Unit Outline*

MGMT8509 / MGMT8892

Advanced Management

Semester 2 2010
Crawley

Winthrop Professor Sharon K. Parker

Business School

www.business.uwa.edu.au

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UNIT DESCRIPTION

Introduction

Welcome to Advanced Management. This unit provides an introduction to advanced management principles. The unit focuses on understanding core management concepts across the life cycle of an organization, from start-up to decline. The unit has a particular emphasis on organizational design issues, such as structure and culture.

Unit content

The initial session focuses on core organisation design concepts and theory. These foundation concepts are important for understanding organizations at all stages of their development. The next session introduces the life stage model of organisations and discusses in more depth the way that organisations change over time. Following this overview session the subsequent topics probe in greater depth into each of the organizational life stages including start-up, growth, maturity, and decline. Across each of these stages, we focus on issues of work and organizational design and redesign, as well as organizational change.

The Goal of the unit

The unit is fundamentally about how the design and management challenges for leaders vary as organizations, and their environments, change and develop over time. The unit will introduce you to some of the key issues for organisations at start up, during growth, during maturity, and in decline. It will consider how organizations can be designed and managed across each of these life stages. The unit aims to provide a platform for understanding key organisational design and management issues of many different types of organisations at many different stages in their history. Ultimately, you will gain a deeper understanding of organizational effectiveness.

Learning outcomes

After completing this course, you should be able to:

- Demonstrate an understanding of core organisation design concepts.
- Describe key management and design issues at critical life stages of an organisation, spanning from start up to decline.
- Diagnose potential management problems at critical life stages of an organisation
- Demonstrate the ability to analyse an organisational case study and identify recommendations for enhancing organisational effectiveness
- Demonstrate the ability to develop and deliver, as part of a team, a presentation regarding a case study.
Educational Principles and Graduate Attributes

In this unit, you will be encouraged and supported to develop the motivation and ability to:

- Think, reason, and analyse logically and creatively by reading and discussing rigorous academic articles.
- Use research and evidence effectively so you can validate the contribution of ideas.
- Develop a learning orientation and explore your interests by participating fully in class discussions.
- Develop ethical and cultural awareness through discussing case studies and research and through interaction with your class members.
- Develop spoken and written English communication skills through your assignments.
- Develop interpersonal and team working skills through a team project.
- Take responsibility for your own learning and show independent learning skills by completing your weekly reading and carrying out weekly activities.

TEACHING AND LEARNING RESPONSIBILITIES

Teaching and learning strategies

The course primarily involves seminars in which the lecturer will introduce the topic and facilitate discussions and practical exercises. The seminars are intended to be interactive to facilitate you obtaining a deep understanding of the material. Engagement in discussion is a critical part of the learning so it is expected that all course members will prepare appropriately for class (e.g., by completing the readings). There will also be a short series of presentations delivered by teams of students. These presentations form part of your assessment and are designed to consolidate your content knowledge, as well as develop your skills for working as a team. A guest lecturer will present one of the seminars in order to provide a deep perspective on the topic.

Teaching and learning evaluation

You may be asked to complete two evaluations during this unit. The Student Perception of Teaching (SPOT) and the Students’ Unit Reflective Feedback (SURF). 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 or getting involved in other activities, is an important part of the learning process. It is therefore important that you attend classes. More formally, the University regulations state that ‘to complete a course or unit students shall attend prescribed classes, lectures, seminars and tutorials’. Students should not expect to obtain approval to miss more than two classes per unit unless there are exceptional circumstances.
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.

<table>
<thead>
<tr>
<th>Unit coordinator/lecturer</th>
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<tbody>
<tr>
<td><strong>Name:</strong></td>
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<td><strong>Email:</strong></td>
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<td><strong>Phone:</strong></td>
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<tr>
<td><strong>Consultation hours:</strong></td>
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<tr>
<td><strong>Lecture times:</strong></td>
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<td><strong>Lecture venue:</strong></td>
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TEXTBOOK(S) & RESOURCES

Unit Website
www.webct.uwa.edu.au

Recommended/required text(s)
There is no text book for this unit.

Additional resources & reading material
Please access the Course Material Online (CMO) for readings.
http://www.library.uwa.edu.au/students/undergraduates/course-materials

Additional resources and reading material will be handed out as relevant during class time.
<table>
<thead>
<tr>
<th>Week #</th>
<th>Date</th>
<th>Topic</th>
<th>Required Readings</th>
<th>Recommended Readings</th>
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<tbody>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
<td>Notes</td>
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<td>Processes of change Group Presentations (Assignment 2)</td>
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<tr>
<td>11</td>
<td>14 Oct</td>
<td>Group presentations</td>
<td>Group Presentations (Assignment 2)</td>
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ASSESSMENT MECHANISM

The purpose of assessment

MGMT8509 is a six point credit unit. It has 4 items of assessment. The purpose of the assessment is to encourage you to explore and understand the subject fully. Additionally, we grade your work so that you can obtain an indication of how much you have learned. You will also receive feedback from some of your assessments, which is an important part of the learning process.

Assessment mechanism summary

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight</th>
<th>Due date</th>
<th>Remarks</th>
</tr>
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<tbody>
<tr>
<td>1. Class participation</td>
<td>10%</td>
<td>In class</td>
<td></td>
</tr>
<tr>
<td>2. Individual case analysis</td>
<td>40%</td>
<td>12 September, 2010</td>
<td></td>
</tr>
<tr>
<td>3. Organizational analysis (group presentation)</td>
<td>35%</td>
<td>In class</td>
<td></td>
</tr>
<tr>
<td>4. Organizational analysis (individual presentation)</td>
<td>15%</td>
<td>In class</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 components

Assessment 1: Class participation (10%)

Students will be assessed on their contribution to class. This includes:

- Regular attendance
- Preparation for exercises and discussion
- High quality contribution to discussions and exercises

Quality contributions possess one or more of the following attributes:

1. Demonstrates knowledge & understanding of relevant concepts.
2. Applies/uses course concepts and transcends the “I feel” statement.
3. Offers a different, unique, and relevant perspective on the issue.
4. Asks a probing question that moves the discussion and analysis forward.
5. Integrates and/or builds on others’ comments to promote group learning.

Attendance at the seminars is compulsory. Attendance at less than 75% of seminars without the permission of the lecturer may result in the student being failed.

As a guide, class participation (10%) criteria are as follows:

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<tbody>
<tr>
<td>Non attendance</td>
<td>0</td>
</tr>
<tr>
<td>Regular attendance with low preparation &amp; low quality contribution</td>
<td>4</td>
</tr>
<tr>
<td>Regular attendance with some preparation and moderate quality contributions</td>
<td>5-6</td>
</tr>
<tr>
<td>Regular attendance with consistent preparation and good quality contributions</td>
<td>7-8</td>
</tr>
<tr>
<td>Regular attendance with consistent preparation and high quality contributions</td>
<td>8+</td>
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Please notify me in advance by email if you will miss class. I also expect that you will be in class on time. Do not disturb your classmates by arriving late or leaving during class.

Assessment 2: Individual Case Analysis (40%)

Description

You are required to analyse an organizational case called “New Life: Scaling up Social Enterprise Start-Ups”. A short description of the case is below:

*New Life Psychiatric Rehabilitation Association has been pursuing its social enterprise initiative since 1994 to create employment and training opportunities for former mental patients in Hong Kong. As of mid-2008, 18 social enterprises have been launched, including a supply chain of organic foods with a farm, two restaurants and five retail shops. Despite success in its social mission, the social enterprises are only partially self-sustaining. The management also faces the challenges of increasing business complexities, keen market competition and more stringent government regulations on food*
The ability of New Life to tackle these issues is constrained by the fact that the majority of its management staff come from social work or other non-business backgrounds. To scale up its business and to achieve self-sustainability, it is imperative for the organization to revisit its management and human resources strategies, and find ways to improve the financial performance of its social enterprises.

The full case will be made available on CMO.

Please answer the following questions in no more than 2500 words.

1. Analyse New Life’s start-ups in terms of: (a) the individual attributes of the entrepreneur (b) the attributes of the team, (c) the design of the wider organization, and (d) the environment within which the start-ups need to operate.

2. How important are New Life’s social enterprises to the organisation as a whole, and why are they important? How important are its organic food stores to the entire portfolio of the social enterprises, and why are they important?

3. Evaluate the strengths and weaknesses of New Life’s social enterprise start-ups. You might consider corporate governance; management and organisational design issues; and government relations and partnerships with business sectors.

4. What are possible ways for New Life’s social enterprises to achieve self-sustainability and scale up their operation?

Guidance for analysing a case

As a way of preparing for a case analysis, you may choose to address the questions below. It is not compulsory to address these questions; they are simply a guide to help you think about the case.

1. **Description of the organization.** Consider basic details (e.g. ownership, size, technology, how it creates value); the history/stage of development of the organisation; its environment (demands, constraints, opportunities: e.g. customers, regulations, competitors, new technology, availability of skilled employees); its strategy/business goals (stated and actual strategies); and its organizational design (structure, culture, information flows, social aspects, etc).

2. **Issues:** Identify the essential issues described in the case. Issues represent current or emerging problems faced by individuals and groups in the organization. Keep in mind there are many issues in any given case, but not all of them are equally important. Focusing on no more than two or three issues will probably serve you well.

3. **Analysis:** What are the causes/factors producing the situation described in the case? What seems to be causing the key problems? Do the problems share a cause, or are they related in some other way? The linkages you make among causes/factors in the case are important. You may want to list, draw, or somehow represent the factors you see as important. You might find a visual representation helpful in capturing the core dynamics. The goal is to discern how and why the situation arose in the first place.

4. **Action:** What course of action would you adopt if you were involved in this situation? Your solution should address the underlying causes of the issues. How would you implement your suggested actions? What potential failure points do you need to anticipate? What is the downside of your solution? How would you monitor progress towards full implementation? You want to be as concrete and realistic as possible.
Marking criteria

Analysis of New Life start-ups (10 marks)
- In-depth, accurate analysis of start-ups that identifies core issues
- Accurate and integrated use of relevant course concepts

Importance of New Life enterprises to the organisation and of organic food stores to the whole portfolio (5 marks)
- Comprehensive analysis of importance with clear articulation of why important
- Accurate and integrated use of relevant course concepts

Evaluation of strengths and weaknesses of New Life’s social enterprise start-ups (10 marks)
- Goes beyond description to critically and comprehensively identify strengths and weaknesses
- Demonstrates understanding of organisational design and, consistent with systems thinking, shows how the individual elements of an organisation (structure, culture, management, governance, etc) inter-relate with each other and with the broader organizational environment
- Accurate and integrated use of relevant course concepts

Identification of ways to achieve self-sustainability and scale up (10 marks)
- Appropriate, well-thought out recommendations that draw on analysis as well as course concepts
- Consideration of potential implementation processes
- Anticipation of potential obstacles associated with the recommended ways forward

Overall Presentation (5 marks)
- Structures the arguments in a logical and clear way that advances the analysis
- Appropriate use of references
- Clear expression
- Correct spelling, punctuation, and grammar

Your case analysis is due on 12 September by 6pm at the Postgraduate Student Centre. Please hand your assignment in at the counter.

Assessments 3 and 4: Organisational Analysis

Description

In teams of 3 to 5, your task is to analyse a real-world organisation. You will then be required to present your analyses to the class, who will be role playing as members of the senior management team from the organisation. These presentations will be held in weeks 10 and 11. Groups and time slot allocations will be arranged in week 4. Assessment 3 is a team mark for your team’s presentation; Assessment 4 is your individual presentation that is part of your overall team presentation. Team working is a vital capability you need to develop in order to be an effective manager or leader in today’s increasingly interdependent organisations.

Step 1. Identify an organisation.
For this task, identify an organisation, either one you are familiar with or one for which you can obtain good information. Your task will be to analyse this organization drawing on
course concepts you have learnt so far. In the case of an organisation of more than 500 employees, you may choose to analyse one business unit or department.

**Step 2. Gather information about the organisation.**
Possible sources of information include:

- The organisation’s website or other publicly available materials
- The organisation’s annual report and other written documents (e.g., organisation’s chart, mission/ vision statements, strategic plans, business plans)
- Articles about the organisation in the media
- Articles about the organisation in academic publications or books
- Interviews with people in the organisation (if possible)
- Your own knowledge and observations

**Step 3: Describe the organization, including:**

a. core details (e.g ownership, size, technology, how it creates value); its environment (demands, constraints, opportunities: e.g customers, regulations, competitors, new technology, availability of skilled employees); and its strategy/business goals (stated and actual strategies);

b. the organisation’s history and stage of development;

c. the organizational design (e.g., the functional, cultural, social, political and informational subsystems).

**Step 4: Evaluate the organization’s current effectiveness and its likely effectiveness in the future.**

You may choose whatever approach or framework you like for analyzing the organization. One possible analytic technique is a SWOT analysis:

**Strengths**

**Weaknesses**

**Opportunities**

**Threats**

When analyzing the organization, you may not be able to be definitive about its strengths, weaknesses, opportunities, and threats because you do not have complete information about that organization. You can therefore make inferences and predictions. The important thing is to be clear what information or evidence you are using to make these inferences.

Illustrative questions to consider in your analysis:

- Is the organization design internally congruent? (e.g., does the structure fit with the culture; do reward systems fit with the culture? etc)
- How well the organisational design fits with its strategy, and its environment?
- What issues does the organization face?
- What is causing the issues and problems facing the organization?
- How might the environment change in the future and how well positioned is the organization for likely changes?

**Step 5: Make recommendations for change.** Based on your analysis, make recommendations for how the organization might develop or change to enhance its effectiveness. Ensure your design recommendations:

- are specific and action-oriented
- are justified in terms of likely improvements (e.g. costs and benefits)
- include plans for managing the process of change
- anticipate the most important potential risks and problems of implementation, and make recommendations for overcoming them.

**Step 6: Prepare a 30 minute presentation** that describes core features of the organisation, presents the key conclusions of your analysis and evaluation, and that makes persuasive recommendations for change. Assume that you are a team of consultants (who hope to get further business from the organization), and that the audience is the senior members of the organisation.

It is important you draw on and cite key course concepts and principles in support of your analysis and recommendations.

You will be required to give me a copy of the presentation and any presentation materials (e.g., handouts) on the night of your presentation.

**Marking criteria (team presentation – 35%)**

Your group will have 30 minutes to deliver the presentation. Your group will be assessed on:

The quality of your description, analysis and evaluation of the organisation (**15 marks**)  
The quality of your recommendations for change (**10 marks**)  
The quality of your presentation, including appropriateness of the style, interaction amongst group members, the extent to which the presentation is shared amongst the team, and time management. (**10 marks**)  

It is important that all members of the team participate in delivering the presentation.

**Marking criteria (individual presentation – 15%)**

For your individual presentation, you will be assessed on the quality of your presentation, including:

Your demonstrated understanding of the material and issues (**5 marks**)  
Your verbal language, non-verbal language, & clarity of expression (e.g., avoiding jargon) (**5 marks**)  
The persuasiveness & appropriateness of your presentation style for the situation, including time management (**5 marks**)  

**Providing feedback**  
Members of the audience should take on the role of a member of the senior management team, including asking questions and making appropriate comments. All audience members will be asked to provide feedback to each presenter on their presentation quality. The format is a traffic light model for feedback:

Green light – things you liked and suggest the presenter continue to do  
Red light - things you recommend the presenter changing or doing differently next time  

Please focus on giving constructive, specific feedback about people's 'behaviors'. For example, appropriate feedback might be:
Green light: ‘the way you used examples increased the impact of your presentation’
Red light: ‘aim to increase your eye contact next time to connect with the audience’

Personal or overly critical comments are not appropriate. Always try to identify more green light comments than red light comments.

Feedback is anonymous. The lecturer will collect your feedback and hand it to the presenters at the end of the session. Your feedback is not used as part of the assessment.

**Submission of assignments**

Please remember to attach an Assignment Cover Sheet to the front of your assignment. You can download and print your Assignment Cover Sheet from the Current Students web page http://www.business.uwa.edu.au/students/assessments

**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