommended word limits. Unless you have obtained an extension in advance from the relevant facilitator, late assignments will attract a penalty of 5 marks for each day they are overdue.

Your mark will be determined by the extent to which you have addressed and answered the question(s), your marshalling and understanding of the relevant literatures, and how well these have been utilised in
your answer to the questions(s). The marking guides for the three assignments during the Trimester are attached after each assignment description in this outline. Please photocopy the appropriate marking guide and attach this to each of your three written assignments. Further information on grading criteria can be found in the section on assessment. Please also attach a completed, signed copy of the unit Assignment Cover Sheet when submitting all your assignments.
The standard of assessment

The Graduate School must ensure that the processes of assessment are fair and are designed to maintain the standards of the School and its students. The School follows the University of Western Australia's grading system:

- HD (Higher Distinction) 80-100%
- D (Distinction) 70-79%
- CR (Credit Pass) 60-69%
- P (Pass) 50-59%
- N+ (Fail) 45-49%
- N (Fail) 0-44%

The School awards marks leading to these grades by using the following general criteria which are represented here as an indication of the School's expectations. These general criteria may be supplemented by specific standards provided with regard to a particular assignment.

HD: The student has a clear understanding of theory, concepts and issues relating to the subject and is able to adopt a critical perspective. The student is able to clearly identify the most critical aspects of the task and is able to offer a logically consistent and well articulated analysis within the analytic framework presented in the course. The student is able to draw widely from the academic literature and elsewhere but maintains relevance.

D: The student has a clear understanding of theory, concepts and issues relating to the subject. The student is able to develop an analysis of an issue using the analytic framework presented in the course and is able to identify and evaluate the critical issues. The student is able to draw upon relevant academic and other materials.

CR: The student demonstrates an understanding of the analytic framework developed in the course and a partial understanding of concepts and issues. The student is able to identify some key issues and is able to present a logical discussion, but with some conceptual errors or gaps between analysis and conclusions. The student is able to draw upon an adequate range of references and other materials.

P: The student generally takes a descriptive rather than analytic approach to the subject. The student is able to demonstrate some understanding of the issues involved but does not demonstrate the ability to apply the analytical framework, which had been developed in the course. Draws primarily upon course materials for referencing.

N+: The student is unable to demonstrate that he or she understands the core elements of the subject matter. The student is able to provide some insight into issues but misapplies the analytic framework developed in the course, omitting key factors and, for example, drawing conclusions, which are not related to the preceding discussion.

N: The student is unable to demonstrate any understanding of the subject matter. Material presented for assessment is unrelated to course framework and shows no effort to identify or address critical aspects of the topic.

The scaling of marks to ensure comparability between classes in an acceptable academic practice. The GSM and Board of Examiners has the right to scale marks where it is considered necessary to maintain consistency and fairness.
Assignment 1

Individual Essay: Values - based decision making  30%

"Values are like fingerprints. Nobody's are the same, but you leave 'em all over everything you do."
Elvis Presley

The purpose of the essay is allow you to demonstrate, and develop, your ability to 1) synthesise concepts outlined in the theoretical literature with your own experience and 2) present a logical argument and support your assertions with evidence/data. The topic of discussion will focus on the role of values in modern organizational life:

Explore the role that values based decision making plays when leading and managing in organisations. What are the issues, controversies, challenges and opportunities? What is the role that personal values play in leadership behaviours and decision-making? Frame your response in the context of:

• What you learnt about individual differences in values and the impact of values on organisational performance (eg culture, financial performance and the balanced scorecard) as a result of playing the Corporate Values Game;
• Your own work life and*examples from industry/media/practice; and
• The current leadership and management literature*

You are required to develop an argument and recommendations for you as a leader/manager in the 21st century based on your findings. You should consider the issues raised in Weeks 1 – 5 of the course in writing your essay. The essay should be well researched and presented in the academic style. The Harvard referencing style is to be used for in-text referencing and the bibliography. Your report must not exceed 3 000 words (excluding executive summary, references, diagrams and appendices). There will be a penalty of five marks pro rata for each 200 words over this limit. Please provide a word count. A marking criteria guide can be found overleaf. Please attach a copy of this to your report.

Assessment criteria

The essays will be assessed on the quality of:

• The introduction of your perspective and an outline of the main thrust of your paper. An excellent introduction will grab the reader’s attention, state the objective or premise of the essay and outline the theme or central argument to be pursued in the discussion. It will also direct the reader to the structure of essay.
• Concise and informative evidence to back up your argument. An excellent essay will provide evidence from real life examples to support your argument. There will be clear identification and focus on the most critical aspects of the evidence that relate to the question.
• Critical discussion of the question with reference to the academic literature. To excel in this aspect you will demonstrate clear understanding and synthesis of theory, concepts and issues relating to the essay question. The argument will be tight, sustained and persuasive with effective presentation of supporting data. You will show evidence of having considered different perspectives on issues and chosen a stance based on your critical evaluation of the literature and practical considerations.
• Synthesis of ideas into a logical framework. A high quality paper will be well structured and carefully written. The analysis and conclusions will be logically consistent and well articulated within the conceptual frameworks presented in the course.
• Sound conclusion and summing up of your argument. A highly effective conclusion will demonstrate synthesis of the main threads of the argument and state a point of view in response to the question.
• Evidence of wide reading and research. An excellent paper will be based on reference to highly relevant materials (and exclude references not clearly relevant to the issues being discussed). It will draw extensively on both the academic and practitioner literature to substantiate the discussion.

• Presentation of your paper in the academic style. A high quality paper will be correctly referenced using the Harvard style. It will be well set out (contents page, headings, sub headings, tables, appendices). It will be clear, fluent and succinct with attention paid to grammar and spelling.

Please submit your essay in the Week 6 seminar. Late submissions will attract a penalty of 5 marks for each day that the report is overdue. The essays will be returned to you in Week 8. Please feel free to contact Stacie Chappell if you want to discuss this assignment.
Assignment #1: INDIVIDUAL ESSAY MARKING GUIDE

PLEASE ATTACH A Copy of THIS GUIDE & THE COVER SHEET
AT THE END OF THE COURSE OUTLINE TO YOUR ASSIGNMENT

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Mark /30

General comments:
Assignment 2

Group Project Case Study: The Decline and Fall of Enron 40%

Guidelines

As a group, first familiarise yourselves with Bethany McLeans’ and Peter Elkind’s book describing the collapse of the company, the Enron video and relevant articles in the Course Readings. When you’ve done this, please answer these questions:

• Using principles and concepts explored in this course, what were the principal causes of the collapse of Enron in 2001 (3000 words).

• With reference to the substantive literature on business ethics and corporate governance, what broader insights can organisations and their stakeholders gain from this case about the roles that business ethics, organisational values and corporate governance should play in the management of organisations (2500 words)?

• How would you apply the principal learning outcomes and insights your group derived from the Enron case study in organisations you may lead in the future (1500 words)?

Presentation of the Enron case study report

Groups are required to undertake this task within the themes and topics covered in the SEEIB course. Please prepare a report that addresses each of the questions outlined above. You should strive to make your arguments clearly and concisely and back each of these up with relevant evidence and supportive data from the book, video and other appropriate sources. While there are no set rules about graphics or the layout of the text of the report, you must include a one-page executive summary describing the main findings of the report at the beginning, and a conclusion that ties the report together at the end.

The Harvard referencing style is to be used for in-text referencing and the bibliography. Your report must not exceed 7,000 words (excluding executive summary, references, diagrams and appendices). There will be a penalty of five marks pro rata for each 200 words over this limit. Supporting materials can be included in appendices, but these must not exceed 1500 words in length. Please provide a word count. A marking criteria guide can be found overleaf. Please attach a copy of this to your report.

Working together

Although you will have been working in your SEEIB team for a few weeks, successful group projects are a collective effort and each member of the team is required to contribute equally to the written report. Clearly, a lot of work will have to be done in reading up on the Enron Case Study, in identifying and reading suitable books and articles around the case study questions and in the way you present and format your report. You should plan to have your first meeting to discuss this assignment sometime during Week 2 of the Trimester, and take time during this to discuss and agree on how you will work together, who will be responsible for completing each section of the report, timelines for completing these and also ensure that workloads are allocated fairly. You should start your background reading on this assignment by Week 3 at the latest. In keeping with the spirit of the unit, all team members are required to sign the assignment marking guide to declare that all members contributed equally to the preparation of the assignment and that the marks are to be assigned equally to all members. Please monitor your group process carefully when doing the project and do not hesitate to contact the course co-ordinator if you feel that you cannot ethically fulfil this requirement.

Please submit your group report and return the Enron book in the Week 10 seminar. Unless you have obtained an extension in advance, late submissions will attract a penalty of 5 marks for each day that the report is overdue. The reports will be returned to you via your drop files in Week 12. Please feel free to discuss the progress of your group report with Phil Watson.
Assignment #2: ENRON CASE STUDY MARKING GUIDE

PLEASE ATTACH THIS GUIDE & THE COVER SHEET
AT THE END OF THE COURSE OUTLINE TO YOUR ASSIGNMENT
All group members must sign this form prior to submitting the assignment.

We declare that all group members contributed equally to this assignment and should be allocated the same mark.

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Mark: /40

General Comments
455.512 GROUP ASSIGNMENT PEER EVALUATION

There are good reasons for including a peer assessment component for group assignments. It acts as an additional incentive for students to maximise their contribution to the project. Fundamentally though, such a system allows students to be confident that those who do the work are appropriately rewarded for their effort. Students should be aware that this is *their* opportunity to ensure that if a member of their group has failed to make a meaningful contribution to their project, then that person will have to accept the consequences.

The group assignment is worth 40 marks, of which up to 24 marks (60%) are allocated based on the group’s output, and up to 16 marks (40%) are allocated for individual contribution to the project as assessed by the group.

Assume that an assignment attracts a mark of 32 out of 40 (80%) based on its content. This would mean that each member of the group would automatically receive 19.2 marks (60%), with another 12.8 marks (40%) available to each member based on individual contribution. Students whose contribution has been minimal could expect to receive less than the 12.8 marks available.

Each student rates each group member (excluding themselves) in terms of a percentage contribution to the assignment.

Eg

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We will interpret these ratings in determining each student’s group assignment mark. In the example it is clear that B, C and D agree that A did not contribute to the group work and should receive little if any of the 12.8 marks while B, C and D should each receive the 12.8 marks. **If students do not submit a peer evaluation, we will assume that they rate all group members’ contributions equally.**
Assignment 3


Critically review the claims made by one of the organizations listed below in respect of the social, environmental and governance issues. Your review should include an assessment of the extent to which the organisation provides the information recommended in the guidelines of the GRI in respect of social and environmental issues and the ASX best practice principles in respect of governance issues? However, the assignment is not just an assessment of compliance with best practice but also a critical review of the company's performance in the social, environmental and governance areas.

- Westpac Bank;
- Australia Post,
- Wesfarmers Ltd;
- Shell Australia Ltd or
- Coles Myer Ltd.

Assignment Length Maximum of 20 pages, double sided, double spaced, 11 point ARIAL font, 25mm margins. This page limit only excludes the Title page, the Table of Contents, the Reference Page and any Appendices.

Please note that an appendix should contain information to support an argument or comment within the body of the paper, marks will not be awarded for new arguments or points contained in appendices. Pages in excess of this limit will not be read or graded. Please note that this assignment should be bound.

Assessment Please see Marking Guide for this assignment.

Please submit your report at the GSM Reception Counter by 5 pm on Monday 8 August. Unless you have obtained an extension in advance, late submissions will attract a penalty of 5 marks for each day that the report is overdue. The reports will be returned to you via your drop files by 5 pm 22 August. Any questions about Assignment 3 should be directed to Phil Hancock.
### INDIVIDUAL RESEARCH REPORT

#### ASSIGNMENT 3 MARKING GUIDE

PLEASE ATTACH THIS GUIDE TO YOUR ASSIGNMENT

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#### REPORT AND PRESENTATION

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Mark /30

General Comments
Assignment #3: INDIVIDUAL RESEARCH REPORT MARKING GUIDE

PLEASE ATTACH THIS GUIDE & THE COVER SHEET
AT THE END OF THE COURSE OUTLINE TO YOUR ASSIGNMENT

Student Number: ____________

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Comments - please see over the page
Submission of assignments

The first individual assignment and the group project reports are to be submitted in class on the due dates with a copy of the assessment criteria and the assignment cover sheets attached at the end of this course outline. The last individual assignment is to be submitted at the GSM Reception counter, again with a copy of the appropriate marking criteria guide and assignment cover sheet attached by November 15th at 5.00. Late assignments will attract a penalty of 5% per day. This penalty will be waived only in exceptional circumstances. No marks will be awarded to assignments submitted after other students in the class have had their assignments returned. It is the intention that the marked assignments will be returned within two weeks of submission. Assignment 3 will be placed in your drop files within three weeks of submission.

You are required to check your assignments for plagiarism by submitting it to the Turnitin.com website and attaching the report to the hard copy of the assignment with the cover sheet at the end of this course outline. You are also required to submit a soft copy of the assignments as notified in the introductory seminar.

Appeals against assessment marks

In the first instance, students are strongly advised to talk informally to the lecturer about the grade awarded.

The University provides the opportunity for students to lodge an appeal against any mark which he or she feels is unfair. Any student making an appeal is under an obligation to establish a prima facie case by providing particular and substantial reasons for the appeal.

There is a 10 day time limit for making any such appeal. An appeal against academic assessment may result, as appropriate, in an increase or decrease in the mark originally awarded. The University regulations relating to appeals and the form on which the appeal should be lodged can be found in the GSM website.

Acknowledgements and plagiarism

In the course of your individual and group work assignments, you will encounter ideas from many sources. These will include journal and newspaper articles, commentaries, books, web sites and other electronic sources, original case sources, lecture materials. All MBA assignments that you submit must acknowledge all the different sources you have used.

Not to acknowledge your sources is plagiarism, a form of dishonesty. Plagiarism is the misappropriation of the work or ideas of others and presenting them as your own. This is reprehensible from both an ethical and legal viewpoint. Neither the School nor the University accepts ignorance or the fact that a student’s previous acts of plagiarism had been undetected as a defence.

In order to avoid engaging in plagiarism it is your responsibility to acknowledge all of your sources in any work submitted for assessment and it is essential that you reference the work of others correctly. Where you quote directly from a source, you must ensure that any direct quotations are placed in quotation marks and are fully referenced. Even when you do not quote directly and are just referring to or expanding on the work of others, you must still acknowledge the sources of your information and ideas. Close paraphrasing in which you change a few phrases around, leave a clause out of a long sentence or put the original sentences in a different order is still plagiarism.

Advice on proper referencing is given below. If you have any doubts concerning appropriate referencing formats or how to acknowledge the work of others correctly, you should seek the advise of your lecturer.
It is GSM policy that no student will profit from plagiarism. Generally, a mark of ‘Fail’ will be recorded for the assignment in which this has occurred, regardless of its other merits or qualities. Serious cases shall be referred to the University’s Board of Discipline. All students should note that cases of copying are automatically reported to the Sub-Dean and documentary evidence along with associated correspondence is placed on the student’s permanent record.

You are required to check your assignments for plagiarism by submitting it to the Turnitin.com website and attaching the report to the hard copy of the assignment with the cover sheet at the end of this course outline.

**Referencing**

It is important that the referencing of any sources used in your written work is done properly, if only to substantiate the points you are making in your assignment or project. The Harvard style is the preferred and there are some notes for guidance which have been prepared by the library staff: ‘Citing your sources Harvard Style’ [http://www.library.uwa.edu.au/guides/citingsources/harvard.html](http://www.library.uwa.edu.au/guides/citingsources/harvard.html)

Endnote is a really good system for building up a database of references. Not everyone will want to invest the time in using this system but you should consider it if you intend to build up resource materials or plan to undertake extensive research in a particular area. The library staff have also developed a tutoring package: ‘A quick Guide to Using EndNote’ which provides the basics for using EndNote with an essay [http://www.library.uwa.edu.au/guides/endnote/quick_endnote.pdf](http://www.library.uwa.edu.au/guides/endnote/quick_endnote.pdf)

This is linked to from the how to Use EndNote page [www.library.uwa.edu.au/guides/endnote/](http://www.library.uwa.edu.au/guides/endnote/) which provides more comprehensive information.
The Graduate School of Management

The University of Western Australia

Organisations in their Environments 455.512 Assignment Cover Sheet

Please read carefully

In the course of your individual and group work assignments, you will encounter ideas from many sources. These will include journal and newspaper articles, commentaries, books, web sites and other electronic sources, original case sources, lecture materials, sources for information and ideas. All assignments that you submit must acknowledge these sources.

Not to acknowledge your sources is plagiarism. This refers to the misappropriation of the work or ideas of others and presenting them as your own. This is reprehensible from both an ethical and legal viewpoint. To avoid this, it is your responsibility to acknowledge all of your sources in any work submitted for assessment and it is essential that you reference the work of others correctly. Where you quote directly from a source, you must ensure that any direct quotations are placed in quotation marks and are fully referenced. Even when you do not quote directly, and are just referring to or expanding on the work of others, you must still acknowledge the sources of your information and ideas. If you have any doubts concerning appropriate referencing formats or how to acknowledge the work of others correctly, you should refer to the relevant course outline or seek the advice of your lecturers. These guidelines apply to all course assignments at the GSM.

It is GSM policy that no student will profit from plagiarism. Generally, a mark of ‘Fail’ will be recorded for the assignment in which this has occurred, regardless of its other merits or qualities. Serious or repeat cases will be referred to the Director of the GSM. Students should also note that the repeat cases of academic malpractice may be reported to the Sub-Dean on any relevant documentary evidence placed on the student’s permanent record.

In submitting this assignment and by signing below:

1. I/We declare that this written assignment is my/our own work and does not include (i) material from published sources used without proper acknowledgment or (ii) material copied from the work of other students.

2. I/We declare that this assignment has not been submitted for assessment in any other unit.

3. I/We confirm that this assignment complies with the GSM guidelines on acknowledgments and plagiarism which are specified in the unit outline and in this document.

4. I/We have a photocopy or electronic version of this assignment in my/our possession.

OPTIONAL (please tick if you agree)

☐ I/We agree to allow GSM staff to reproduce my/our work in part or in whole for use in the Assignment Writing Workshop and other study skills sessions. Examples, both good and not-so-good, of students’ writing are useful because they are ‘authentic’. If your work is used names, student numbers, units, lecturers’ names and so on will all be removed so that no personal identification is possible.
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STUDENT NUMBER (S):
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ASSIGNMENT TOPIC:
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SIGNATURE (S)