



MONASH University
Business and Economics

Unit Outline

Graduate School of Business

Postgraduate

Mode: On-campus Intensive Block Mode

Unit Code: GSB9003

Unit Name: Personal Development – Professional Advancement

Date: 29 September – 28 November, 2009

“The Enterprise of Self in the Global Workplace” - Metizo

Contact details for Unit:

Ms Shufen Lin

Team Leader, Management Team

Student Services, Monash Graduate School of Business

Caulfield campus

Email: shufen.lin@BusEco.monash.edu.au

Responsibilities of Students

As a student of the university you have the following responsibilities:

- to apply yourself to your studies to the best of your abilities
- to become familiar with the rules and regulations governing the degree in which you are enrolled, and to ensure that the units selected meet the degree requirements
- to be aware of the policies and practices of the university and of any faculty and department in which you are enrolled, which are contained in the materials and information made available to you
- to be aware of the rules and regulations concerning the use of university computing, library and other facilities, as set out in published material
- to meet deadlines for work to be submitted
- to take the initiative and consult appropriately when problems arise
- to submit original work for assessment without plagiarising or cheating
- for on-campus students, to attend lectures, tutorials and seminars for each unit in which you are enrolled; and, for off-campus students, to engage thoroughly with all course materials and participate in any prescribed residential schools
- to accept joint responsibility for your own learning
- to contribute to the development of university programs and policies by participating in consultative and deliberative processes in a responsible and ethical manner
- to be aware of the university's commitment to equal opportunity and to demonstrate tolerance and respect for all members of the university community
- to respect the right of staff members to express views and opinions
- to respect the working environment of others in all areas of the university
- **to retain a copy of all assignment work submitted for assessment, and hold it until a grade for the unit has been published**
- **to regularly scan personal computers for viruses and other destructive software and to ensure that 'infections' are not transmitted to computers owned by the university, or to computers owned by other students, or by other individuals or organisations**
- **to regularly back-up documents, databases, presentations, spreadsheets and other files held on a personal computer which relate to your study at university and to arrange secure storage for these 'back-up' copies**
- **regularly check both the unit MUSO site and your official university email account.**

Plagiarism, Cheating and Collusion

You are reminded that university rules (Statute 4.1) prohibit plagiarism, cheating and collusion and that severe penalties may be imposed on students who engage in, or who support other students engaged in, activities which seek to undermine the integrity of the unit assessment process. In simple terms:

Plagiarism – means to take and use another person's ideas and/or manner of expressing them and to pass them off as your own by failing to give appropriate acknowledgement.

Cheating – means seeking to obtain an unfair advantage in an examination or in other written or practical work required to be submitted or completed by a student for assessment.

Collusion – is the presentation of work which is the result in whole or in part of unauthorised collaboration with another person or persons.

Within the university, plagiarism is regarded as a form of theft and is therefore a serious offence.

The Faculty will consider that plagiarism has occurred in any of the following circumstances:

- when phrases and passages are used verbatim without quotation marks and without a reference to the author
- when an author's work is paraphrased and presented without a reference
- when other students' work is copied or partly copied
- when items for assessment are written in conjunction with other students (without explicit direction by the relevant staff member)
- when a piece of work has already been submitted or assessed.

Ethical Behaviour

In the course of your studies you may undertake research projects or case studies, and otherwise discuss business issues with managers, employees or customers of companies or other organisations.

Prior to contacting any individual or organisation, you must acquaint yourself with the university's Ethics Policy which is available at:

<http://www.monash.edu.au/resgrant/human-ethics/index.html>

You must appreciate the goodwill of the individuals and organisations that agree to assist you and must behave in a professional and ethical manner at all times.

You must never use or divulge the confidential information of any organisation, including your employer, in any assignment or report **without the written permission of this organisation.**

Students collecting material for assignments etc. must properly represent themselves at all times. You must disclose:

- the fact that you are a student of a Monash program
- the details of the project you are working on
- whether or not you are employed and if you are employed, who your employer is
- whether there is the potential for a conflict of interest such as would occur if your employer was an actual or potential competitor of the respondent's business.

You must never practise any form of misrepresentation nor use unethical practices to collect information.

If you have any doubt about whether or not the data collection you wish to undertake falls within the university's Ethics guidelines you must consult your Unit Coordinator.

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1. Unit Introduction

Staff and Communication:

All official communication will be via mail or email at your Monash email address. It is your responsibility to check this email account often.

Monash Program Coordinator:	Ms Shufen Lin Team Leader, Management Team, Student Services, Monash Graduate School of Business Email: shufen.lin@buseco.monash.edu.au
Monash Academic Unit Leader:	Professor Julian Teicher Department of Management
METIZO Teaching Panel	
Unit Chief Examiner	Ms Li-Ai Lim email: li.lim@buseco.monash.edu.au
Teacher for Career Professionals	Mr Christian Dahmen email: christiandahmen@xtra.co.nz
Teacher for Early Career	Ms Divanisha Pillay email: div.pillay@metizo.com

Unit synopsis

Today's global workplace is full of challenges and paradoxes. Successful careers involve lifestyle choices at the same time as they require high engagement and flexibility. Competency lifecycles are becoming shorter but career lifecycles are extending to fifty years. Companies invest in talented employees but ask them to take responsibility for managing their own careers and learning. Companies promote individual career paths but rarely accommodate family commitments or dual-career strategies. In short, career development is extremely complex and often contradictory.

This unit is designed for students who are career starters (less than 4 years' full-time work experience) as well as career professionals (more than 4 years work experience) who wish to examine or re-examine their place in today's global workplace and think through their career and lifestyle strategies.

Unit objectives

Students will be able to:

1. Demonstrate knowledge of current concepts, research and best practice in career and personal development.
2. Demonstrate awareness of identity, aspirations and positioning.
3. Demonstrate an ability to coach others using multi-rater feedback and personal improvement planning and, for career professionals, to mentor students in career orientation.
4. Demonstrate an ability to understand, critically evaluate and apply corporate personal development tools and methods (such as personal development plans, personal competencies, 720 assessments etc.).
5. Articulate understanding of best practices in corporate personal development strategies.
6. Define and explain a strategic Personal Enterprise Plan for employability and long-term career and lifestyle success.

This unit aims to assist students to:

1. Understand the core concepts of personal development for career planning in the global workplace
2. Conduct a qualitative multi-rater assessment of themselves: strengths, concerns and career orientation.
3. Position themselves for targeted work markets
4. Manage their own personal and career development in the global workplace
5. Coach others in self-awareness and goal-setting and for career professionals to assume the role of mentor.
6. Write their own Personal Enterprise Plan (PEP).

Time commitment

Students will attend 39 contact hours divided into 2 modules:

- 15-hour Personal Development Module + 5 hours of tutorials
- 15-hour Career Strategy Module + 4 hours of tutorials

Besides attending class, students are expected to do required readings, prepare case studies, conduct field research and complete exercises in class. Estimated time for work outside class is a ratio of 3 hours personal work for 1 hour of teaching.

	Courses	Tutorials	Personal
Module 1	15	4	40
Module 2	15	5	50
Total	30	9	90 hours

Attendance at all classroom and tutorial sessions is essential for successful completion of this unit.

Unit Credit Points, Requirements and Pre-requisites

Successful completion of this unit will provide 6 (six) credit points towards the relevant course of study.

There are no academic pre-requisites for the course but enrolling students will be asked to provide details of their work experience to facilitate group allocation.

Teaching and learning approach

This unit draws on Monash University and Metizo International's global knowledge base for personal development in companies as well as higher education. The tools and templates are benchmarked with best practice in managing high potentials and are constantly being updated.

The learning method is based on an entrepreneurial approach to career development. While analytical approaches rely heavily on assessment methods to identify work preferences and personality traits, the entrepreneurial approach is more similar to corporate strategy, taking into account issues of markets, risk, change and opportunity. . The most important trait of the entrepreneurial approach is that it is creative and takes into account personal valuation criteria: the goal is not only to maximize the economic return on human capital but also to realize aspirations, to have a successful lifestyle and to contribute to society.

The backbone of the unit is the systematic development of a Personal Enterprise Plan. This is like a business plan for a start-up company. To complete the plan you will integrate content from the assignments, such as the positioning statement, the 720 assessment, lifestyle and career priorities, personal competencies and market research.

A variety of learning methods are used: personal development teams supported by tutorial sessions, individual and corporate case studies, role playing, decision-matrices, video interviews and questionnaires.

A typical 3-hour classroom session would have the following parts:

- Presentation of content with Q&A
- Case study with discussion
- Individual or group work using a specific personal development method

Personal Development Teams and Tutorial allocation

To allow students to benefit from personal feedback, explore individual differences and learn from others' experience, we will organize Personal Development Teams of students. These teams will do the 720 assessment and field study assignments together, as well as assess the PEP presentation in the final session.

Tutorials are an opportunity to work in small groups to discuss problems of implementation, compare initiatives and perspectives and deepen understanding.

A typical tutorial session has 8 participants, lasts 2 hours (with one 3 hour session) and goes through 4 phases:

1. What have you done?
2. questions and discussion of issues
3. analysis of specific problems and cases
4. drawing conclusions

Some of the homework, such as interviewing for the 720 and preparing the field study will also be done in the tutorial session.

2. Resources and Requirements

Unit requirements

Details can be found by following the links from: <http://www.monash.edu.au/pubs/handbooks/>.

To ensure that all students receive a program that meets their current career status, students with less than 4 years professional work experience will be allocated to the Career Starters group within the unit. Students with greater than 4 years professional work experience will be allocated in to the Career professionals group within the unit.

Cases and assignment templates will be distributed on the course website.

For referencing, essay/report writing structure, etc. URL: <http://www.buseco.monash.edu.au/publications/qmanual/>

Required text(s)/readings (basis for test)

1. Workbook & Class Lecture Slides

- A workbook explaining the key concepts of the unit and for doing class exercises will be given to students.
- A summary of key slides from each lecture will be sent to students after class

2. Book Chapters (1 chapter each from 2 books on personal and career development)

1. Chapter 8: Ghoshal, Sumantra & Bartlett, Christopher, (1997), *The Individualized Corporation: A Fundamentally New Approach to Management*, Harper Business Press. The classic study of how companies are reorganizing around individual talent. This is the first introduction of personal competencies
2. Chapter 1: Ibarra Herminia (2003) *Working Identity: Unconventional Strategies for Reinventing your Career*, Harvard Business School Press. This book is written for MBA students and discusses career change.

3. Articles (5 recent articles from Harvard Business Review)

1. Capelli, Peter, *Talent Management for the Twenty-First Century*, Harvard Business Review, March 2008
2. DeLong, Thomas J., Gabarro, John J., and Lees Robert J., *Why Mentoring Matters in a Hypercompetitive World*, Harvard Business Review, January 2008
3. Drucker, Peter, *Managing Yourself*, Harvard Business Review, January 2005
4. Goffee, Rob & Jones, Garreth, *Managing Clever People*, Harvard Business Review March 2007
5. Strenger, Carlo and Ruttenberg, Arie, *The Existential Necessity of Midlife Change*, Harvard Business Review, February 2008

Q Manual

For referencing, essay/report writing structure, etc. URL:

<http://www.buseco.monash.edu.au/publications/qmanual/>

Equipment (if necessary)

Students will require access to internet and library resources for research purposes. There is no additional specific equipment requirement.

Student Feedback and Support Services

Feedback to Students

Students will receive feedback on work in the following ways;

- Individual feedback on assignments
- Class discussions of strengths and weaknesses of assessable work
- Ongoing feedback will be provided by tutors
- Final review and feedback will be given on the PEP project
- Students will be provided with ongoing opportunities to answer questions in sessions and tutorials
- Students may have set reading which are discussed in tutorials enabling them to gain feedback on their own perceptions, as well as their tutor's and peers, and to promote discussion and common understandings;
- Students may be provided with assignment feedback sheets that provide them with advice about seeking additional help to develop their writing or research skills;
- Students may also be provided with model answers or feedback on their general performance on common tasks;
- Students may also be regularly provided with verbal feedback on important issues to be noted from teaching and learning materials;
- Students should also be provided with an explanation of the grades to mark their assignments.

Feedback from Students

Students will be expected to provide feedback on the unit, in order to maintain and improve the unit quality.

4. Program

Module One: Tue 29th Sep – Sat 3rd Oct 2009

Tue 29 th Sept.	1800 - 2100	Session 1 – Identity, Dreams and Aspirations
Wed 30 th Sept.	1800 - 2100	Session 2 – Introduction to 720 Assessment
Thur 1 st Oct	1800 – 2100	Session 3 – Coaching & Mentoring
Friday 2nd Oct	0900 – 1200	Session 4 - Balancing Lifestyle and Career Priorities
Friday 2nd Oct	1300 - 1500	Tutorial 1 – Mentoring for 720 assessment, career lifestyle priorities
Friday 2nd Oct	1500 – 1800	Session 5 - Managing Personal Development in Companies
Saturday 3rd Oct	1000 - 1200	Tutorial 2 – Using Personal Development Tools in your job.

Module Two: Wed 25th Nov – Sat 28 Nov 2009

Wed 25 th Nov	1800 - 2100	Session 6: Assessing Career Strategy
Thur 26 th Nov	1800 - 2100	Session 7: Identifying Personal Competencies
Fri 27 th Nov	0900 - 1200	Session 8: Personal Marketing and Positioning
Fri 27 th Nov (2hrs) (ALL TOGETHER)	1300 - 1500	Tutorial 3: Researching your career markets and positioning
Fri 27 th Nov (3hrs)	1530 - 1830	Session 9: Anticipating and Managing Career Transitions
Sat 28 th Nov	1000 - 1200	Final Test
Sat 28 th Nov (ALL TOGETHER)	1300 - 1700	Tutorial 4: Preparing the presentation of the personal enterprise plan and understanding how to assess the quality of a PEP Session 10: and Presentation of PEP Including PEP Presentation from David Constable

Program Content

Module 1 (sessions are 3 hours)	Module 2 (sessions are 3 hours)
1. Identity, Dreams, Aspirations	6. Assessing Your Career Strategy
2. Introduction to 720 Assessment	7. Identifying Personal Competencies
3. Coaching and Mentoring	8. Personal Marketing and Positioning
4. Career and Lifestyle Priorities	9. Anticipating and Managing Career Transitions
5. Managing Personal Development in Companies	10. PEP Presentations and a Written Test

Module 1 Sessions

SESSION 1: Identity, Dreams, Aspirations

This session deals with the difficulty of answering the question “Who am I?” which is dependent on such questions as “Who do I want to become?”, “How do others identify me?” and “Why should anyone pay me to become THAT?” Background from psychology and sociology on identity enriches the concepts of identity and what sociologist Daniel Levinson called “the Dream”.

SESSION 2: 720 Qualitative Multi-rater feedback

This session represents a shift in perspective: we now look at identity from a social viewpoint. We will see how companies use 360 evaluations for high potentials and we will use a specific 720 invented for personal development.

SESSION 3: Coaching and Mentoring

Accompaniment, coaching and mentoring have now become mainstream in companies and a key competency in leadership. This session covers the basic process models of supporting personal development through a supportive relationship and advice. Emphasis will be given to goal-setting, managing the learning process, sensitivity to the freedom and values of others, and avoiding psychological traps. Coaching practice will be provided in the unit.

Tutorial Session 1 (2 hours): mentoring on IDEAL with a CAREER PROFESSIONAL supported by a Metizo Mentor

SESSION 4: Balancing Lifestyle and Career Priorities

How personal development relates to lifestyle preferences and employability in practical terms is the subject of this session. A decision matrix tool is provided to set priorities and track changes in future priorities. Other tools include a wealth projection and time portfolio.

Tutorial Session 2 (2 hours): strengths / concerns, career/ lifestyle priorities and preparing the case study.

SESSION 5: Managing Personal Development in Companies

In the past, personal development was a “nice to have” element of management but today personal development is just as important as performance in creating economic value through management. This module introduces the predominant concepts and tools used in leading companies, especially personal development plans.

Module 2 Sessions

SESSION 6: Assessing Your Career Strategy

In this session we will explore the foundations of the Personal Enterprise Plan. This is like a business plan for an entrepreneur: it starts with an assessment of internal and external conditions for success. Students will use the SCORE assessment to draw conclusions for a feasible career search.

SESSION 7: Identifying Personal Competencies

It is well known that employers and clients are not interested in what you know; they are interested in what you can do for them. Competency has been developed recently in job ratings and even in strategic planning, but this session looks at competency from the personal point of view, by creating a grid of know-how in choosing among career options and choosing industries and geographical targets for working.

SESSION 8: Personal Marketing and Positioning

This marketing concept is extremely important in defining a career path in today's global job markets. Building on individual characteristics such as the Dream and personal competence, students use positioning strategies to build a clear and convincing expression of who they are and what they want. Directions for choosing to target specific markets are given. Finally, the concept of embedded markets is given in terms of social network theory.

Tutorial Session 3 (3 hours): Mentoring with a Career Professional on market research, defining personal competencies and positioning

SESSION 9: Anticipating and Managing Career Transitions

This session deals with the fact that a life plan, like a business plan, is not just a projection into a predictable future. It is rather a strategy where opportunities and risks are always present and new needs emerge. This session helps students create not only a Plan A but also a Plan B for career development. The session also presents models of personal transitions and career change, as well as weighting of risk. The strategies used in starting out again and defining new sources of meaning are discussed.

Tutorial Session 4 (2 hours): preparing the presentation of the personal enterprise plan (PEP) and understanding how to assess the quality of a PEP.

SESSION 10: Putting your Personal Enterprise Plan (PEP) to Work

This session includes the written Test and provides a chance for students to practice presentations of their "work in progress" with a demonstration of how to evaluate the quality of a PEP presentation, followed by feedback sessions from students using criteria for assessment.

Students should note that the lecture and tutorial programs outlined above are a guide to the material to be covered in this unit and not a definitive statement of when that material will be covered. Specific details relating to the timing will be discussed in lectures and tutorials, and posted on MUSO unit website.

4. Assessment

Assessment Summary

Assessment Task	Due Date	Value
720 coaching (coach receives grade for work with client)	29 Oct 2009	30%
Field Study on Corporate Personal Development (group grade)	25 Nov 2009	20%
In Class Test on readings and lectures (individual grade)	28 Nov 2009	20%
Personal Enterprise Plan (individual grade)	18 Dec 2009	30%
	Total	100%

Marks and Grades

Hurdle requirements

It is a requirement of this unit that you actively participate in the learning process and submit all assessment tasks. Your final mark will be the sum of the marks gained in all pieces of assessment.

Assessment moderation

Where a written work submitted for assessment is given a Fail grade by an examiner, that piece of work will be marked again by a second examiner who will independently evaluate the work, and consult with the first marker. No student will be awarded a Fail grade for an assessment task or unit without an independent examiner confirming the result.

To pass this unit a student must attain a pass grade of at least 50% or more in the Personal Enterprise Plan assessment task.

Note: Exceptions to this are pieces of work contributing no more than 10 per cent of the final mark, unless the total of such pieces exceeds 30 per cent of the final mark.

Final marks and grades

Faculty policy states that **'the final mark that a student receives for a unit will be determined by the Board of Examiners on the recommendation of the Chief Examiner taking into account all aspects of assessment'**.

Assessment Details

Further information on the assessment tasks will be given to students at the beginning of the program.

720 Coaching (30%)

For the first module, the main assignment is for the student to define their identity and aspirations as a basis for career strategy, then to validate the content with a 720 assessment where a classmate is the coach. For the student who takes on the role of coach, they are also assessed on the quality of work done with the classmate (the "client"). Each student will have the opportunity to be both client and coach.

Assessment:

The suggested word limit for this assessment is 2,000 words. Students will be graded according to the following criteria:

1. How well the student does the research (this includes making sure the students class partner participates actively),
2. How well the student formulates their coaching suggestions and action plans (students will not be sanctioned if their English is not perfect),
3. How well the student draws conclusions about the work the student has done.

Field Research: Personal Development in Companies (20%)

This is a group assignment graded according to the written report on field research of personal development tools used in companies and presentation in class.

Assessment:

The suggested word limit for this assessment is 2,000 words. Students will be graded according to the following criteria:

1. Quality of research,
2. Identification of best practice,
3. Analysis of issues and problems,
4. Clarity of presentation,
5. Ability to answer questions and manage class discussion.

Personal Enterprise Plan (30%)

In the second module, the main assignment is to create a strategy for the students own future, called the Personal Enterprise Plan (PEP). This strategy has a number of components including personal aspirations, lifestyle priorities, competencies, positioning and career path options.

Assessment: The suggested word limit for this assessment is 3,500 words.

Assessment of the written assignment is made using the following formula guidelines:

1. How well the student demonstrates self-awareness and the ability to describe authentic personal and career aspirations (10%)
2. How well the students plan shows clarity and consistency (10%)
3. The feasibility and realism of your plan, including research on talent markets (10%)
4. Strategic openness and flexibility (10%)

Practice presenting your Personal Enterprise Plan (PEP)

To give students practice in assessing the quality of a Personal Enterprise Plan, presentations to a panel of students will take place on the last session of Module 2. The panel will give feedback on each student's PEP according to the assessment criteria outlined above.

In Class Test (20%)

In the final course, a 90 minute written test will be given to students. It will be a closed-book multiple choice and essay test, without notes. The purpose will be to validate understanding of key concepts and current best practice in personal and career development according to the content of the course.

Assessment:

Grading will be determined by points for each question totalling 30% of the final grade. Contents are:

1. Class lectures & key slides
2. 2 book chapters from bibliography
3. 5 articles from Harvard Business Review

Technology requirements

Students will be able to use PowerPoint slides using a laptop computer. Students who wish to utilise other equipment must do so in consultation with their tutor.

Instructions to students

Students are required to retain a copy of their assignment(s) until results are finalised.

Faculty Style Guide

Work submitted for assessment must follow the Faculty Style as outlined in the Faculty Q Manual. Copies of this manual can be obtained at the bookshop or on line at: <http://www.buseco.monash.edu.au/publications/qmanual>

Submission instructions

Submission date and time

Assessment Task	Due Date	Value
Module 1: 720 coaching	29 Oct 2009	30%
Module 2: Field Study	25 Nov 2009	20%
Module 2: In Class Test on readings and lectures	28 Nov 2009	20%
Module 2: Personal Enterprise Plan	18 Dec 2009	30%

Applications for extension of time

All applications for an extension of the time allocated to an assessment task must be made in writing to the Unit Leader. Approval, if granted, will be in writing and will be recorded on the Faculty Assignment cover sheet accompanying the assessment task by the responsible lecturer/tutor.

Penalties for late lodgement

Assignments due on specific dates and are registered upon reception. It is advisable for students to hand in assignments three days before the due date in order to avoid registration errors or delays that sometimes happen in "last-minute hand-ins". Students will be **penalized 10% for every day** that their assignments are overdue unless prior approval has been granted by the responsible lecturer/tutor.

Submission mode

Assignments should be submitted electronically directed to the Metizo mentor, Li-Ai Lim at li.lim@buseco.monash.edu.au by the due date. Students are reminded to retain a copy of their assignments.

Assignment Cover Sheets

Work submitted for assessment **must** be accompanied by a completed copy of the Assignment cover sheet which has been signed by the student. **NO assignment will be accepted or marked if it is not accompanied by a signed Assignment cover sheet.**

In the case of a group assignment, each member of the group must complete, sign and attach to the assignment a separate copy of the Assignment cover sheet.

Assignments which are lodged electronically must be sent from Your.Name@student.monash.edu.au Email address and must include an electronic copy of the Assignment cover sheet. Electronic lodgement from any other email addresses will not be accepted.

Return of Marked Assignments

Students must attach an appropriately sized stamped self-addressed envelope to their assignment. Assignments will be returned in the envelope provided as soon as they have been marked and the final mark recorded. Off campus student assignments will be returned via post or progressively by email to your student account.

Return of Final Marks for the Unit

The final mark for this unit will be released by the Board of Examiners on the date nominated in the Faculty Calendar. Student results will be accessible through the

Special Consideration

Within the semester assessment

A student whose work during a teaching period, and attendance, performance in a semester test, class presentation or assignment has been affected by illness or other serious cause may apply for special consideration.

For more information on eligibility and how to apply, please refer to the following webpage:

<http://www.buseco.monash.edu.au/student/exams/speconsemester.php>

Special consideration for examinations

A student whose work during a teaching period or whose performance in an examination or other assessment has been affected by illness or other serious cause may apply for special consideration.

For more information on eligibility and how to apply, please refer to the following link:

<http://www.buseco.monash.edu.au/student/exams/specon.php>

Plagiarism and Cheating

The submission of essays, assignments and homework is an essential part of the learning process and a vital way of assessing students' understanding of a unit. The submitted work must therefore be a student's own work. This does not mean that students may not make use of the work of others. However, in quoting or paraphrasing material from other sources, those sources must be acknowledged in full.

For more information on plagiarism and cheating please refer to the following links:

http://www.monash.edu.au/teaching/academic-integrity/student/res_student2.html

<http://www.buseco.monash.edu.au/secretariat/discipline/>

Student Support Services

A wide range of student support services are available within Monash. Please consult the university website for details at: <http://www.monash.edu.au/students/>

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Assignment and Examination Assessment Criteria

High Distinction 80 - 100%

The student demonstrates the competencies in distinction standard, and in addition:

- uses creative examples, possible extensions and applications of theory
- demonstrates originality
- makes defensible generalisations
- draws conclusions which lend themselves to further research
- writes to a publishable standard and
- is aware of limitations

Distinction 70 - 79%

The student demonstrates the competencies in credit standard, and in addition:

- provides evidence of analysis and critical thinking
- demonstrates an ability to evaluate
- develops a progressive, convincing and clear argument throughout the work
- demonstrates selectivity and uses judgement in determining the importance of readings and ideas
- shows evidence of wide reading and synthesis of ideas
- utilises additional material to supplement information provided and
- produces writing which is of a high literacy standard; (structure, style, and referencing)

Credit 60 - 69%

The student demonstrates the competencies in pass standard, and in addition:

- demonstrates the understanding of concepts theories and issues
- is able to identify strengths and weaknesses in theories/ readings and use these as a basis for evaluation
- is able to apply information to practices/ situations
- develops a clear argument with rationale for assumptions
- integrates writing and demonstrates links between components
- will rarely, if ever show evidence of original work
- will tend to bring material to closure (tidy it up and make it fit a neat conclusion)
- provides a structured sourced and referenced work
- expresses him/her self concisely and clearly and exhibits relatively error free writing
- may rely heavily on the text and assigned readings, and
- may sometimes lapse into description rather than providing analysis and evaluation

Pass 50- 59%

The student

- essentially demonstrates an understanding of concepts theories and issues but will tend to restate rather than evaluate
- does not transform data in terms of structure, synthesis or application
- relies extensively on text, or text and limited readings
- may demonstrate coverage which is sparse in places
- provides little or no evidence of critical analysis
- provides little or no evidence of research
- tends to use one limited approach
- possibly a narrow focus; and provides an acceptably sourced and referenced work but improvement may be necessary in structure and grammar

Fail 0 - 49%

- The student may demonstrate some or all of the following
- failure to answer the question
- misinterpretation of the question
- failure to demonstrate understanding of the theory and concepts required

- failure to identify the problems or issues
- failure to provide evidence of reading the minimum requirements
- does not write to acceptable academic standards (structure and grammar require extensive improvement, sourcing and referencing may not be present or are very confused)
- is not typed
- is not handed in on time

Honours Programs

The following grading structure applies for Honours Coursework Degrees:

High Distinction (HD)	80+	H1	80+
Distinction (D)	70-79	H2A	70-79
Credit (C)	60-69	H2B	60-69
Pass (P)	50-59	H111	50-59
Fail (N)	Less than 50	Fail	Below 50
Near Pass	45-49	Candidate awarded Pass degree	Candidate awarded Pass degree

Assistance for students experiencing difficulties completing assessment tasks

Learning Support

The Centre for the Advancement of Learning and Teaching (CALT), now incorporating Language and Learning, provides free programs to students wishing to improve the quality of their academic English and approaches to study. Teaching is available for undergraduate and postgraduate students, both native and non-native speakers of English. Assistance is offered in such areas as written and oral expression, reading, giving oral presentations, listening to lectures and taking notes. A number of programs are designed specifically for students whose first language is not English. Face to face teaching and support is available at each Monash campus. Online information and resources are available at www.calt.monash.edu.au.

Library

Students are encouraged to ask at the library information desk for expert advice on their information and research needs.

The library also offers workshops/classes to assist students develop their research skills to successfully find quality information for assignments. Book online at <http://www.lib.monash.edu.au/classes/>

Community Services

Community Services is a branch of the Student and Staff Services Division offering services to students and staff in the areas of chaplaincy, counselling, family and child care advice, financial aid, housing advice and health and medical assistance.

The Community Services Branch contributes to the university's goals by providing support and advice to students and staff on emotional, psychological, health, financial, accommodation, religious/spiritual, educational, child care and physical problems in order to enhance their academic performance and the university community life.

About the Graduate School of Business

The Graduate School of Business was Created to serve as a focus for all the Monash graduate programs in business, the Monash Graduate School of Business (Monash GSB) is a totally different kind of business school – combining excellence and innovation with diversity. Its programs include higher degrees by research – PhD and DBA; cross-faculty programs, such as the MBA and Master of International Business; specialist masters degrees in management, marketing, accounting, banking, finance, business law and taxation to name but a few.

Personal & Professional Development Programs

Recognising the importance of personal and professional development, as well the academic content of our programs, the Monash GSB has introduced this optional unit, available to all graduate students. The unit is a formal system in which support, advice and counsel are provided to enable growth in knowing yourself, your career goals, assistance with career planning and strategies for career management.

This Personal Development unit will assist you to:

- * develop strategies for your career progression
- * optimise your career and life potential
- * learn more about yourself and what you want from your life and your career.

International Study Programs

The School through its Departments offers study program opportunities in South Africa and Malaysia.

Scholarships

The Department offers scholarships for both undergraduate and postgraduate students. Eligibility and selection criteria vary depending on the scholarship or award you wish to apply for.

For information on coursework scholarships, contact:

The Coursework Scholarships Office

Ph: 9902 6011

Email: scholarships@adm.monash.edu.au

<http://www.adm.monash.edu.au/scholarships/>

For information on postgraduate research scholarships, contact:

Research Graduate School

Ph: 9905 3009

Email: mrgs@adm.monash.edu.au

<http://www.mrgs.monash.edu.au/>

Study Abroad

Why not consider studying overseas? Monash International has many exchange agreements with universities all over the world. As a Monash student you are eligible to study for up to one year overseas. Programs are available in Asia, Europe, the Middle East, North America and the United Kingdom. If you would like to find out more contact:

Monash Abroad

Ph: 9905 1551

Email: monash.abroad@adm.monash.edu.au

<http://www.monash.edu.au/international/studyabroad>