

AGSM MBA Programs 2020

MBAX9153

IMPLEMENTING STRATEGY

September 14 - December 4, 2020

COURSE OUTLINE



AGSM @
UNSW Business School

Course schedule

Term 3, 2020 – Weekly online

MBAX9153 Implementing Strategy

Week	Topic	Detail/Engagement	Assessment task
1: 14 September 2020	Unit 1: Understanding organisations: Strategy and strategic thinking	Complete Unit 1 and weekly tasks	
2: 21 September 2020	Unit 2: Strategising: Turning strategy into organisational action	Complete Unit 2 and weekly tasks Interactive participation	Assessment 1: Interactive participation
3: 28 September 2020	Unit 3: Structuring for effective strategy	Complete Unit 3 and weekly tasks	
4: 5 October 2020*	Unit 4: Strategists and agency: Effecting strategic transformation	Complete Unit 4 and weekly tasks	
5: 12 October 2020	Unit 5: Staying flexible: Making strategic agility work	Complete Unit 5 and weekly tasks Team-based activity	Assessment 1: Team-based activity Assessment 2: Individual report
6: 19 October 2020	Unit 6: Multibusiness partnerships and corporate parenting	Complete Unit 6 and weekly tasks Interactive participation	Assessment 1: Interactive participation
7: 26 October 2020	Unit 7: Talent: Aligning human capital with strategy	Complete Unit 7 and weekly tasks Team-based activity	Assessment 1: Team-based activity
8: 2 November 2020	Unit 8: Adaptability: Techniques to drive positive strategic transformation	Complete Unit 8 and weekly tasks Interactive participation	Assessment 1: Interactive participation
9: 9 November 2020	Unit 9: Strategy killing business: Achieving sustained strategic effectiveness	Complete Unit 9 and weekly tasks	
10: 16 November 2020	Unit 10: Mindset on strategy and purpose	Complete Unit 10 and weekly tasks	Assessment 3: Group Report
11: 23 November 2020		Work on Assessment 4	
12: 30 November 2020		Submit Assessment 4	Assessment 4: Oral presentation

*Monday 5 October 2020 is a public holiday in NSW

Staff contact details

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Course details

Summary of course

This course provides students with applied, critical thinking and application skills for effective strategy implementation. With a focus on a spectrum of principles and features that influence strategy execution, it helps develop practical insights into organisational transformation. The course aligns with the content of other strategy courses, but focuses on the spectrum of issues to translate strategy implementation, detailing how organisations can achieve sustained effectiveness with both their current challenges and future possibilities. In this context, the course deals with themes on the strategic process of managing for change, redesigning structure, human capital and talent management, and smart responses to technology. The course challenges students to think critically and develop useful insights about the concepts and principles on making better strategy.

Course aims and relationship to other courses

The purpose of this course is to engage in practical views and critical insights on implementing strategy. Despite having a clear and widely accepted definition of what strategy is, most organisations are far less certain about translating a strategy into results. Yet intrinsic questions remain about strategy: Does your organisation have the right culture, structure, and leadership to support your strategy? Can you articulate your strategy and how to drive it? Who might be threatened by a proposed change, and why? These types of questions are part of a frank discussion on strategy and what might facilitate or impede its implementation.

As the link between strategy implementation and the value of organisational outcomes become clearer, more and more organisations are adopting strategic management processes and principles to improve their strategy execution abilities. Yet despite widespread rhetoric about the need for effective strategy and strategy making, most organisations stay stuck in neutral when they need to implement a new strategy or to improve their existent strategy. Your strategy may be sound but how do you get it off the ground and then sustain its trajectory? To implement strategy, an organisation needs to ask fundamental questions and to understand a spectrum of themes, issues, and aspects. With this focus, this course explores different features of strategy implementation. Its primary aim is to provide you with a set of tools to assess and critically evaluate strategies and the ways organisations implement them.

In this context, it is important to recognise that the course is focused on implementation, with the assumption that you have a basic understanding of what strategy is and what its parts look like. Each week we deal with a different aspect of implementing strategy and its effect. It is not a summary of tools and ideas, nor is it a prescriptive, step-by-step deconstruction of a specific strategy, of which there are many ("best" practice", "fit") which are dealt with in other AGSM courses. For instance, MBAX9143 (Strategic Management) deals with strategic outcomes, MBAX9132 (Intrapreneurship) details Blue Ocean Strategy, and MBAX6274 (Systems for Change) highlights capabilities. These courses establish the grounding for an understanding of strategic management and strategy themes. By contrast, in this course we seek to understand different ways of considering and looking critically at implementing strategy.

Program Learning Outcomes

The Business School places knowledge and capabilities at the core of its curriculum via seven Program Learning Outcomes (PLOs). These PLOs are systematically embedded and developed across the duration of all coursework programs in the Business School. PLOs embody the knowledge, skills and capabilities that are taught, practised and assessed within each Business School program. They articulate what you should know and be able to do upon successful completion of your degree.

Upon graduation, you should have a high level of specialised business knowledge and capacity for responsible business thinking, underpinned by ethical professional practice. You should be able to harness, manage and communicate business information effectively and work collaboratively with others. You should be an experienced problem-solver and critical thinker, with a global perspective, cultural competence and the potential for innovative leadership.

All UNSW programs and courses are designed to assess the attainment of program and/or course level learning outcomes, as required by the [UNSW Assessment Design Procedure](#). It is important that you become familiar with the Business School PLOs, as they constitute the framework which informs and shapes the components and assessments of the courses within your program of study.

PLO 1: Business knowledge

Students will make informed and effective selection and application of knowledge in a discipline or profession, in the contexts of local and global business.

PLO 2: Problem solving

Students will define and address business problems, and propose effective evidence-based solutions, through the application of rigorous analysis and critical thinking.

PLO 3: Business communication

Students will harness, manage and communicate business information effectively using multiple forms of communication across different channels.

PLO 4: Teamwork

Students will interact and collaborate effectively with others to achieve a common business purpose or fulfil a common business project, and reflect critically on the process and the outcomes.

PLO 5: Responsible business practice

Students will develop and be committed to responsible business thinking and approaches, which are underpinned by ethical professional practice and sustainability considerations.

PLO 6: Global and cultural competence

Students will be aware of business systems in the wider world and actively committed to recognise and respect the cultural norms, beliefs and values of others, and will apply this knowledge to interact, communicate and work effectively in diverse environments.

PLO 7: Leadership development

Students will develop the capacity to take initiative, encourage forward thinking and bring about innovation, while effectively influencing others to achieve desired results.

Course learning outcomes

After completing this course, you should be able to:

1. describe the main features influencing strategic implementation
2. understand and apply the principles of strategy implementation
3. translate strategic choices into implementation
4. align strategy with elements of effective organisation
5. recommend ways to improve the implementation of change
6. assess critically the process of strategic intervention
7. produce and organise reports that communicate complex ideas and information on implementing strategy
8. develop skills on how to achieve sustained organisational effectiveness
9. identify practices and designs that organisations can adopt in relation to contemporary challenges.

Link between assessment and learning goals and outcomes

Course Learning Outcomes	Program Learning Goals and Outcomes	Course Assessment Item
<i>On successful completion of the course, you should be able to:</i>	<i>This course helps you to achieve the following postgraduate learning goals:</i>	<i>This learning outcome will be assessed in the following items:</i>
1, 2	Business knowledge	Assessments 1, 2, 3 & 4
3, 4, 5, 6	Problem solving	Assessments 1, 2 & 3
1, 5, 7	Business communication	Assessments 1 & 4
3, 5, 6, 8	Teamwork	Assessments 1 & 3
4, 8, 9	Responsible business practice	Assessment 3
4, 8, 9	Global and cultural competence	Assessments 1, 2 & 3
3, 4, 5, 9	Leadership development	Assessments 1, 3 & 4

Learning and teaching

Structure

Although this is a course on strategy implementation, recognising that implementation is integrated with strategy formulation, the course is not structured to offer units on "how to guides" for implementing. The assumption is that strategy is intertwined with formulation and implementation - a complex interactive process in which values, context, politics, and culture determine or constrain a particular strategy. With this context, the course is divided into three parts in detailing the complex web of ideas that is implementation.

Part 1: "Strategising" considers the processes by which strategy-making takes place and roles take shape. It is made up of Units 1 - 4 and leads into Assessment 2.

Part 2: "Forces" considers the formulation of strategy processes - translating strategising into implementing parts. It is made up of Units 5 - 7 and encompasses team-based activity assessments.

Part 3: "Purpose" considers insights on managing strategising - how strategy choices convert into outcomes. It is made up of Units 8 - 10 and leads into Assessment 3 and 4.

NOTE: The course is structured with these three parts and with three distinct workload expectations. In Part 1 (Units 1-4) the reading load is limited, with the focus on team formation and getting your teamwork habit and culture in place as you work towards Assessment 1. In Part 2 (Units 5-7), reading and application content increases, with the intention of the need to consider content and how to apply to assessment, as teamwork develops. In Part 3 (Units 8-10), readings are at their fever pitch as you are pushed to reflect, think about your team experience, and apply learned content to your organisation and your learning experiences.

Unit 1, Understanding Organisations: Strategy and Strategic Thinking. This Unit lays the foundation for implementing strategy by focusing on organisational features that influence strategy implementation. It highlights that crafting and executing strategy rests on the elements of an organisation's priorities, focusing on key parts of this response, including strategic planning and strategic thinking.

Unit 2, Strategising: Turning Strategy into Organisational Action. In this Unit, we outline the nature of strategising and executing strategic priorities. It concentrates on the balancing act that strategy making requires, with a focus on open systems thinking and executing strategy systems.

Unit 3, Structuring for Effective Strategy. This Unit outlines how organisations design and structure for effective strategy outcomes. It concentrates on the alignment between structure and strategy and insights on the challenges that design holds for bringing about strategy initiatives. It further prompts critical insights into convention on what well-designed organisations mean for strategy.

Unit 4, Strategists and Agency: Effecting Strategic Transformation. In this Unit, we consider the role of those effecting strategy - the place and role of strategists, who are the agents who craft and then lead implementation. Considering ways in which strategy is translated throughout the organisation, it identifies common issues to do with strategic renewal and change agency, as well as some of the alignment risks that come with leading the strategy process.

Unit 5, Staying Flexible: Making Strategic Agility Work. In this Unit, as we begin consideration of the "forces" (Part 2) that translate strategy, we concentrate on teams and how team organisation impacts on implementation. Recognising that strategy-making impacts survival and success and leads to efficiency gains, it considers how work teams can be used to be strategically agile in constantly changing environments. It also discusses the tensions between formal processes of strategic planning and the need for strategic agility.

Unit 6, Multibusiness Partnerships and Corporate Parenting. This Unit focuses on multibusiness growth and strategy for diversified companies. It considers the growth that organisations seek in extending their market or place in the market. Presenting strategic fit, it discusses the step from good strategy to organising for strategic diversification, and the relationships used to facilitate corporate parenting and partnerships.

Unit 7, Talent: Aligning Human Capital with Strategy. This Unit considers how organisations manage, enhance, and deploy their people in bringing about strategy implementation, considering its alignment with strategic priorities and capabilities. Connecting effective strategy implementation with talent management, it considers how to translate human capital into strategies for performance, as well as the placement of people as strategic assets in guiding implementation.

Unit 8, Adaptability: Techniques to Drive Positive Strategic Transformation. This Unit begins a discussion on "purpose" (Part 3) in converting strategy, focusing on the synergy challenges and synergy opportunities available when implementing strategy. It discusses the tactical strategy moves that organisations adapt to in creating distinct market space and growth. By considering the parts of this positive strategy it deals with the choices useful to frame strategy around strengths and opportunities, such as how to use the positive in downsizing and outsourcing.

Unit 9, Strategy Killing Business: Achieving Sustained Strategic Effectiveness. In this Unit, we concentrate on sustained strategic effectiveness, with a critical insight into what "winning" means for implementation (and its associated risks). The Unit recasts how organisations relate implementation to strategic learning and understanding, relating strategy to knowledge and micro, behavioural perspectives on organising.

Unit 10, Mindset on Strategy and Purpose. The final Unit focuses on the purpose of strategy, guiding a conversation on the processes, cognitive biases, behaviour, and tools that we invoke that then shape the strategy of a firm. By highlighting the value in constantly questioning the strategic path adopted, it considers some of the features used to make decisions on reframing a strategy, or questioning the strategy adopted. It is a Unit meant to prompt your thinking about convention and expectations.

Course resources

Learning resources

You have four major resources to help you learn:

1. The course materials, which you will access via your Moodle class. You will do much of your learning outside the classroom by working through the course materials, and by completing the activities as they arise.
2. Your interaction with your facilitator. The facilitator's job is to guide your learning by conducting the discussion, answering questions that might arise after you have done the week's work, providing insights from his or her practical experience and understanding of theory, providing you with feedback on your assessments, and directing discussions and debates that will occur between you and your co-participants in the course.
3. Your co-participants. Your course colleagues are an invaluable potential source of learning for you. Their work and life, and their willingness to question and argue with the course materials, the facilitator and your views, represent a great learning opportunity. They bring much valuable insight to the learning experience.
4. In addition to course-based resources, please also refer to the *AGSM Learning Toolkit* (available in Moodle) for tutorials and guides that will help you learn more about effective study practices and techniques.

Other resources

BusinessThink

BusinessThink is UNSW's free, online business publication. It is a platform for business research, analysis and opinion. If you would like to subscribe to BusinessThink, and receive the free monthly e-newsletter with the latest in research, opinion and business then go to <http://www.businessthink.unsw.edu.au>.



UNIT 1

	Reading 1.1	Sull, D, Turconi, S, Sull, C & Yoder, J 2018, 'Turning strategy into results' , <i>MIT Sloan Management Review</i> , vol. 59, no. 3, pp. 24–32.
	Reading 1.2	Mintzberg, H 1987, 'Crafting strategy' , <i>Harvard Business Review</i> , July–August, pp. 66–75.
	Reading 1.3	Whittington, R & Cailluet, L 2008, 'The crafts of strategy: Special issue introduction by the guest editors' , <i>Long Range Planning</i> , vol. 41, no. 3, pp. 241–247.
	Reading 1.4	De Wit, B & Meyer, R 2010, 'Strategic thinking' in <i>Strategy: Process, content, context</i> , South-Western/Cengage, Hampshire, pp. 53–69.



UNIT 2

	Reading 2.1	Narayanan, V. K. & Nath, R. (eds.) 1993, 'A systems model of organization' in <i>Organization theory: A strategic approach</i> , Richard Irwin, Boston, Massachusetts, pp. 69–80.
	Reading 2.2	Kaplan, R S & Norton, D P 2008, 'Mastering the management system' , <i>Harvard Business Review</i> , vol. 86, no. 1, January, pp. 1–17.
	Case 2.1	Hoefflinger, M 2017, 'The bell tolls' in <i>Becoming Facebook: The 10 challenges that defined the company disrupting the world</i> , AMACOM, New York, pp. 1–15.
	Reading 2.3	Birkenshaw, J & Gibson, C 2004, 'Building ambidexterity into an organization' , <i>Sloan Management Review</i> , vol. 45, no. 4, pp. 47–55.



UNIT 3

	Reading 3.1	Goold, M & Campbell, A 2002, 'Do you have a well-designed organisation?' , <i>Harvard Business Review</i> , vol. 80, no. 3, pp. 117–124.
	Reading 3.2	Tushman, M L & O'Reilly, C A 2007, 'Managerial problem solving: A congruence approach' in <i>Winning through innovation: A practical guide to leading organisational change and renewal</i> , Harvard Business School Press, Boston, pp. 46–75.

	Reading 3.3	Beer, M & Eisenstat, R A 2000, ' The silent killers of strategy implementation and learning ', <i>Sloan Management Review</i> , vol. 41, no. 4, pp. 29–40.
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UNIT 4

	Case 4.1	Lawrence, J J & Mishra, A 2017, ' Telect Inc. and the 30 year ride: Edgy, or over the edge? (Abridged) ', <i>Case Review Journal</i> , vol. 35, no. 1, pp. 1–5.
	Reading 4.1	Mintzberg, H 1994, ' Rounding out the manager's job ', <i>Sloan Management Review</i> , vol. 36, pp. 11–26.
	Reading 4.2	Dodd, D & Favaro, K 2006, ' Managing the right tension ', <i>Harvard Business Review</i> , vol. 84, no. 12, pp. 1–14.
	Reading 4.3	Slagmulder, R & Devoldere, B 2018, ' Transforming under deep uncertainty: A strategic perspective on risk management ', <i>Business Horizons</i> , vol. 61, no. 5, pp. 733–743.
	Annex to Reading 4.3	Simons, R 1999, ' How risky is your company? ', <i>Harvard Business Review</i> , vol. 77, pp. 1–12.



UNIT 5

	Reading 5.1	Doz, YL & Kosonen, M 2010, ' Embedding strategic agility: A leadership agenda for accelerating business model renewal ', <i>Long Range Planning</i> , vol. 43, no. 2, pp. 370–382.
	Reading 5.2	Bennett, N & Lemoine, G J 2014, ' What a difference a word makes: Understanding threats to performance in a VUCA world ', <i>Business Horizons</i> , vol. 57, pp. 311–317.
	Reading 5.3	Crocker, A, Cross, R & Gardner, H K 2018, ' How to make sure agile teams can work together ', <i>Harvard Business Review</i> , 15 May.
	Reading 5.4	Sull, D, Homkes, R & Sull, C 2015, ' Why strategy execution unravels – and what to do about it ', <i>Harvard Business Review</i> , vol. 93, no. 3, pp. 1–10.



UNIT 6

	Reading 6.1	Mintzberg, H 2003, ' The diversified organization ' in H Mintzberg, J Lampel, J B Quinn & S Ghoshal (eds), <i>The strategy process: Concepts, contexts and cases</i> , pp. 434–445, Prentice-Hall, Upper Saddle River, NJ.
	Case 6.1	Kittilaksanawong, W & Karp, A 2017, ' Amazon Go: Venturing into traditional retail ', Ivey Publishing, pp. 1–11.

 www.	Reading 6.2	Reeves, M, Levin, S & Ueda, D 2016, 'The biology of corporate survival' , <i>Harvard Business Review</i> , vol. 94. no. 1, pp. 1–11.
 www.	Reading 6.3	Reeves, M, Love, C & Tillmanns, P 2012, 'Your strategy needs a strategy' , <i>Harvard Business Review</i> , vol. 90, no. 9, pp. 76–83.



UNIT 7

 www.	Reading 7.1	O'Reilly, C A & Pfeffer, J 2000, <i>Hidden value: How great companies achieve extraordinary results with ordinary people</i> , Harvard Business School Press, Boston, pp. 231–261.
 www.	Reading 7.2	Groysberg, B, Sant, L & Abrahams, R 2008, 'When stars migrate, do they still perform like stars?' , <i>MIT Sloan Management Review</i> , vol. 50, no. 1, pp. 41–46.
 www.	Reading 7.3	Boudreau, J W & Ramstad, P M 2007, 'Impact in strategy analysis' in <i>Beyond HR: The new science of human capital</i> , Harvard Business School Press, Boston, pp. 67–88.



UNIT 8

 www.	Case 8.1	Himsel, D & Inkpen, A 2017, <i>The rise and fall of BlackBerry</i> , Thunderbird.
 www.	Reading 8.1	Burgelman, R A & Grove, A S 1996, 'Strategic dissonance' , <i>California Management Review</i> , vol. 38, no. 2, pp. 8–28.
 www.	Reading 8.2	Stavros, J M & Wooten, L P 2011, 'Positive strategy: Creating and sustaining strengths-based strategy that soars and performs' in G M Spreitzer & K S Cameron (eds), <i>The Oxford Handbook of Positive Organisational Scholarship</i> , pp. 1–27.
 www.	Reading 8.3	Yoffie, D B & Kwak, M 2002, 'Judo strategy: 10 techniques for beating a stronger opponent' , <i>Business Strategy Review</i> , vol. 13, no. 1, pp. 20–30.
 www.	Reading 8.4	Vasconcellos e Sa, J 2005, 'Attack: The six strategic movements' in <i>Strategy moves: 14 complete attack and defense strategies for competitive advantage</i> , Prentice Hall, London, pp. 41–93.
 www.	Reading 8.5	Zatzick, C, Marks, M L & Iverson, R 2009, 'Which way should you downsize in a crisis?' , <i>MIT Sloan Management Review</i> , vol. 51, no. 1, pp. 79–86.
 www.	Reading 8.6	Linder, J C 2004, 'Outsourcing as a strategy for driving transformation' , <i>Strategy & Leadership</i> , vol. 32, no. 6, pp. 26–31.



UNIT 9

	Reading 9.1	Albers Mohrman, S & Lawler III, E 2014, ' Designing organizations for sustainable effectiveness: A new paradigm for organizations and academic researchers ', <i>Journal of Organizational Effectiveness: People and Performance</i> , vol. 1, no. 1, pp. 14–34.
	Reading 9.2	Vermeulen, F & Sivanathan, N 2017, ' Stop doubling down on your failing strategy: How to spot (and escape) one before it's too late ', <i>Harvard Business Review</i> , vol. 95, no. 6, pp. 3–9.
	Reading 9.3	Healey, M P & Hodgkinson, G P 2017, ' Making strategy hot ', <i>California Management Review</i> , vol. 59, no. 3, pp. 109–134.



UNIT 10

	Reading 10.1	Paul, R & Elder, L 2014, ' Learning the art of critical thinking ', <i>Rotman Magazine</i> , pp. 41–45.
	Reading 10.2	Binns, A, Harreld, J B, O'Reilly, C & Tushman, M L 2014, ' The art of strategic renewal ', <i>MIT Sloan Management Review</i> , vol. 55, no. 2, pp. 21–23.
	Reading 10.3	Liedtka, J 2011, ' Strategy as experienced ', <i>Rotman Magazine</i> , Winter, pp. 29–33.
	Reading 10.4	Whittington, R 1996, ' Strategy as practice ', <i>Long Range Planning</i> , vol. 29, no. 5, pp. 731-735.
	Reading 10.5	Kahneman, D, Lovallo, D & Sibony, O 2011, ' Before you make that big decision ', <i>Harvard Business Review</i> , vol. 89, no. 6, pp. 3–12.
	Reading 10.6	Shivakumar, R 2014, ' How to tell which decisions are strategic ', <i>California Management Review</i> , vol. 56, no. 3, pp. 78–97.

Course evaluation and development

AGSM courses are revised each time they run, with updated course outlines and assessment tasks developed. Changes relating to any industry developments will also be included.

Additionally, the AGSM surveys students each time a course is offered. The data collected provides anonymous feedback from students on the quality of course content and materials, class facilitation, student support services and the program in general. This student feedback is considered during all course revisions.

Student Response

Students reviewed the course positively, and commented in particular on groupwork.

Response to Student Feedback

Greater support will be provided to students undertaking the groupwork to ensure these activities run more smoothly to help reduce workload. Please check Moodle, and with your facilitator, as they will advise details of these tasks and activities.

Assessment

Formal requirements

Students are expected to attempt all assessment requirements and must achieve a composite mark of at least 50% to pass the course. All assessable tasks will be explicitly identified as such and may include for example class discussion, presentations, or participation in online discussions. However, students are expected to actively engage in all course learning activities, whether they are assessed or not.

Referencing standards

Please ensure that you reference sources appropriately in all assessments, using Harvard referencing, unless explicitly instructed that referencing is not required.

Details of this referencing method are given in the UNSW 'Current Students' portal here: <https://student.unsw.edu.au/harvard-referencing>

Assessment Structure

Assessment	Task	Weighting (%)	Length	Due Date	Individual / Group
Assessment 1	Interactive Participation	12	Maximum 200 words per post	Weeks 2, 6, 8	Individual
	Team-based Activity	8	–	Weeks 5, 7	Individual
Assessment 2	Individual Report	30	2,000 words	Monday 12 October 2020 (Week 5) by 3pm Sydney time	Individual
Assessment 3	Group Report	30	10 pages	Monday 16 November 2020 (Week 10) by 3pm Sydney time	Group
Assessment 4	Oral Presentation	20	5-7 minute Oral Presentation	Monday 30 November 2020 (Week 12) by 3pm Sydney time	Individual

Assessment Feedback

Feedback on student performance from formative and summative assessment tasks will be provided to students in a timely manner. Assessment tasks will be assessed and students provided with feedback within 10 working days of submission, under normal circumstances. Feedback on continuous assessment tasks (e.g. forum participation and weekly quizzes) will be provided prior to the midpoint of the course.

Assessment submission procedure

Unless otherwise stipulated in the specific details for each of your assessments, please prepare and submit your assessments in accordance with the following.

Assessment length

What is **included** in the word count?

- Executive Summary (if required), all text, tables, figures, diagrams and charts, appendices and table of contents (if required)

What is **excluded** from the word count?

- Reference list or bibliography

Any text (including appendices) that goes beyond the word count will not be read in grading the assessment.

Assessment format

For consistency across all assessments, students are required to supply assessments in a standard format, which is detailed below. Assessments should always be submitted in Word format.

Headings

Font: Arial or Helvetica

Font size: 12 points

Line spacing: Double

Text style: Bold

Body text

Font: Arial or Helvetica

Font size: 12 point

Line spacing: Double

Text style: Normal

Page setup

Top: 2.54 cm

Bottom: 2.54 cm

Left: 2.54 cm

Right: 2.54 cm

Header: 1.25 cm

Footer: 1.25 cm

Paragraph breaks

First line indent: 1.27cm

Diagrams and tables

Students are encouraged to include diagrams and tables in their assessments, but must ensure they do not take up more than 20% of the assessment.

Diagrams and tables must:

- be formatted with single line spacing
- be formatted with a minimum font size of 8 points
- be positioned vertically in between paragraphs.

Assessment file name

Please use the following file naming convention for each assessment.

z999999_surname_[XXXX1111]_20T3_Asst1

where:

- z999999 is your student ID
- surname is your family name
- XXXX1111 is the course code
- 20T3 is the term name (2020, Term 3)
- Asst1 is the Assessment number (Asst2 for Assessment 2)

Assessment submission

1. You must submit your assessment through your online classroom as per the instructions in your LMS User Manual.
2. Assessment submission in your LMS is performed via Turnitin, the similarity detection software used by UNSW students and teaching staff to prevent plagiarism by ensuring referencing is correct and that work has not been inadvertently copied from elsewhere. You can access Turnitin under the 'Assessments' section in your Moodle course site.
3. You are able to submit a draft version of your assessment prior to the due date. This enables you to view the Turnitin similarity report on your work and decide whether it complies with the guidelines regarding referencing and plagiarism, before you submit your final version for marking. More information about plagiarism can be found here: <https://student.unsw.edu.au/plagiarism>
4. Please note that draft assessments submitted in this way will be regarded as the final version at the due date if you have not uploaded a subsequent, finalised version (each file uploaded overwrites the previous version).
5. Late submissions are possible but will be marked as such and will be subject to late penalties of 5% of the assessment weighting for each day late. If for any reason you are unable to submit a late submission via Turnitin please contact your Facilitator or the AGSM Student Experience team.
6. Extensions to assessment deadlines will be granted only in exceptional circumstances, and where adequate supporting documentation can be provided. Please note that work commitments **do not** constitute grounds for an extension. Requests must be made through the special consideration process. For details about this process, see: <https://student.unsw.edu.au/special-consideration>
7. Assessment tasks will normally be reviewed, and feedback provided, within 10 working days of submission.
8. Please keep a copy of your assessments.