



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

LEVEL/ LEFEL 5

MODULE CODE/ COD Y MODIWL: BMSK5005
WORKPLACE CULTURE AND ITS IMPACT ON ORGANISATIONAL

ASSESSMENT TYPE/ MATH O ASESU: ASSIGNMENT

ASSESSMENT/COMPONENT/ ASESAD/CYDRAN: 1

COMPONENT WEIGHTING/ PWYSAU'R CYDRAN: 100 %

WORD COUNT/ NIFER Y GEIRIAU: 4,000 -5,000 Words

SUBMISSION DETAILS/ MANYLION CYFLWYNO:

- **Make sure that Your Name , Your Student Number, Your Module Title, Assignment Title and Your Module Lecturer's Name are clearly shown on the front page of your assignment**
- **All assignments must be submitted electronically to Moodle.**
- **DO NOT put this form into Turnitin or it will match many similarities with other students' submissions.**



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BA LEADERSHIP AND MANAGEMENT SKILLS FOR THE WORKPLACE ASSIGNMENT SPECIFICATION (SOAC)

Programme:	BA Leadership and Management Skills for the Workplace		
Assignment Title:	Workplace Culture and its impact on Organisational		
Hand Out Date:	The 2 nd Week of Term	Submission deadline:	Please refer to the assessments schedule published on Students' Hall in Moodle and the Assessment Board on campus

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|---|---|
| <ul style="list-style-type: none"> Referencing: | <p>In the main body of your submission you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted in order to complete this assignment (e.g. for books: surname of author and initials, year of publication, <u>title of book</u>, edition, publisher: place of publication).</p> |
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Late submission will result in a late penalty mark, as follows:

Up to one week late, maximum mark of 40% for first attempts and 0% for resubmissions. No work will be accepted more than one week after the submission deadline
(Academic Quality Handbook 2016/17 7.5 (5))

AIM(S)

- To develop an understanding of workplace culture and context in order to improve one's ability to function within the organisational norms.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- critically assess the culture and context of an organisation;
- evaluate an organisation within its broader environment using appropriate environmental and organisational analysis techniques;
- critically appraise the cultural and ethical behaviour present in one or more organisations.

INDICATIVE CONTENT

- Impact of external forces on the organisation e.g. PESTLE and SWOT analysis).
- Formal and informal relationships between departments and people.
- Organisational culture, ethos and values.
- Establishing a culture of sustainability within the workplace.
- Corporate social and environmental responsibility.
- Personal ethical standards, values and beliefs.
- Communication channels for sharing information and building relationships.
- Barriers to effective functioning in the organisation and ways to overcome them.

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words):	
Education for sustainable development is the process of equipping students with the knowledge and understanding, skills and attributes needed to work and live in a way that safeguards environmental, social and economic wellbeing, both in the present and for future generations. This module aims to develop the understanding of workplace culture and context in order to improve one's ability to function within the organizational norms, with regard to sustainability issues the context of the workplace. Embedding sustainability in organizational culture is essential and this module will seek to instil an awareness of the need for a culture of sustainability in the workplace. Students will also be encouraged to actively implement or contribute to changes that promote sustainable development within the scope of their own learning experience and study environment and effectively engage with real-life problems relevant to sustainable development.	

ASSESSMENT

Report or Essay Style approach: 100% of module mark.

- As a helpful approximate guideline, an indicative word count of about 4,000 -5000 words would be appropriate.

Within this module, the assessment requires the student to provide a critical assessment of the workplace culture of a selected organisation. You should provide a critical evaluation of the organisation and the broader environment in which it operates. You should also seek to critically evaluate the cultural and ethical behaviour within this organisation and in so doing evaluate your own cultural and ethical behaviour in relation to your organisation. The student should demonstrate the application of an appropriate level of workplace critical thinking and conduct an evaluation of the agreed scenario. Relevant management theories must be identified and integrated into the assignment.

The learning should be related to either their current organisation, or if not currently working within an organisation, they may complete this task in relation to an organisation with which they are familiar. This could include experience working in a voluntary capacity.

Assignment 1 Assessment Criteria (100% of module marks)

Assessment Criteria	Learning Outcome(s)	% of Marks
Critically assess the workplace culture of the organisation.	1	25%
Provide a critical evaluation of an organisation and the broader environment in which it operates.	2	30%
Critically evaluate the cultural and ethical behaviour present in the organisation and evaluate your own cultural and ethical behaviour in relation to the organisation.	3	25%
Evidence of wide reading and research, encompassing application of relevant academic theories and models.		10%
Citation/ referencing, report structure, syntax, grammar and punctuation.		10%

EMPL 5005 – Assignment Guide

Assessment Criteria	What You Need To Do
Critically assess the workplace culture of the organisation. 25%	Seek to evaluate the culture of your chosen organisation based on the evidence which should be objective. Consider referring to relevant policies, procedures and legislation to support your evaluation. You may also draw upon your perception and experience, as well as that of colleagues in considering the culture of your selected organisation. Seek to arrive at a conclusion which informs your recommendations. Draw upon relevant literature with references to support your answer.
Provide a critical evaluation of an organisation and the broader environment in which it operates. 30%	Seek to evaluate your chosen organisation's broad external environment. Apply an analysis through the use of SWOT and PEST tools, paying particular attention to the impact of culture and its potential impact on organisational performance. Seek to arrive at a conclusion and make recommendations about the impact of the environment. Draw upon relevant literature to support your environmental analysis, with references.
Critically evaluate the cultural and ethical behaviour present in the organisation and evaluate your own cultural and ethical behaviour in relation to the organisation. 25%	Seek to critically evaluate the cultural and the ethical behaviour of your selected organisation through the consideration of relevant policies, procedures and legislation to support your evaluation. Seek to provide a clear evaluation of your own cultural and ethical behaviour, relating to the past and present, along with a conclusion.
Evidence of wide reading and research, encompassing application of relevant academic theories and models. 10%	Demonstrate that you have undertaken appropriate reading and research, which includes you integrating (successfully writing about) the application of relevant academic theories/models.
Citation/ referencing, report structure, syntax, grammar and punctuation. 10%	Demonstrate that you have integrated relevant theory into your assignment through the use of in text citation, a clear structure to your assignment e.g. appropriate use of headings and sections, with care taken in the use of spelling etc.

COMMON ASSESSMENT AND GRADING CRITERIA

Assessment Criteria	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
	REFER (equivalent to 0-29%)	REFER (equivalent to 30-39%*)	PASS (equivalent to 40-49%)	PASS (equivalent to 50-59%)	MERIT (equivalent to 60-69%)	DISTINCTION (equivalent to 70-79%)	DISTINCTION (equivalent to 80-100%)
1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions	Little or no evidence of reading. Views and findings unsupported and non-authoritative. Referencing conventions largely ignored.	Poor evidence of reading and/or of reliance on inappropriate sources, and/or indiscriminate use of sources. Referencing conventions used inconsistently.	References to a limited range of mostly relevant sources. Some omissions and minor errors. Referencing conventions evident though not always applied consistently.	Inclusion of a range of research-informed literature, including sources retrieved independently. Referencing conventions mostly consistently applied.	Inclusion of a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing conventions, consistently applied.	A comprehensive range of research informed literature embedded in the work. Excellent selection of relevant and credible sources. High-level referencing skills, consistently applied.	Outstanding knowledge of research-informed literature embedded in the work. Outstanding selection of relevant and credible sources. High-level referencing skills consistently and professionally applied.
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.	Major gaps in knowledge and understanding of material at this level. Substantial inaccuracies.	Gaps in knowledge, with only superficial understanding. Some significant inaccuracies.	Evidence of basic knowledge and understanding of the relevant concepts and underlying principles.	Knowledge is accurate with a good understanding of the field of study.	Knowledge is extensive. Exhibits understanding of the breadth and depth of established views.	Excellent knowledge and understanding of the main concepts and key theories. Clear awareness of challenges to established views and the limitations of the knowledge base.	Highly detailed knowledge and understanding of the main theories/concepts, and a critical awareness of the ambiguities and limitations of knowledge.
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence	Unsubstantiated generalisations, made without use of any credible evidence. Lack of logic, leading to unsupported/missing conclusions. Lack of any attempt to analyse, synthesise or evaluate.	Some evidence of analytical intellectual skills, but for the most part descriptive. Ideas/findings sometimes illogical and contradictory. Generalised statements made with scant evidence. Conclusions lack relevance.	Evidence of some logical, analytical thinking and some attempts to synthesise, albeit with some weaknesses. Some evidence to support findings/views, but evidence not consistently interpreted. Some relevant conclusions and recommendations, where relevant	Evidence of some logical, analytical thinking and synthesis. Can analyse new and/or abstract data and situations without guidance. An emerging awareness of different stances and ability to use evidence to support the argument. Valid conclusions and recommendations, where relevant	Sound, logical, analytical thinking; synthesis and evaluation. Ability to devise and sustain persuasive arguments, and to review the reliability, validity & significance of evidence. Ability to communicate ideas and evidence accurately and convincingly. Sound, convincing conclusions / recommendations.	Thoroughly logical work, supported by evaluated evidence. High quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Strong, persuasive, conclusions, justifiable recommendations.	Exceptional work; judiciously selected and evaluated evidence. Very high quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Highly persuasive conclusions
4. Practical Application and Deployment Effective deployment of appropriate methods, materials, tools and techniques; extent of skill demonstrated in the application of concepts to a variety of processes and/or contexts; formulation of innovative and creative solutions to solve problems.	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application.	An adequate awareness and mostly appropriate application of well established methods, materials, tools and/or techniques. Basic appreciation of the context of the application.	A good and appropriate application of standard methods, materials, tools and/or techniques. Good appreciation of the context of the application, with some use of examples, where relevant.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive use of examples, where relevant. Evidence of some innovation and creativity.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, with extensive use of relevant examples. Application and deployment extend beyond established conventions. Innovation and creativity evident throughout.	Outstanding levels of application and deployment skills. Assimilation and development of cutting edge processes and techniques.
5. Skills for Professional Practice Demonstrates attributes expected in professional practice including: individual initiative and collaborative working; deployment of appropriate media to communicate (including written and oral); clarity and effectiveness in presentation and organisation.	Communication media is inappropriate or misapplied. Little or no evidence of autonomy in the completion of tasks. Work is poorly structured and/or largely incoherent.	Media is poorly designed and/or not suitable for the audience. Poor independent or collaborative initiative. Work lacks structure, organisation, and/or coherence	Can communicate in a suitable format but with some room for improvement. Can work as part of a team, but with limited involvement in group activities. Work lacks coherence in places and could be better structured.	Can communicate effectively in a suitable format, but may have minor errors. Can work effectively as part of a team, with clear contribution to group activities. Mostly coherent work and is in a suitable structure.	Can communicate well, confidently and consistently in a suitable format. Can work very well as part of a team, with very good contribution to group activities. Work is coherent and fluent and is well structured and organised.	Can communicate professionally and, confidently in a suitable format. Can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Work is coherent, very fluent and is presented professionally.	Can communicate with an exceptionally high level of professionalism. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Work is exceptionally coherent, very fluent and is presented professionally.

