

 RCSI 	Program:	MSc in Healthcare Management 2018 - 2019
	Semester:	(September – December)
	Module:	Managing Organisations & People
	Internal examiner:	Dr. Michael Shannon Ms. Georgina Corscadden

This assignment must be entirely your own work and should not have been submitted for assessment for any other programme at this or any other University

Word limit:	4000 (+/- 10%)
Time/date of submission:	
Marks:	100%

Learning Outcomes:

On successful completion of this module students will be able to:

1. Critically analyse the behaviour of individuals and teams in organisations in terms of the key factors that influence organisational behaviour.
2. Critically evaluate the potential effects on organisational behaviour of organisational-level factors such as structure, culture and change.
3. Demonstrate the ability to analyse management issues in the context of management theories, models and concepts.
4. Critically evaluate the effects of important developments in the organisational environment on managing organisations.
5. Demonstrate the ability to apply their learning of management and organizational behaviour to their own area of practice.

Assignment:

Section A: 50%

[Section A assesses learning outcomes 1, 2, 3 & 4]

Drawing on relevant literature and applying a model of team effectiveness, critically discuss how healthcare organisations can enhance team effectiveness.

Section B: 50%

[Section B assesses learning outcomes 2,4 & 5]

Assess the culture of the department/service unit in which you work, using the Competing Values Framework. Considering your cultural assessment and the relevant literature, critically analyse the impact of this culture on your department's/service unit's openness to change.

This is an **INDIVIDUAL** assignment.

Submission guidance:

Please submit a SINGLE document in PDF format meeting the requirements for assignment submission on Moodle

Additional Guidance:

It is recommended that you refer to the following resources to assist you in the design, development, writing, formatting & submitting of your assignment:

Student Handbook, Referencing Guide, The “Information & Library Seeking Skills” online course

Please note:

During your in-class session and thereafter via your VLE course site we will be providing additional insight & guidance to support your assignment.

Figure 1.11.2: RCSI Institute of Leadership Marking Grid

FAILURE FOR PLAGIARISM OR NON SUBMISSION, WITH A MAXIMUM OF 50% FOR THE RESUBMISSION						
Grade class band	Knowledge	Comprehension & Application to Practice	Analysis	Synthesis	Evaluation	Literary style
> 70	Exceptionally good use of knowledge from a wide range of relevant disciplines pertinent to the area of study. Use of recent (<5 years) and appropriate research. Mostly primary sources, wide range of reading.	Excellent and concise use of explanation and summarization. Critical application to practice. Answered the question fully and completely.	Exceptionally well developed ability to deconstruct, construct and deliver arguments. Logical presentation of argument; clear structure. Demonstrates clarity of thought.	Excellent level of independent imagination, creative thinking. Makes creative and strong links between areas of work. Frequently generates new ways of looking at things.	Identifies and evaluates major and minor issues and demonstrates an excellent level of critical thinking	Very well written; evidence of distinct personal style. No spelling or grammar errors; all words used correctly. Paragraphs longer than one sentence; no longer than one page. Headings if used are of the same format and appropriate level. Unnecessary abbreviations not used; necessary ones explained. Numbers are written or spelt as appropriate. Capital and small letters used appropriately. Quotations are appropriately set out and referenced. No unnecessary parentheses.
65-69	Demonstrates very good use of knowledge from a wide area. Mostly with primary sources some secondary.	Very good use of explanation and summarization. Critical application to practice. Answered the question fully and completely.	Very well developed ability to deconstruct, construct and deliver arguments. Logical presentation of argument; clear structure. Demonstrated clarity of thought.	Very good levels of independent imaginative creative thinking. Makes several strong links between areas of work. Frequently generates new ideas of looking at things.	Very good levels of critical thinking. Identifies and evaluates major and minor issues. Balances arguments.	Punctuation appropriate. Verbs active where appropriate and subjects are in agreement. Pronouns have clear referents. Parallel construction. Tone is not polemic. Sexist language and awkward constructions avoided. References in Departmental approved format.
60-64	Evidence of highly relevant knowledge and principles. Use of research which is relevant and up to date.	Very good use of explanation and summarization. Somewhat critical application to practice. Answered the question fully and completely.	Well developed ability to deconstruct, construct and deliver arguments. Logical presentation of argument; clear structure. Demonstrated clarity of thought.	Very good levels of independent imaginative creative thinking. Makes several relevant links between areas of work. Often generates new ways of looking at things.	Identifies major and minor issues. Evaluates strengths and weaknesses of material. Balanced arguments.	Competent use of English. Fluent writing. Accurate spelling and grammar. Distinct personal flair.
50-59	Evidence of relevant knowledge and principles. Use of research which is relevant and up to date.	Fairly good use of explanation and summarization. Limited application to practice. Partially answered the question.	Evidence of an ability to deconstruct, construct and deliver arguments. Generally logical presentation of argument and clarity of thought.	Clear evidence of independent, imaginative, creative thinking. Some links between areas of work. Occasionally generates new ways of looking at things.	Identifies major and minor issues. Identifies major strengths and weaknesses. Balances arguments. Minimal evidence of critical thinking.	Competent use of English. Reasonably accurate spelling and grammar. Pedestrian. Lacks personal flair.
40-49 FAIL	Mainly descriptive use of knowledge. Little research used; mostly secondary sources. Inadequate reference list.	Adequate use of explanation and summarization. Weak application to practice. Some aspects of the question answered	Some structure but not entirely clear; argument sometimes but not always logical. Thinking occasionally confused	Some evidence of independent, imaginative, creative thinking. Makes few links between areas of work. Scant evidence of new ways of looking at things.	Identifies either major strengths or weaknesses. Weak critical appraisal; polemic. Identifies major issues.	Some spelling and grammar errors. References in inaccurate format.
<40 – FAIL	Use of inadequate or outdated knowledge. Evidence of research inadequate. Unsatisfactory reference list.	Poor explanation and summarization. Application to practice is rarely made. Has only attempted to answer question.	Weak structure, little logical argument. Thinking sometimes confused.	Minimal evidence of independent thinking. Links between different areas of work are missing or inaccurate. Rarely generates new ways of looking at things.	Does not evaluate/ appraise. Descriptive. Identifies few issues.	Difficult to understand. Poor use of English. Numerous spelling and grammar errors