



BUSN20020 Business Internship

Term 2 - 2021

Profile information current as at 19/04/2024 11:53 am

All details in this unit profile for BUSN20020 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

A professional internship or work placement provides you with experience in a professional environment relevant to your chosen discipline. The process of combining theoretical knowledge with practical experience will assist you in understanding the relevance of material presented during discipline studies and further expand your professional knowledge and work-readiness with practical experience. Following a detailed application and selection process in the Term prior to your BUSN20020 enrolment term, once you are placed with a host organisation, you will be engaged in work-integrated learning (WIL) while being supported by the School. You will undertake applied organisational research with a focus on your host organisation's approach to systems, processes and strategies related to your discipline, i.e. human resource management, marketing, management or accounting, with a view to improving organisational effectiveness. You will also be required to document and reflect on your work placement experiences to assess professional growth, recognise and evaluate your strengths and weaknesses, and develop an action plan for future professional development. This unit involves a company placement organised and coordinated by a number of partner Internships organisations, external companies contracted by CQU to manage this aspect of the Internship unit for postgraduate Business students. Because of the involvement of these external companies, this unit is only available to full-time on-campus international students normally based on the Melbourne, Sydney and Brisbane campuses. This unit involves some on-campus classes as well as an intensive placement in a host organisation. The unit assessment centres upon an organisational analysis and applied research project on a particular aspect of your host organisation's operations.

Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

Credit Points: *12*

Student Contribution Band: *10*

Fraction of Full-Time Student Load: *0.25*

Pre-requisites or Co-requisites

Pre-requisites: For non-MPA students, successful completion of BUSN20017 Effective Business Communications and BUSN20016 Research in Business; OR For MPA students, successful completion of ACCT20074 Contemporary Accounting Theory, ACCT20075 Auditing and Ethics, and ACCT20080 Ethics and Governance; and No Failures on the student's Academic Record, and Must be on track to complete all units (other than BUSN20020) of their course prior to final Term of enrolment. BUSN20020 must be the only unit undertaken in the final Term of enrolment. Enrolment in this unit is subject to your successful application through the Postgraduate Business Internship Moodle site early in the term prior to your final term of enrolment. This process will involve lodging a formal application on the Postgraduate Business Internship Moodle site, an examination of your academic record, then interviews with external organisations including possible host organisations. A placement is not guaranteed, but students will be notified of their success or otherwise in plenty of time to enrol in other electives in their final term. Once accepted for placement in a host organisation, students will follow normal office hours for four days per week over 10 consecutive weeks for the work placement component of BUSN20020. In addition to being successfully placed in a host organisation through the Internship Application process (see the Postgraduate Business Internship Moodle site), consent from the the student's Head of Course is required for enrolment in this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 2 - 2021

- Brisbane
- Melbourne
- Sydney

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 12-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 25 hours of study per week, making a total of 300 hours for the unit.

Class Timetable

Regional Campuses

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. Written Assessment

Weighting: 20%

2. Written Assessment

Weighting: 40%

3. Reflective Practice Assignment

Weighting: 40%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Previous student evaluation reports and informal feedback during T1 2020

Feedback

Several students have commented in various terms over the last few years that they would like more information, examples, guidance on the research project assignment task.

Recommendation

It is recommended that the weekly (Friday) zoom consultation sessions initiated in T1 2020 are continued. In this way, interested students can ask questions and get feedback on how they can complete the required assessment components for their identified company problem/challenge.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Apply conceptual and discipline-based knowledge to a professional work role context.
2. Analyse a workplace issue or problem and apply research skills to analyse and generate solutions to the problem relevant to specific cognate or discipline area.
3. Develop communication and interpersonal skills in the workplace.
4. Critical reflect on the internship experience and the application of management, leadership and discipline specific content, and its relevance to future professional practice
5. Demonstrate the ability to work professionally and ethically with colleagues in the organisation, clients and other stakeholders.

N/A

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 20%	•	•			•
2 - Written Assessment - 40%	•	•	•		•
3 - Reflective Practice Assignment - 40%	•		•	•	

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Knowledge	○	○		○	
2 - Communication			○	○	○
3 - Cognitive, technical and creative skills	○	○	○	○	
4 - Research	○	○	○	○	
5 - Self-management		○	○	○	○
6 - Ethical and Professional Responsibility	○		○	○	○
7 - Leadership	○				○
8 - Aboriginal and Torres Strait Islander Cultures					

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Written Assessment - 20%	○	○	○	○				
2 - Written Assessment - 40%	○	○	○	○				
3 - Reflective Practice Assignment - 40%	○	○		○	○	○	○	

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Bruce Johnstone Unit Coordinator
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Michael Segon Unit Coordinator
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Schedule

Week 1 Internship Workshop - 12 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
<p>Make sure you have reviewed all Introductory material and videos on the BUSN20020 Business Internship Moodle site.</p> <p>Overview of Structural Characteristics and alignment to Strategy.</p> <p>Key concepts in structural design:</p> <ol style="list-style-type: none">1. Formalisation2. Centralisation3. Complexity <p>Mintzberg's Structural Configurations, key parts and coordination mechanisms and contextual factors.</p>	<p>Mintzberg, H. (1981) Organisational Design, Fashion or Fit? <i>Harvard Business Review</i>, January, pp 103-116</p> <p>Daft, R. (2019) <i>Organization Theory and Design</i>, 12th edn, SouthWestern. Ch 1</p> <p>Bolman, L. and Deal, T (2017) <i>Reframing Organizations: Artistry, Choice and Leadership</i>, 6th edn, John Wiley & Sons, San Francisco, Ch 4</p> <p>Robbins, S.P. and Barnwell, N (2010) <i>Organisation Theory: Concepts and Cases</i> Pearson. Chps 4-9</p>	<p>Friday: Compulsory on-campus timetabled workshop 9.30am - 4.30 pm - Meet with your BUSN20020 campus advisor regarding your applied research and other assessments required for this unit. This workshop is very important as it describes the assessment requirements for the unit and how you need to integrate your assessments into your workplace activities in your host organisation. This session also addresses the key literature and models necessary for the first and second assignment in which you describe your host company and identify a relevant cognate issue. Note that your company placement starts on Monday of Week 1 - so this class is also important in outlining the requirements and expectations of your placement.</p>

Week 2 Environment, Life Cycle Analysis and Cognate Area - 19 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Environmental Analysis and Life Cycle

- Domain and General Environments
- Understanding uncertainty
- Stable vs Unstable environments
- Classifying environments
- Aligning Structure and Environment
- Organisational Life Cycle
- Organisational growth stages and crisis

Mintzberg, H. (1981) Organisational Design, Fashion or Fit? *Harvard Business Review*, January, pp 103-116

Daft, R. (2019) *Organization Theory and Design*, 12th edn, SouthWestern. Ch 9

Greiner, L.E. (1997) Evolution and Revolution as Organizations Grow: A company's past has clues for management that are critical to future success. *Family Business Review*, 10(4), 397-409.

Bolman, L. and Deal, T (2017) *Reframing Organizations: Artistry, Choice and Leadership*, 6th edn, John Wiley & Sons, San Francisco, Ch 4

Robbins, S.P. and Barnwell, N (2010) *Organisation Theory: Concepts and Cases Pearson*. Chps 4-9

Friday: Compulsory on-campus timetabled workshop 9.30am - 12.30pm - Meet with your BUSN20020 campus advisor regarding your applied research and other assessments required for this unit. This meeting is **very important** as it continues to address the key literature and models necessary for the second assignment in which you analyse your host company. **You will need to bring in a one-page description of your initial thoughts and observations regarding your host company's structure and possible issues linked to your cognate area.**

Week 3 - Proposal Discussion and Review - 26 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Monday - Thursday: At your host organisation. Friday: Ongoing research.	Mintzberg, H. (1981): Organisational Design, Fashion or Fit? <i>Harvard Business Review</i> , January, pp 103-116 Daft, R. (2019) <i>Organization Theory and Design</i> , 12th edn, SouthWestern. Ch 1 Bolman, L. and Deal, T (2017) <i>Reframing Organizations: Artistry, Choice and Leadership</i> , 6th edn, John Wiley & Sons, San Francisco, Ch 4	

Week 4 Company Attendance & Consultation - 02 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Argyris, M. and Schön, D. (1974) *Theory in Practice. Increasing professional effectiveness*, San Francisco: Jossey-Bass
 Cox, E. (2005) Adult learners learning from experience: using a reflective practice model to support work-based learning, *Reflective Practice*, 6(4): pp. 459-472
 Eraut, M. (1994), *Developing Professional Knowledge and Competence*, Falmer, London.

Gray, D.E. (2007) Facilitating management learning: developing critical reflection through reflective tools, *Management Learning*, 38(5): pp. 495-517.
 Helyer, R. (2015) Learning through reflection: the critical role of reflection in work-based learning (WBL), *Journal of Work-Applied Management*, 7(1): pp.15-27

Kolb, D. (1984) *Experiential Learning: Experience as the Source of Learning and Development*, Prentice-Hall, London.

Paterson, C. and Chapman, J. (2013) Enhancing skills of critical reflection to evidence learning in professional practice, *Physical Therapy in Sport*, 14(3): pp 133-138

Revans, R. (2011) *ABC of Action Learning*, Gower Publishing Ltd, Surrey.

Schon, D. (1991) *The Reflective Practitioner: How Professionals Think and Act*. Oxford: Avebury.

Monday - Thursday: At your host organisation.

Friday: Consultation

Friday: Compulsory on-campus timetabled consultation, normally 11am - 12 noon, but check with your timetable.

Meet with your campus advisor regarding your organisational overview and proposed cognate project proposal and other assessments.

Ongoing discussion of internship experiences.

Assignment 1: Organisational Overview and Project Proposal
Due Date: 6.00pm Friday 6th August, 2021.

Organisational Overview and Project Proposal Due: Week 4 Friday (6 Aug 2021) 6:00 pm AEST

Week 5 Company Attendance - 09 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Monday - Thursday: At your host organisation.		
Friday: Ongoing research.		

Week 6 - Company Attendance & Consultation - 23 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Monday - Thursday: At your host organisation.		
Friday: Consultation	Mintzberg, H. (1981): Organisational Design, Fashion or Fit? <i>Harvard Business Review</i> , January, pp 103-116 Daft, R. (2019) <i>Organization Theory and Design</i> , 12th edn, SouthWestern. Ch 1 Bolman, L. and Deal, T (2017) <i>Reframing Organizations: Artistry, Choice and Leadership</i> , 6th edn, John Wiley & Sons, San Francisco, Ch 4	Friday: Compulsory on-campus timetabled consultation, normally 11am - 12 noon, but check with your timetable. Meet with your campus advisor regarding feedback on your organisational overview and proposal and preparation for the major organisational, environmental and cognate area analysis. Ongoing discussion of internship experiences.

Week 7: Company Attendance - 30 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Monday - Thursday: At your host organisation.

Friday: Continuing research and preparation of structural analysis and Environment assessment: Classifying environment typologies and alignment to structure.

Cognate analysis and development of recommendations

Week 8: Company Attendance and Consultation - 06 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Monday - Thursday: At your host organisation.

Friday: Ongoing research

Week 9: Company Attendance - 13 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Monday - Thursday: At your host organisation.

Friday: Consultation and Reflection Preparation

Argyris, M. and Schön, D. (1974) *Theory in Practice. Increasing professional effectiveness*, San Francisco: Jossey-Bass

Cox, E. (2005) Adult learners learning from experience: using a reflective practice model to support work-based learning, *Reflective Practice*, 6(4): pp. 459-472

Eraut, M. (1994) *Developing Professional Knowledge and Competence*, Falmer, London.

Gray, D.E. (2007) Facilitating management learning: developing critical reflection through reflective tools, *Management Learning*, 38(5): pp. 495-517.

Helyer, R. (2015). Learning through reflection: the critical role of reflection in work-based learning (WBL), *Journal of Work-Applied Management*, 7(1): pp.15-27

Kolb, D. (1984) *Experiential Learning: Experience as the Source of Learning and Development*, Prentice-Hall, London.

Paterson, C. and Chapman, J. (2013) Enhancing skills of critical reflection to evidence learning in professional practice, *Physical Therapy in Sport*, 14(3): pp 133-138

Revans, R. (2011) *ABC of Action Learning*, Gower Publishing Ltd, Surrey.

Schon, D. (1991) *The Reflective Practitioner: How Professionals Think and Act*. Oxford: Avebury.

Friday: Compulsory on-campus timetabled consultation, normally 11am - 12 noon, but check with your timetable.
Meet with your campus advisor regarding finalising your major organisational, environmental and cognate area analysis.
Ongoing discussion of internship experiences preparation for reflection and presentation.

Assignment 2: Organisational Analysis and Cognate Report Due Date: 6.00pm Friday 17th September, 2021.

Organisational Analysis and Cognate Report Due: Week 9 Friday (17 Sept 2021) 6:00 pm AEST

Week 10 Reflection Preparation - 20 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Argyris, M. and Schön, D. (1974) *Theory in Practice. Increasing professional effectiveness*, San Francisco: Jossey-Bass
 Cox, E. (2005) Adult learners learning from experience: using a reflective practice model to support work-based learning, *Reflective Practice*, 6(4): pp. 459-472
 Eraut, M. (1994) *Developing Professional Knowledge and Competence*, Falmer, London.

Gray, D.E. (2007) "Facilitating management learning: developing critical reflection through reflective tools", *Management Learning*, 38(5): pp. 495-517.

Helyer, R. (2015) Learning through reflection: the critical role of reflection in work-based learning (WBL), *Journal of Work-Applied Management*, 7(1): pp.15-27

Kolb, D. (1984) *Experiential Learning: Experience as the Source of Learning and Development*, Prentice-Hall, London.

Paterson, C. and Chapman, J. (2013). Enhancing skills of critical reflection to evidence learning in professional practice, *Physical Therapy in Sport*, 14(3): pp 133-138

Revans, R. (2011) *ABC of Action Learning*, Gower Publishing Ltd, Surrey.

Schon, D. (1991) *The Reflective Practitioner: How Professionals Think and Act*. Oxford: Avebury.

Monday - Thursday: At your host organisation.

Friday: On going research and preparation for reflection and presentation

Week 11: Consultation - 27 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Argyris, M. and Schön, D. (1974) *Theory in Practice. Increasing professional effectiveness*, San Francisco: Jossey-Bass
 Cox, E. (2005), Adult learners learning from experience: using a reflective practice model to support work-based learning, *Reflective Practice*, 6(4): pp. 459-472
 Eraut, M. (1994) *Developing Professional Knowledge and Competence*, Falmer, London.

Gray, D.E. (2007) "Facilitating management learning: developing critical reflection through reflective tools", *Management Learning*, 38(5): pp. 495-517.

Helyer, R. (2015) Learning through reflection: the critical role of reflection in work-based learning (WBL), *Journal of Work-Applied Management*, 7(1): pp.15-27

Kolb, D. (1984) *Experiential Learning: Experience as the Source of Learning and Development*, Prentice-Hall, London.

Paterson, C. and Chapman, J. (2013) Enhancing skills of critical reflection to evidence learning in professional practice, *Physical Therapy in Sport*, 14(3): pp 133-138
 Revans, R. (2011), *ABC of Action Learning*, Gower Publishing Ltd, Surrey.

Schon, D. (1991) *The Reflective Practitioner: How Professionals Think and Act*. Oxford: Avebury.

Monday - Thursday: At your host organisation.

Friday: Reflection Preparation Workshop

Friday: Compulsory on-campus timetabled consultation, normally 11am - 12 noon, but check with your timetable.
 Meet with your campus advisor regarding finalising your reflection and presentation.

Week 12: Presentations - 04 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Presentations

Friday: Compulsory on-campus timetabled presentation workshop. Presentation of key learnings from the Internship. Each student will be allocated a 10 minute timeframe to highlight key issues, incidents and learnings from the internship. Normally 9.30 am - 12.30pm but, the finishing hour depends on student numbers. All students must be present on their campus of enrolment for the presentation of their reflections regarding key learnings of the internship and future applications. Other academics and students will also be in the audience. All audience members may be involved in a peer review of the presentation as well.

Assignment 3: Presentations
Due Date: 9.30am-12.30pm Friday 8th October, 2021.

Internship Reflection, Presentation and AI Progress Report Due: Review/Exam Week Monday (11 Oct 2021) 6:00 pm AEST

Week 13 - 11 Oct 2021

Module/Topic

Chapter

Events and Submissions/Topic

Assignment 3: Reflective Essay
Due Date: 6.00 pm Monday 11th October, 2021.

Internship Reflection, Presentation and AI Progress Report Due: Review/Exam Week Monday (11 Oct 2021) 6:00 pm AEST

Assessment Tasks

1 Organisational Overview and Project Proposal

Assessment Type

Written Assessment

Task Description

Assignment 1: Organisational Overview and Project Proposal

Due Date: 6.00pm Friday of Week 4 of Term

Word Count: 1000-1200 words.

While your day-to-day work in your host company might be mainly task-related this is your chance to gain insight into how your company works, does what it does and how you might use your cognate area specialisation with the organisation.

There are two primary components of this assignment. The first is an accurate description of your host company, its history, outline of its purpose or mission statement, an organisational chart, the way it makes decisions, its age and size (number of employees), the extent to which it uses rules, regulation and policies and a description of its external environment including competitor analysis. The objective of this section is to establish the characteristics of the host company and its environment which will then be analysed in

Assignment 2.

The second component is to focus on the key discipline of your enrolled program (that is, either Management, Marketing or HRM; or Accounting for MPA students) and it should involve a strategic analysis of a problem or issue of relevance to your host company. For example as a HRM major, you might identify a specific HR Issue such as the company has no formal discipline or performance management process. Or in the absence of an identifiable specific issue, you might propose to conduct a holistic review of its approach to Human Resource management.

The purpose of this proposal is to integrate the academic content of your course into a practical problem/issue in your host company and "sell" it to your supervisors/advisors- both in the company and in the University. As such, the proposal should convince both audiences of the importance and relevance of the project, while also assuring them that you can successfully complete the project with suitable outcomes and within the given timeframe.

The report should therefore outline the following:

Organisational Overview

- a brief company background and its history
- Its mission statement or purpose.
- an overview of its strategic decision making
- company size
- its use of formal rules and regulations
- identification of its "domain"
- an analysis of the external environment with identification of main competitors

Cognate Proposal

- An outline of your major cognate discipline- i.e. HR, Marketing, Management, Accounting etc., or Sustainability project, and a proposed application to the company (i.e., why is it important to the host organisation?).
- a proposal to investigate a specific issue or a general analysis of the company's approach to management, HR, Marketing or Accounting and Finance.
- the proposed underlying academic theory/literature to be used to inform the project (should involve a minimum of 10 academic references).
- a time plan for completion of the project; and
- an indication of the information you will have to gather from the organisation to complete the project (this should include appreciation of potential ethical and access issues, depending on what kind of information you may need to gather).

This proposal should have a focus on an issue of some strategic value/importance to your host organisation aligned to your major field of study. The proposal should not mirror or replicate an assignment in one of the units you have previously studied, rather it should be a holistic analysis of the organisation and an identification of a major issue focusing on the core of your Masters. This might include, but is not limited to, the following issues:

- Development of a comprehensive marketing plan
- Development of a strategy for international expansion
- Analysis of the financial management systems of the organisation
- Comprehensive review of the HRM systems including recruitment, training and development and performance management
- Selected product or process investigations with a view to possible improvement recommendations
- An investigation of maintenance programs in the organisation and the possibility of implementing TPM or similar.

You are encouraged to select other topics if these are of value to your host organisation. Please discuss your ideas with your internship and University supervisors/advisors.

You are required to attend the scheduled sessions with your academic advisor and by Week 3 at the latest

to get feedback on your proposal ideas, which will depend on the nature of your work placement. Note that lateness penalties will apply for this assignment. Late submissions (without an approved extension) will be docked 5% of the total available marks per day or part thereof after the submission deadline.

Assessment Due Date

Week 4 Friday (6 Aug 2021) 6:00 pm AEST

Students are to submit the assignment via the submission folder in Moodle

Return Date to Students

Week 6 Friday (27 Aug 2021)

Assessment feedback and marks hopefully, will be returned to students within 2 weeks of submission deadline.

Weighting

20%

Assessment Criteria

- Overview of host organisation
- Brief history of the company
- Overview of basic structural characteristics include age size, levels of formalisation and an organisational chart
- Overview of external environment including competitor analysis
- Overview of chosen cognate area and exploration of company relevant issue or general framework
- Timeline for analysis and identification of data and research required to complete analysis,
- Professional report standards

The BUSN20020 Moodle site contains a detailed rubric for Assessment 1 that lists all assessment criteria and marking guidelines.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Please submit via the BUSN20020 Assignment 1 Moodle site.

Learning Outcomes Assessed

- Apply conceptual and discipline-based knowledge to a professional work role context.
- Analyse a workplace issue or problem and apply research skills to analyse and generate solutions to the problem relevant to specific cognate or discipline area.
- Demonstrate the ability to work professionally and ethically with colleagues in the organisation, clients and other stakeholders.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research

2 Organisational Analysis and Cognate Report

Assessment Type

Written Assessment

Task Description

This assignment builds on the organisational description and cognate proposal in Assignment 1.

The first section is a comprehensive analysis of the organisations structure using the configuration model (Mintzberg,1982:1999) to identify the key part of the organisation, the prime coordinating mechanism, the extent of horizontal and vertical differentiation ,the extent of formalisation and whether the company is centralised or decentralised etc. Using a robust literature framework you are to use updated examples from Assignment 1, to illustrate these design parameters and conclude the type of structure that the organisation **currently** uses.

Building on the external analysis described in Assignment 1 you are to determine and classify the type of environment that your host company is facing, the level of uncertainty, the level of change and the extent of competition. Key literature including Daft (2017) and Emery and Trist (in Robbins 1990) are to be used as the basis for environmental classification. You are also to establish at what stage the organisation is in using one of the life cycle models, such as Griener (1997); Quinn and Cameron (1983) or Dufour, Steane and Corriveau (2018). You are to identify the crisis that normally confronts organisations at this point in the life cycle and whether such issues are present in your host company. Based on this analysis you are then to conclude whether the organisation is using the correct structure given these organisational parameters and environmental conditions.

The second aspect of this assignment is to analyse your proposed cognate issue or framework using specific literature to identify at least two areas that could be improved to increase organisational effectiveness. The recommendations need to be supported with better practice examples- i.e. what other companies are doing, and literature.

Students undertaking the sustainability analysis in partnership with the Goa Institute of Management in India are to utilise appropriate sustainability literature and assess the host company's approach to sustainability. The same approach of identifying at least two areas for development or improvement in terms of sustainable practice should be identified along with appropriate recommendations.

Assessment Due Date

Week 9 Friday (17 Sept 2021) 6:00 pm AEST
Submission via Moodle

Return Date to Students

Week 11 Friday (1 Oct 2021)
Feedback is provided via Feedback Studio

Weighting

40%

Assessment Criteria

- Accurate analysis of host company structure using Mintzberg's configuration approach
- Identification of key parts, prime coordinating mechanism, with organisational examples to illustrate
- Accurate analysis and classification of external environment using literature and clear examples
- Accurate assessment of company life cycle stage and potential crisis
- Supported conclusion of structural fit against previous analysis
- Analysis of cognate area using robust literature and clear examples from the host organisation
- Identification of 2 critical areas for improvement from the analysis
- Presentation of minimum of 2 recommendations using best practice and literature to address areas for improvement
- Professional report with executive summary, introduction, main body, recommendations, conclusion and reference list
- A minimum of 16 quality academic sources to support the structural and cognate analysis, using APA referencing

style.

The BUSN20020 Moodle site contains a detailed rubric for Assessment 2 that lists all assessment criteria and marking guidelines.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Apply conceptual and discipline-based knowledge to a professional work role context.
- Analyse a workplace issue or problem and apply research skills to analyse and generate solutions to the problem relevant to specific cognate or discipline area.
- Develop communication and interpersonal skills in the workplace.
- Demonstrate the ability to work professionally and ethically with colleagues in the organisation, clients and other stakeholders.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research

3 Internship Reflection, Presentation and AI Progress Report

Assessment Type

Reflective Practice Assignment

Task Description

This assignment will require submission of two separate documents:

1. A formal presentation of your experiences and learning.

Please note that the presentation is scheduled for Friday 8th October (week 12). Feedback will be provided which can be incorporated in the written reflection. As part of the presentation, students must include a "poster slide" (one slide of their PowerPoint presentation), which is a stand-alone and visually appealing slide that includes at least the following:

- A photo/picture of the student in their internship role
- An explanation of the student's background and what s/he has been doing on the internship placement
- At least four bullet points outlining the best things about the internship to date, including how the internship has contributed to the student's career development.

In the presentation, you will need to provide the background to your host organisation as well as a quick summary of key events or incidents that you experienced. The most important aspects of the presentation are your insights regarding the internship and how the experience allowed you to apply learnings from your major field of study. You should conclude with a clear statement of how you will use the experience and your studies in your future career.

(Assessment Weighting: 10%)

Timing will depend on student numbers but will likely be a 10 mins presentation plus 2-5mins Q&A. Maximum 10-15 slides. (Please note that due to the ongoing Covid 19 pandemic the face to face presentation may be replaced by a recorded presentation requirement).

2. A Reflective Essay on your learning from the Internship (1,500 - 1,800 words)

This will be an essay in the student's own words outlining their personal learning and professional development from the internship. You are expected to describe a number of key events, incidents, or processes you experienced during your internship that directly relates to the themes and content you studied during your Masters. You should reflect on these issues and incidences and how they illustrate effective or ineffective practise. You should endeavour to directly identify content from units, including models, processes or examples of better practice as part of the reflection. You then need to explain how you will use the experience in the future as a manager, leader or organisational member.

Referencing is not required but can be used if you wish (This may help you make clearer links to concepts).

Please ensure you know what is required in a reflective essay (see resources on the Moodle site and discussed in your on-campus workshop). (Assessment Weighting: 20%)Please note that 10% of this grade is determined by your host

company, based on your level of commitment, professionalism and contribution during the internship. Note that lateness penalties will apply for this assignment. Late submissions (without an approved extension) will be docked 5% of the total available marks per day or part thereof after the submission deadline.

Assessment Due Date

Review/Exam Week Monday (11 Oct 2021) 6:00 pm AEST

Return Date to Students

Exam Week Friday (22 Oct 2021)

Feedback will be provided on the written reflection via Feedback Studio

Weighting

40%

Assessment Criteria

- Identification of 2-3 critical incidents from the internship
- Reflective analysis of the impact on the incidents on the student, linked to self awareness
- Analysis of the incidents using concepts, theories and models from the Masters to explain practice and impact
- An assessment of future application based on the experiences
- A professional presentation that summarises the points above including a "poster slide"
- Professional written and audio visual standards commensurate with managerial practice.

The BUSN20020 Moodle site contains a detailed rubric for Assessment 3 that lists all assessment criteria and marking guidelines.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Apply conceptual and discipline-based knowledge to a professional work role context.
- Develop communication and interpersonal skills in the workplace.
- Critical reflect on the internship experience and the application of management, leadership and discipline specific content, and its relevance to future professional practice

Graduate Attributes

- Knowledge
- Communication
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem