Unit Outline*

MGMT8507

Management and Organisations

Semester 1, 2011
Crawley

Associate Professor Alan Simon

Business School
www.business.uwa.edu.au

* This Unit Outline should be read in conjunction with the Business School Unit Outline Supplement available on the Current Students web site http://www.business.uwa.edu.au/students
UNIT DESCRIPTION

Introduction

Welcome to the Master of Commerce (Management) Introductory Management unit - Management and Organisations. Your unit co-ordinator and lecturer/facilitator this semester is Associate Professor Alan Simon.

Unit content

Management and Organisations commences by defining organisations and what managers do in them and then provides an overview of the history of the development of management thought. What follows is a discussion of the environmental (political, social, economic, international and legal) and ethical context of organisations, organisational culture and managing diverse cultures. The management functions, namely, planning and decision making, leading, organising and controlling are then introduced. This is followed by a discussion of managerial communication and motivation skills and changing management roles. Thereafter the focus is on substantive topics such as Human Resource Management (HRM) and the employment relationship, change and innovation, entrepreneurship and managing quality, information and knowledge. In summary:

- Definition of management and organisations;
- Evolution of management thought;
- The environmental context of management;
- Ethics and social responsibility;
- The four management functions;
- Managerial roles and skills;
- Introduction to substantive topics in management, namely, HRM, change and innovation, entrepreneurship and managing quality, knowledge and information.

The Goals of the unit

- The first goal is to deliver a relevant and accessible learning experience that extends all students, simultaneously recognising that students have different capabilities.

- Secondly, Management and Organisations aims to provide students with an introduction to the theories of management and organisations that underpin contemporary management practices. In doing this, management theory is constantly linked to management practice and the practice is constantly linked to the theory.

- Thirdly, emphasis is also placed upon the student developing skills in written communication and referencing of academic work. These skills are considered to be essential to further studies in management.

- The last goal is to equip students with the skills to become independent learning individuals with enquiring minds and to be critically evaluative.
Learning outcomes

On completion of this subject, you should be able to:

1. Contrast and compare theories of management and organisations, demonstrating an understanding of their historical development.
2. Identify the key factors in the organisation’s external and internal environment that impact on how managers and organisations work.
3. Demonstrate an awareness of ethics, social responsibility and sustainability when managing people and organisations.
4. Detail the major management functions, skills, including communication and motivation skills, and roles in relation to the management of people in organisations.
5. Describe how managers attract human resources to organisations, and the nature of the employment relationship in organisations.
6. Describe the process by which change is introduced into organisations and how innovation can be stimulated.
7. Understand how to foster entrepreneurship in organisations.
8. Manage quality, knowledge and information in firms.
9. Locate, utilise and reference a range of information sources proficiently.

The learning outcomes and subject outcomes include inter alia The Association to Advance the Collegiate Schools of Business’ (AACSB) required learning experiences.

The AACSB’s required learning experiences in general knowledge and skill areas are:

- Ethical understanding and reasoning abilities;
- Analytical skills;
- Use of information technology;
- Multicultural and diversity understanding;
- Communication abilities;
- Reflective thinking.

Educational Principles and Graduate Attributes

UWA Education principles:

- To master the subject matter, concepts and techniques of their chosen discipline(s) at internationally-recognised levels and standards;
- To acquire the skills required to learn, and to continue through life to learn, from a variety of sources and experiences;
- To adapt acquired knowledge to new situations;
- To communicate in English clearly, concisely and logically;
- To acquire the skills needed to embrace rapidly-changing technologies in a global environment;
- To think and reason logically and creatively;
- To undertake problem identification, analysis and solution;
- To question accepted wisdom and be open to new ideas and possibilities;
- To acquire mature judgement and responsibility in ethical, moral, social, and practical, as well as academic matters;
- To work independently and in a team;
- To acquire cross-cultural and other competencies to take a citizenship and leadership role in the local, national and international community.
TEACHING AND LEARNING RESPONSIBILITIES

Teaching and learning strategies

One three hour lecture/seminar/presentation per week. The main aim is to equip students with the skills to become independent learning individuals with enquiring minds and to be critically evaluative. In the second instance, students are shown how to think critically about the iterative application of academic management theory and concepts to real-life management practice and vice versa.

Teaching and learning evaluation

You may be asked to complete two evaluations during this unit. These are the Student Perception of Teaching (SPOT) and the Students’ Unit Reflective Feedback (SURF) evaluations. The SPOT is optional and is an evaluation of the lecturer and the unit. The SURF is completed online and is a university wide survey and deals only with the unit. You will receive an email from the SURF office inviting you to complete the SURF when it is activated. We encourage you to complete the forms as your feedback is extremely important and can be used to make changes to the unit or lecturing style when appropriate.

Attendance

Participation in class, whether it be listening to a lecture, presenting as an individual or as a group or syndicate work, is an important part of the learning process. It is therefore important that you attend classes.

Participation in class, whether it be listening to a lecture or getting involved in other activities, is an important part of the learning process, therefore it is important that you attend classes. Videos are shown every lecture and these are examinable in the final examination.

More formally, the University regulations state that ‘to complete a course or unit students shall attend prescribed classes, lectures, seminars and tutorials’. Where a student, due to exceptional circumstances, is unable to attend a scheduled class, they are required to obtain prior approval of the unit coordinator to be absent from that class. Any student absent from class without having had such absence approved by the unit coordinator may be referred to the faculty for advice and may be required to withdraw from the unit.
CONTACT DETAILS

We strongly advise students to regularly access their student email accounts. Important information regarding the unit is often communicated by email and will not be automatically forwarded to private email addresses.

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<thead>
<tr>
<th>Unit coordinator/lecturer</th>
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<tbody>
<tr>
<td><strong>Name:</strong></td>
<td>Dr. Alan Simon (Room BUSN: G63)</td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:alan.simon@uwa.edu.au">alan.simon@uwa.edu.au</a></td>
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<td><strong>Phone:</strong></td>
<td>6488 2781</td>
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</table>
| **Consultation hours:** | Mondays 10.00am – 12.00pm  
Wednesdays 2.00pm – 4.00pm |
| **Lecture times:** | Wednesdays, 5.00pm – 8.00pm |
| **Lecture venue:** | BUSN: 164 Professor Philip Brown Tutorial Room |

TEXTBOOK(S) & RESOURCES

Unit Website

http://webct.uwa.edu.au

Required text


Recommended text


Additional resources & reading material

Additional recommended readings (see major topics and readings) are contained in the hard copy and online Course Reader and/or are placed on Reserve.

Please note: Harvard Business Review (HBR) articles are not included in the course reader and are only available on Course Materials Online (CMO).
UNIT STRUCTURE*

Overview

Students attend one 3 hour lecture/seminar/presentation per week at the following time and location: WEDNESDAY 5.00pm - 8.00pm (BUSN: 164)

UNIT SCHEDULE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>LECTURE &amp; SYNDICATE TOPICS</th>
<th>VIDEOS</th>
<th>Text Chapters</th>
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<tbody>
<tr>
<td>1</td>
<td>2 March</td>
<td>Introduction; Organisations and managers including the management role in the organisation</td>
<td>V1: Boost Juice</td>
<td>1</td>
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<td></td>
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<td>Syndicate icebreaker bingo exercise</td>
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<td>2</td>
<td>9 March</td>
<td>Evolution of management theory – From the pyramids to Contingency theory, OL, MIS and Knowledge Management</td>
<td>V2: Evolution of Management</td>
<td>4</td>
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<td>3</td>
<td>16 March</td>
<td>The impact of the external and internal environments on the organisation</td>
<td>V1: Dinte Brothers,</td>
<td>Chs 2 &amp; 5</td>
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<td></td>
<td></td>
<td>Syndicates – Where are you located in Hofstede’s schema?</td>
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<td>4</td>
<td>23 March</td>
<td>Social responsibility &amp; ethics Sydicates – Ethical dilemmas Mini Group Presentation 1</td>
<td>VEA - An Introduction to Business Ethics</td>
<td>6</td>
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<td>5</td>
<td>30 March</td>
<td>Planning and Decision-Making; Introduction to Strategy, the strategic planning process &amp; strategic capabilities Syndicates – Brain Teasers and Horse Business experiment MG Presentation 2</td>
<td>V1: Stuck on You Stickers V6: CSR Demerger &amp; Toyota Market Share strategy (Wiley TV - Strategy)</td>
<td>3 (pp. 69-84)</td>
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<td></td>
<td>5 April</td>
<td>Organising and Controlling Syndicates – Right to privacy at work discussion MG Presentation 3</td>
<td>V3: Organising - Raddison Hotel, Manly Beach V1: Hudson’s Coffee</td>
<td>7 &amp; 9</td>
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<td>6</td>
<td>6 April</td>
<td>Leadership Syndicates – Encouraging and discouraging leaders MG Presentation 4</td>
<td>V2: Richard Branson - Virgin Blue Airlines</td>
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<td>7</td>
<td>13 April</td>
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<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Video Sources</td>
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<td>8</td>
<td>20 Apr</td>
<td>Managerial communication &amp; managing conflict in the organisation</td>
<td>V4: Office Romance</td>
<td>17</td>
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<td>Syndicates – 1 and 2-way communication sketches</td>
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<td>MG Presentation 5</td>
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<td><strong>MID SEMESTER BREAK 25 - 29 April – NO LECTURE 27 APRIL</strong></td>
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<td>9</td>
<td>4 May</td>
<td>Managerial motivational skills and;</td>
<td>V1: Flight Centre &amp; Motivation at Google (Wiley TV – HRM)</td>
<td>12 &amp; 14</td>
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<td>Introduction to human resource management (HRM) and the employment</td>
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<td>Syndicates – Layoff exercise</td>
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<td>MG Presentation 6</td>
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<td><strong>Change &amp; Innovation SPOT Evaluation.</strong></td>
<td>V1: Readings Bookstore &amp; V5: Blundstone moves offshore</td>
<td>18</td>
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<td>Syndicates – GFC Case pp. 518 - 520</td>
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<td>MG Presentation 7</td>
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<td>10</td>
<td>11 May</td>
<td>Entrepreneurship</td>
<td>V5: Wotif.com</td>
<td>10</td>
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<td>Syndicates – Marketing of an anti-wrinkle cream in Perth</td>
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<td>11</td>
<td>18 May</td>
<td>Managing Quality, Information and Operations</td>
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<td>19</td>
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<td>Group Presentations</td>
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<td>12</td>
<td>25 May</td>
<td>Group Presentations</td>
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<td>13</td>
<td>1 June</td>
<td>Group Presentations</td>
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**List of Video Sources (at the Library) **

V1  *Wiley Introductory Management Video Cases* (CD-ROM) or  
*Bread* (DVD) – Some on Reserve and some which work only on personal equipment on main shelves on 3-day loan - 658 2005WIL

V2  Video Suite to accompany *Bartol et al Management: A Pacific Rim Focus 4e* (CD-ROM)

V3  *Videotape to accompany Management 3E* – 658 2003MAN

V4  *Manager’s Hot Seat* (DVD) – 658.4 2004


V7  *Video Education Australia (VEA): An Introduction to Business Ethics* - 174.4 2007 INT
MAJOR TOPICS AND READINGS

1. Introduction: Organisations and managers including the management role in the organisation


Further reading


2. Evolution of management thought – From the Egyptians to Knowledge Management


Further Reading


3. The external and internal environments of the organisation


Further Reading

G. Hofstede excerpt from Wikipedia

4. Ethics & Social responsibility


Further Reading

5. Planning and Decision-Making; Introduction to Strategy

Schermerhorn et al (2011), Chs. 3 (pp. 69-84), 7 & 9.

Further Reading


6. Organising and Controlling

Davidson et al (2009) Chs. 9 & 10

Further Reading


7. Leading

Davidson et al (2009) Ch. 11.

Further Reading


8. Managerial communication skills & managing conflict in the organisation

Schermerhorn et al (2011), Ch. 17.
Davidson et al (2009) Ch. 14

Further reading

9. Managerial motivational skills and Introduction to Human Resource Management (HRM) and the employment relationship

Motivation
Davidson et al (2009) Ch. 12 (pp. 407-427)

Further Reading

HRM
Davidson et al (2009) Ch. 15 and Ch. 3 (pp. 76-105).

10. Change & Innovation


Further reading

11. Entrepreneurship


12. Managing Quality, Information & Knowledge

Schermerhorn et al (2011) Ch. 19

Some Relevant Journals

Academy of Management Journal
Academy of Management Review
Australian Journal of Management
British Journal of Management
Business Strategy and the Environment
California Management Review
Harvard Business Review
International Journal of Service Industry Management
Journal of Organizational Change Management
Management Decision
Strategic Management Journal
ASSESSMENT MECHANISM

The purpose of assessment

There are a number of reasons for having assessable tasks as part of an academic program. The assessable tasks are designed to encourage you to explore and understand the subject more fully. The fact that we grade your work provides you with an indication of how much you have achieved. Providing feedback on your work also serves as part of the learning process.

The relationship of the assessment components to the broad learning outcomes (pp. 4)

All of the assessment tasks relate in some way or another to the learning objectives and educational principles

Assessment mechanism summary

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight</th>
<th>Due date</th>
<th>Remarks</th>
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<tbody>
<tr>
<td>Assignment 1 Mini Group oral &amp; written presentations</td>
<td>7.5%</td>
<td>Ongoing for 9 weeks from Weeks 4 – Week 10</td>
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<tr>
<td>Assignment 2 Essay</td>
<td>15%</td>
<td>30 March 2011, 5pm</td>
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<tr>
<td>Assignment 3 Group case study project</td>
<td>(27.5%)</td>
<td>25 May &amp; 1 June 2011 (Oral)</td>
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<td></td>
<td>7.5%</td>
<td>3 June 2011 (Written)</td>
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<td></td>
<td>20%</td>
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<tr>
<td>Final exam</td>
<td>50%</td>
<td>TBA</td>
<td>June (Actual date TBA)</td>
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Note 1: Results may be subject to scaling and standardisation under faculty policy and are not necessarily the sum of the component parts.

Note 2: Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning outcomes as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the unit.

Assessment details

Assignment 1 – Mini Group Presentations (7.5%)

About 40 minutes including questions

Every week, starting from week 3, a mini group (MG) of students, (contingent upon numbers) will present for 20 - 30 minutes (plus a further 10 minutes for questions) what the group deems to be up to 5 - 10 significant and/or new developments in the topic area under study. See pp. 13 – 15 for major topic areas and pp. 8 – 9 for program. Provide a maximum 3 - 4 page mini (but referenced) paper as well as a handout of your slideshow.
Assignment 2 - Individual Written Exercise - Essay (15%)

Maximum 2400 words. Submit by 5.00pm, 30 March 2011.

Read the case study on Pacific Brands in the text (pp. 55-56). Apply strategies for managing internationally, strategies for managing change and strategies for quality management to this case. Provide an action programme Pacific Brands could develop to counter the hammering it took from the press, workers, some celebrities and the Australian public. Provide reasons for your choice of actions the organisation could take.

References
In addition to your textbook Schermerhorn et al (2011), Chs 5, 18 and 19 (pp. 532-540); Davidson et al (2009), Chs 6, 16 and 21; Robbins et al 3e (2009), p. 24, pp. 53-54 & Chs 4 & 11; Bartol et al 3e (2011) pp. 18-20 and Chs 6 & 13; Hitt et al (2007) pp. 133-136 and Chs 2 & 17; and Samson and Daft 3e (2009), pp. 74-75 and Chs 4, 11 and 19; you must also use at least another three (3) non-textbook references (i.e. peer refereed academic journal articles) for this second year essay. Take care when you use additional Internet references (i.e. those sources directly from the internet with http://www…. addresses) as some may have questionable academic value. Other practitioner magazines or business publications (i.e. BRW, The Financial Review, Fortune, etc) may be used for information on damage control only (i.e. they may not be used to support your discussion of managing internationally, managing change and quality).

Assignment 3 - Group Case Study Exercise (20% written component, 7.5% oral presentation component)

To be done in groups of up to 5 students. – Maximum 2900 words for the written component. Submit the written project on Friday 3 June (latest) by noon.

Each group must select a major international company like Google, Apple, Microsoft, MacDonalds or a well led Australian company like BHP, Leighton Holdings, Wesfarmers or Westpac.

Apply relevant concepts from either the P(L – omit)OC functions or Mintzberg's roles or communication or motivation or entrepreneurial or innovation skills (we'll negotiate which groups choose which of these) obtained from your lecture material, your text/s and other literature to the case.

Then read Richard Branson’s article “Inspired people are the key to success” published in the West Australian (Tuesday, 4 March, 2010, p. 49) and reproduced at the end of this outline. Do Steve Jobs, Bill Gates, Wal King, Gail Kelly or Ralph Norris or other CEOs lead in the way Branson suggests? Justify your answer by also applying theories and concepts from the leadership section of your course, including the text/s, lecture material and other literature.

Final Exam (50%)

Written in the official examination period – 3 hour exam.

Submission of assignments

Submit your assignment in an electronic format by going to the Uniprint web site www.uniprint.uwa.edu.au, then click on “Student Assignments” and follow the instructions.
Policies on assessment

Plagiarism

You must cite and list any references you use as sources of facts, wording or arguments presented in your essay and tutorial assignments. All assignments are individual assignments — whilst it is permissible to collaborate with others in researching the topic or collecting material, collaboration in the writing process is prohibited. Work that is found to be copied, either from other students or from other sources, without proper acknowledgement, will be given a mark of zero. Serious instances of plagiarism will be referred to the Dean for disciplinary action. If you are in any doubt as to how to appropriately acknowledge published sources in your assignments, then ask your tutor or the course co-ordinator for guidance.

Scaling of Final Grades

In accordance with the grading policy of the Faculty of Economics & Commerce, the final grades of the whole class may be subject to adjustment or scaling (as explained). Subject to change, this unit is scaled to a maximum mean of 68%.

Penalties for Late Assignments

Late assignments will be penalised at the rate of 5 marks for every day late or part thereof, such that an assignment submitted two days late and receiving an initial mark of 65% would be marked down to 55%. Saturday and Sunday each constitute one day late. No extension of the due date will be granted, other than in exceptional personal circumstances (e.g. serious illness, with accompanying medical certificate). Equipment malfunction and work commitments will not be accepted as valid reasons for late work.

Student Guild

Phone: (+61 8) 6488 2295  
Facsimile: (+61 8) 6488 1041  
E-mail: enquiries@guild.uwa.edu.au  
Website: http://www.guild.uwa.edu.au

Charter of Student Rights and Responsibilities


Appeals against academic assessment

The University provides the opportunity for students to lodge an appeal against assessment results and/or progress status (refer http://www.secretariat.uwa.edu.au/home/policies/appeals).