

**Brunel Business School**

***Bachelor of Science***

#### TITLE Managing Change and Creativity in Organization MODULE CODE\_\_MG2129

**Assessment (100 % of final mark): Individual Report (2,500 words)**

Focusing on Google, your report should address the following areas:

* Are the concepts of creativity and innovation relevant to Google? Use examples to illustrate your points.
* What is the organizational structure of Google? What about the effects on creativity, specifically?
* How do you think the organizational culture of Google fosters creativity/innovation in the workplace? Have you identified any particular organizational values that help achieve this?
* There is a popular belief that “Change is the only constant”. Has Google undergone change? Has the change been initiated by internal or external triggers? Please provide examples to illustrate your point.
* What is the biggest challenge that Google is facing? What should they do in order to maintain a competitive edge?

Sections of the report should demonstrate knowledge of relevant theoretical frameworks. You should be able to display your understanding of appropriate models and theories on creativity, innovation and change. Your report should draw upon a wide range of sources from textbooks (in addition to those in the recommended reading list) and relevant websites to academic journal articles and business magazines (such as Business Week, Wall Street Journal, Financial Times and Management Today). The data on Google must be collected from secondary data sources **ONLY**. You are not permitted to include any primary data.

**Some useful guidelines:**

* Specify your sources clearly in the report. Refer to the Students’ Handbook for information about proper referencing. Any tables in appendices should be properly referenced in the main body of the assignment.
* We recommend that you start your report with a 150 word Executive Summary that succinctly describes what you have found and what you recommend, and that you then segment the report by using meaningful headings and sub-headings in relation to the aforementioned areas.
* Be as specific and clear as possible in providing evidence of creativity/ innovation in the organization under study. Use concrete examples, well-chosen quotes, data, and so on, as appropriate.
* Your report should include both description and analysis/interpretation, with emphasis on the latter. The linkage to course concepts should be explicit. Although you do not need to explain or describe the course concepts in great depth, you should describe them briefly and provide references/citations to their sources. Explicitly mention (and reference) course materials that are directly relevant to your analysis. The best way for you to demonstrate your mastery of course concepts is to apply them appropriately in your analysis, explaining their relevance.

**Criteria for assessing the Individual Report include:**

Your report will be marked on both description and analysis:

* Concise executive summary referring to the key points of the report
* Thorough analysis of the role of creativity/innovation in companies like Google. Good demonstration of the fact that adapting to the ever-changing external environment is necessary for the success of the organization. Evidence of appropriate application of the conceptual frameworks, academic studies, tools, and specific lessons learnt in this course to Google. http://www.51lunwen.org/zuzhixingweixue/
* Logical report structure.
* Writing quality (clarity, conciseness, and organization of the writing).

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| Criteria |
| ***Executive Summary***  **(10%)** | **A.**  Excellent, clear and concise summary of all sections for the busy executive who may not have time to read the whole report | **B.**  Very good, fairly clear and concise summary of all sections for the busy executive who may not have time to read the whole report | **C.**  Some summary points are provided for the busy executive who may not have time to read the whole report, but lacks the breadth and depth for the higher grade. | **D.**  Weak summary, not clear and not concise, provided for the busy executive who may not have time to read the whole report | **E/F.**  Very weak summary of the report’s key points. The summary is either missing or it is not eligible for compensation. |
| ***Content***  **correctness and completeness of material; use of relevant examples and academic studies, theoretical models or frameworks**  **(70%)** | Evidence of comprehensive research into the subject matter. The material chosen for the report is correct, relevant and complete and there are indications of originality in what is included. The examples and theories chosen are relevant to the assessment task. | Evidence of very good research into the subject matter. The material chosen for the report is correct, relevant and complete but there is a little originality in what is included. The examples and theories chosen are relevant to the assessment task. | Evidence of good research into the subject matter. The material chosen for the report is correct and complete on the whole. The examples and theories chosen are, for the most part, relevant to the assessment task. | **D.**  Evidence of satisfactory research into the subject matter. The material chosen for the report is correct and complete for the most part. The examples and theories chosen are, for the most part, reasonably relevant to the assessment task. | **E/F.**  There is no evidence of satisfactory research into the subject matter. The material chosen for report is incorrect and/or incomplete. The examples and theories chosen are likely not to be reasonably relevant to the assessment task. |
| ***Structure***  **overall structure; sequencing; references**  **(10%)** | The coursework is presented in a professional report format; there is very clear and logical sequencing. The references, both within and at the end of the text, are accurately cited and presented. | Very good demonstration of the aforementioned criteria, but lacks the clarity in structure and presentation required for an ‘A’ grade. The references, both within and at the end of the text, are accurately cited and presented. | The coursework is presented in a satisfactory report format, meeting most of the aforementioned criteria; there may be a few limitations in the logical flow between the sections, making parts of argument less easy to follow. The references, both within and at the end of the text, are accurately cited and presented | The structure of the text is adequately highlighted by use of appropriate sections and paragraphs; there is reasonably clear and logical sequencing. The references, both within and at the end of the text, are adequately cited and presented. | **E/F.**  Many, or all, of the following apply: the introduction may be missing or, if present, lacks an adequate overview and motivation for what follows; the structure of the text is inadequate; the ordering lacks a clear and logical sequence; the references both within and/or at the end of the text are missing or inadequately cited and presented. |
| ***Writing quality and style***  **grammar and punctuation; spelling; incorrect words; length**  **(10%)** | The writing quality and style is excellent. The grammar/punctuation is error-free. There are no spelling mistakes or incorrectly-used words. There are no long, confused or unwieldy sentences which detract from legibility. Material taken from other sources is accurately paraphrased; the text/style/content is that of the writer. | The writing quality and style is very good. The grammar/punctuation is near error-free. There are very few, if any, spelling mistakes or incorrectly-used words. There are very few, if any, long, confused or unwieldy sentences which detract from legibility. Material taken from other sources is very well paraphrased; the overall text/style/ content is for the most part that of the writer. . | The writing quality and style is good. The grammar and punctuation is reasonable. There are a few spelling mistakes, incorrectly-used words, and/or long, confused or unwieldy sentences which detract from legibility. Material taken from other sources is well paraphrased; the overall text/style/ content is generally that of the writer | The writing quality and style is adequate. The grammar and punctuation is adequate. There are a number of spelling mistakes, incorrectly-used words, and/or long, confused or unwieldy sentences which detract from legibility. Material taken from other sources is only adequately paraphrased; some of the overall text/style/content is that of the writer but with some of the style of the original source(s) evident. | **E/F.**  Many, or all, of the following apply: poor writing quality and style; the grammar and punctuation is poor; there are many spelling mistakes, incorrectly used words, and/or long, confused or unwieldy sentences which detract from legibility; material taken from other sources is inadequately paraphrased; the references are either non-existent or inadequately cited and presented. |
| **Overall** | **A.**  Evidence of a consistently authoritative grasp of concepts, and content appropriate to writing a report, with evidence of depth and confidence in the understanding of issues underpinning the assessment task. | **B.**  A confident level of understanding based on an assured grasp of relevant concepts, and content appropriate to the presentation of a business/management issue. Significant skill in interpreting complex material articulated with a high level of competence. | **C.**  A coherent response to the requirements of the assessment task. Evidence of accurate restatement and organisation of relevant concepts, and material appropriate to writing a report. | **D.**  Awareness of the requirements of the assessment task. Evidence of reading and organisation of relevant source material and of an attempt to draw relevant conclusions. Evidence of attainment of all learning outcomes described for the task. | **E/F.**  The work presented does not show achievement of some (or all) of the learning outcomes described for the task. |