Unit Outline*

MGMT1136/2236
Management & Organisations

Semester 2, 2011
Campus - Crawley

Unit Coordinator: 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 Introductory Management unit - Management and Organisations. Your unit co-ordinator and lecturer this semester is Dr. Alan Simon

Unit content

The subject commences with an explanation of what organisations are and what managers do in them and then provides an overview of the evolution 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 structuring effective organisations and controlling are then introduced. This is followed by an introduction to managerial communication and motivation skills and changing management roles. Thereafter the focus is on substantive topics such as an introduction to Human Resource Management (HRM) and the employment relationship and change and innovation.

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. In the first instance this is done by using the metaphor of “not turning the page until you get to the Ben Cousins story”.

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 fostered.

7. 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’s (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**

In this unit you will be encouraged and facilitated to develop the ability and desire to:

- Develop knowledge and skills in introductory management through a range of class activities and independent study
- Develop improved oral and written communication skills through participation in tutorial activities and the completion of a major essay on current management issues
- Develop personal, social and ethical awareness in an introductory management unit comprising of a diverse mix of students new to university study
TEACHING AND LEARNING RESPONSIBILITIES

Teaching and learning strategies

One two hour lecture and one 45 minute tutorial 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 application of academic theory 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. The next section shows how such feedback is actually used.

Themes from past SPOT Evaluations

Positive:
Interesting subject with substance, good practical examples, videos most useful, great textbook, lecturer is knowledgeable, approachable, concerned for students, professional and passionate about M&O and has a good sense of humour. Good correlation between tutorials and lectures. Roving microphone a great inclusive idea.

Critique:
A lot of work but worthwhile as the pass rate is excellent, lecturer not to digress too much, more relevant Youtube clips, a bit rushed at times and eject students who talk too much without belabouring the point. Ensure relevancy of all mid semester MC test questions.

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. Videos are shown every lecture and these are examinable in both tests and 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'. Attendance is required by all students at the 12 tutorials beginning in the second week of the semester.

*MGMT1136 and 2236 students who miss more than three tutorials without proper medical certificates will be given a mark of zero for the entire tutorial component of the assessment. That is they will lose 10% of the marks for the unit. Unfortunately it is often the case that students who fail this unit have received no marks for tutorial attendance and participation.*
**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><strong>Unit coordinator/lecturer</strong></th>
<th>A/Prof Alan Simon (Room G63)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:Alan.Simon@uwa.edu.au">Alan.Simon@uwa.edu.au</a></td>
</tr>
<tr>
<td><strong>Phone:</strong></td>
<td>6488 2781</td>
</tr>
<tr>
<td><strong>Consultation hours:</strong></td>
<td>Mondays 10 – 12; Tuesdays 11– 1</td>
</tr>
<tr>
<td><strong>Lecture times:</strong></td>
<td>Tuesdays 9.00am-11.00am</td>
</tr>
<tr>
<td><strong>Lecture venue:</strong></td>
<td>Wesfarmers LT</td>
</tr>
</tbody>
</table>

**Tutors**

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
</tr>
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<tbody>
<tr>
<td>Chris Darmawan</td>
<td><a href="mailto:Chris.Darmawan@uwa.edu.au">Chris.Darmawan@uwa.edu.au</a></td>
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<td>Candice Lamb</td>
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<td>Doug Moffat</td>
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<td>Bernadette Podesta-Meaney</td>
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<td>Kristi Susanto</td>
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</tr>
<tr>
<td>Javier Lee</td>
<td><a href="mailto:Javier.Lee@uwa.edu.au">Javier.Lee@uwa.edu.au</a></td>
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</table>
TEXTBOOK(S) & RESOURCES

Unit Website

http://webct.uwa.edu.au

Required text


Additional resources & reading material

The recommended readings (see tutorial programme) are contained in the hard copy and on-line Course Reader and/or are placed on Reserve. Also recommended is:


UNIT STRUCTURE*

Overview

- Lectures

  Students attend one 2 hour lecture per week at the following time and location:

  TUESDAY  9.00am – 11.00am   Wesfarmers Lecture Theatre

- Tutorials

  Students also attend one tutorial per week beginning in the second week of semester. Allocate yourself to a tutorial using the On-Line Class Registration (OLCR) system at http://leone.biz.uwa.edu.au/olcrstudent/

  *Students enrolled in 2236 will write different tests, have a different final exam and undertake additional tutorial work.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>LECTURE TOPIC</th>
<th>VIDEOS</th>
<th>Text Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2 August</td>
<td>Introduction: Organisations and managers including the management role in the organisation</td>
<td>V1: Boost Juice</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>9 August</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>
</tr>
<tr>
<td>3</td>
<td>16 August</td>
<td>The impact of the external and internal environments on the organisation</td>
<td>V1: Dinte Brothers</td>
<td>2 &amp; 5</td>
</tr>
<tr>
<td>4</td>
<td>23 August</td>
<td>Social responsibility &amp; ethics</td>
<td>V7: VEA - An Introduction to Business Ethics</td>
<td>6</td>
</tr>
<tr>
<td>5-6</td>
<td>Assignment I (essay) due Wednesday, 31 August BEFORE noon</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>30 August &amp; 6 September</td>
<td>Planning and Decision-Making: Introduction to Strategy, the strategic planning process &amp; strategic capabilities</td>
<td>V1: Stuck on You Stickers V6: CSR Demerger &amp; Toyota Market Share strategy (Wiley TV - Strategy)</td>
<td>3 (pp. 69-84) 7 &amp; 9</td>
</tr>
<tr>
<td>7</td>
<td>13 September</td>
<td>Organising and structuring effective organisations, Test 1</td>
<td>V3: Organising - Raddison Hotel, Manly Beach</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>20 September</td>
<td>Controlling</td>
<td>V1: Hudson’s Coffee</td>
<td>8</td>
</tr>
</tbody>
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**MID SEMESTER BREAK 26 – 30 September – NO LECTURE 27 SEPTEMBER**

<p>| 9    | 4 October | Leadership                                               | V2: Virgin Blue Airlines                                             | 12            |</p>
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>LECTURE TOPIC</th>
<th>VIDEOS</th>
<th>Text Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>11 October</td>
<td>Managerial communication &amp; managing conflict in the organisation</td>
<td>V4: Office Romance</td>
<td>14</td>
</tr>
<tr>
<td>11</td>
<td>18 October</td>
<td>Managerial motivational skills and; Introduction to human resource management (HRM) and the employment relationship</td>
<td>V1: Flight Centre V6: Google HRM and Motivation (Wiley TV - HRM)</td>
<td>13 &amp; 11</td>
</tr>
<tr>
<td>13</td>
<td>1 November</td>
<td>Summary, Review &amp; Exam Structure, Test 2</td>
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<td></td>
</tr>
</tbody>
</table>

*Note: For the 2 tests, a number of venues have been booked to facilitate alternate seating. Allocation of students by surname to the different venues TBA.*

**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

* Note that audios, not visuals, of videos shown in lectures, will be available on Lectopia through WebCT.
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 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. 3-4)

1. Tests, essay, tutes, exam
2. Tests, essay, tutes, exam
3. Tests, tutes, exam
4. Tests, essay, tutes, exam
5. Tests, tutes, exam
6. Tests, tutes, exam

Assessment mechanism summary

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight</th>
<th>Due date</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial exercises/activities</td>
<td>10%</td>
<td>Ongoing for 12 weeks from Week 2 – Week 13</td>
<td>MGMT1136 and 2236 students failing to attend at least 9 tutorials during the semester will receive a grade of 0/10, unless they present adequate documentary evidence (commonly proper medical certificates) to justify their absence.</td>
</tr>
<tr>
<td>Assignment 1 Essay</td>
<td>12%</td>
<td>31 August</td>
<td></td>
</tr>
<tr>
<td>Two mid-semester Multiple Choice exams (14% each)</td>
<td>28%</td>
<td>13 September and 1 November</td>
<td></td>
</tr>
<tr>
<td>Final exam</td>
<td>50%</td>
<td>TBA</td>
<td></td>
</tr>
</tbody>
</table>

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.
Assignment 1 (Essay)

(IMPORTANT NOTE - 1136 & 2236 STUDENTS WRITE DIFFERENT ESSAYS – See pp. 12 - 13)

Due Date: Middle of Week 5
Grade Value: 12% of total assessment
Format and Length: Essay of 2500 words (maximum)

Essays with signed cover sheets, must be submitted to UniPrint via the link on no later than Wednesday 31 August, 12 noon sharp. UniPrint does not accept submissions past that exact time.

Two Mid-Semester Multiple Choice exams

Due Date: 13 September & 1 November
Grade Value: 28% of total assessment (14% each)
Format and Length: Multiple choice based on text readings, lectures and video content. Test 1 will relate to material covered up to the end of week 6 (Introduction to Strategic Planning) while Test 2 will cover weeks 7-12 (Organising to Change). Each test lasts for forty-five minutes. 1136 & 2236 students will have different tests. (2236 students have an additional 15 questions to answer).

Tutorial Exercises/Activities

Due Date: Entire Semester
Grade Value: 10% of total assessment
Format and Length: Your tutor will assign a mark out of 10 based upon your attendance and participation (refer to p. 16 to see how this mark is calculated). If you miss a tutorial or workshop through illness, please provide your tutor with a medical certificate.

NOTE: 1136 & 2236 STUDENTS ATTEND DIFFERENT TUTORIALS. THE ONUS IS ON THE STUDENT TO ENSURE THAT THEY ATTEND THE CORRECT TUTORIALS.

Final Exam

Length: 3 hours, 10 minutes including optional reading time
Grade Value: 50%
Format: Part 1 choose 6 short answer questions from 10 (60% of total)
Part 2 choose 2 essay questions from 4 (40% of total).
Assessment components in detail

Assignment 1 – Essay (12%)

Essay Question (1136 students)

Newton is quoted as saying in 1676; “if I have seen further, it is by standing on the shoulders of giants”. Discuss the ways would a modern day manager benefit from a study of the historical development of management thought. In doing this you need to specifically show how aspects of management theories from the past can be applied to contemporary management practice.

To complete this task we recommend you follow the following steps:

Step 1
Make a start by reading the following relevant sections on the evolution of management and modern management practice in book chapters and the Miller and Vaughan article in your Course Reader. Thereafter you will be expected to find other relevant journal articles and material from books and journal articles yourselves. (Hint – useful material is to be found in the relevant chapters on the historical development of management from ancient times until today in most Introductory Management texts).


Step 2
Make notes about what you think each author is saying about the historical development of management and modern management practice.
Step 3
Compare and contrast the information in the books and articles. Think about how this information ‘fits’ with the ideas about the similarities and differences between historical management and current management practice discussed in your text, lectures and tutorials. At this point you might want to find other material that can help you. The reference lists in your text, as well as other textbooks, are good places to start when looking for further references. When you gather further material – from journals and books in the library or off the internet – carefully evaluate the merit of the material and its value for an academic essay.

Be sure to record the bibliographic details of all the material you use, including internet sources.

Step 4
You are now ready to draw up a plan and write a draft of your response to the essay question. Proof read your draft carefully.

Step 5
Check the ‘Notes on Research and Writing Essays’ in this Outline to ensure that you have met the requirements of writing and formatting an academic essay in the Discipline of Management. Finalise your essay.

Step 6
Submit your essay on time. Also attach the departmental cover sheet to your essay.

**Essay Question (2236 students)**

Read the end of chapter case study on Cultural Cringe and International Business Management in the text pp. 133-135. Discuss how strategies for managing internationally and managing change can be applied to this case

**References**

In addition to your textbook Schermerhorn et al (2011), Chs 5 and 15; Davidson et al (2009), Chs 3 and 16; Robbins et al., (2009), Chs 4 and 11; Bartol et al., (2011) Chs 6 and 13; Hitt et al., (2007), Chs 2 and 4 and Samson and Daft (2009), Chs 4 and 11; you must also use at least another three (3) non-textbook references (i.e. peer refereed academic journal articles, etc) 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, Fortune, etc) may be used for information on the GEC only (i.e. they may not be used to support your discussion of systems and contingency theories and managing internationally).

**Research and Writing Essays (1136 & 2236 students)**

One of the most valuable skills you will ever acquire is the ability to find information that is relevant to your area of expertise or interest, critically assess its credibility or cogency and integrate your findings into a written or oral argument that is presented to people you want to persuade.

We expect that in the process of writing your essay, you will use a minimum of 6 sources of information in addition to your textbook, lecture handouts, and tutorial notes. These would include the chapters and articles listed above as well as other journal articles, lengthy news analyses, books, databases or websites. A few hints on getting started:
Focus your research by identifying topic headings and keywords in the essay question. These will not only indicate what to search for but should also help you organise the material you find. Other words or headings may be found in tutorial readings.

At the library homepage, check for books on the topic and use the electronic databases in 'Supersearch' to find full-text articles in ABI/Inform, Business Source Elite, Dow Jones Interactive, ProQuest, etc. These allow you to search for the words and terms you have identified.

When taking notes, always ensure you write down the source of the information, idea or quote, including author/s names, title, year of publication, page numbers and publisher.

Plan the structure of your essay so that the argument you present is linked in a coherent manner. What are the main points you need to make to answer the question and present your own analysis? What evidence will you need to support your analysis? Write these down as headings and sub-headings.

Under these headings and sub-headings, summarise the material you have found that is relevant to the section. Again, always make sure you reference the source of quotes, other people's arguments and information.

The next step is to write the draft of your essay. Don’t give this to us. We want to read the final version: ie, your last “draft”.

When writing, remember that your goal is not to describe something but rather to evaluate information and expert opinions and present your own analysis in a well-informed, carefully reasoned argument. By way of illustration, let us suppose that you are writing on the topic ‘The primary goal and greatest challenge for managers is to maximise employee productivity’ (which of course you are not this semester). In your introduction, you might wish to define the meaning of the terms used in the statement, for example, by problematising the concept of ‘productivity’. Or perhaps you could begin by suggesting that this view of management’s role is anachronistic, theoretically unfounded and empirically simplistic, and point out how you intend to demonstrate this in the body of your essay. Alternatively you might start off by explaining why the subject is of importance, state your thesis (eg: This essay will argue …). Importantly then give a brief overview of how you will set out your essay on your topic.

Then in the main body of the essay you will need to develop your argument. For example, assuming you were writing the essay on employee productivity in organisations, you might begin by critically reviewing important literature on the topic of management goals and methods used to maximise employee productivity. Summarise and evaluate the main arguments both for and against the statement. Review recent research which (hypothetically) shows that managers only concentrate on whatever pleases owners/shareholders/directors, or that although employee productivity is indeed one of the primary goals for managers there are effective new strategies for improving their productivity so it is no longer a challenge, etc. Comment critically on the empirical evidence offered in support of the arguments you have examined, or their ideological bias, or whatever stands out as a strength or shortcoming in these arguments.

Now comes the most important, creative and interesting bit of the essay: putting forward your own views on the subject. Do you think employee productivity is the primary goal and challenge for managers? Why? What material supports your argument? Consider what goals managers pursue and their importance relative to employee productivity. You may choose to illustrate your reasoning by referring to particular cases or new theoretical perspectives.

In your conclusion, summarise your findings in a way that draws your argument together. You might finish by commenting on the implications of your argument, for example, for theories of organisational management and employee productivity or discuss aspects of the topic that require more in-depth research.
Referencing

All the sources you use in writing your essay must be acknowledged in the body of the text and cited in the list of references at the end of the essay. Failure to acknowledge original material is called plagiarism, which is illegal. Besides, your essay will be more credible – and you will be awarded more marks – if it demonstrates that you have researched the topic.

You must use the Harvard style of referencing. Make sure you consistently use one of these. A guide to reference styles is located at http://library.uwa.edu.au/guides/citingsources/ URLs must be given in the complete form including date of access, so that tutors can access exactly the same web page that you viewed and cited.

Checklist

• Have you or someone else, proof read your essay? Is it easily understood? Is it error-free? Check spelling, grammar, syntax. Eliminate any discriminatory language.
• Have you answered the question – all questions?
• Does the essay present a logical argument? Does it have a thesis or proposition that is supported by informed reasoning?
• Is it sensibly structured?
• Have you correctly acknowledged all the sources you used to research the topic? Have you avoided excessive quotation?

The essay should be no longer than 2500 words (excluding the reference list). It should be typewritten in 12 point font, one and a half spaced, and accompanied by a word count. Essays must be based on the student’s own research in library books, journals, databases and the web, as demonstrated by appropriate referencing of sources in the body of the essay and the list of references. Your assignment must conclude with a reference list of all the articles and sources of information you have used. Assignments which fail to comply with any of these requirements and/or are more than 10% over length (i.e. 250 words extra in a 2500-word essay) will be penalised 10% of the total essay mark for each unmet criterion. If there is any evidence of plagiarism then the student will receive no marks for the assignment and may be subject to further university action (please refer to the policy on plagiarism on the next page).

Submission Details

An electronic submission is required by the due date. Submit your assignment in an electronic format by going to the link on WebCT to the Uniprint web site (www.uniprint.uwa.edu.au), then click and follow the instructions. If your submission is successful, Uniprint will email a receipt to you which you must retain for your records.

If you have been granted additional time to complete an assignment or have missed the deadline for submission, you can submit your assignment in hard copy to the Students Centre. Please remember to attach an Assignment Cover sheet to the front of your assignment. You can download the relevant Assignment Cover sheet from the Business School Current Students web page http://www.business.uwa.edu.au/students/assessments

Please note that there are also penalties for late submission of assignments. In short, the penalty is 5% per day (including Saturdays and Sundays) or part thereof late.
2. Two Mid-Semester Multiple Choice Exams – 14% each (28%)

Multiple choice based on text readings, lectures and video content. Test 1 will relate to material covered up to the end of week 6 (Introduction to Planning, Strategy and Decision-making) while Test 2 will cover weeks 7-12 (Organising to Change & Innovation).

3. Tutorial Exercises/Activities (10%)

Attendance is required at the 12 tutorials beginning in the second week of the semester.

*Students who miss more than three tutorials without proper medical certificates will be given a mark of zero for the entire tutorial component of the assessment. That is they will lose 10% of the marks for the unit. Unfortunately it is often the case that students who fail this unit have received no marks for tutorial attendance and participation.*

Students should complete the preparation and pre-readings listed in the Tutorial Schedule and contained in the booklet of Course Readings and textbooks before attending the tutorials. This Course Reader can be purchased relatively cheaply at the campus bookshop.

Tutors use their discretion in calculating this mark but as a guide, outstanding attendance and participation would be awarded a mark of about 9.5 (a perfect 10 would be very difficult to achieve). At the other extreme, attendance at 9 out of the 12 tutes with no participation at all would result in a mark of 5. As mentioned, missing more than 3 tutorials without a medical certificate results in 0, no exceptions.

4. Final Examination (50%)

A 3-hour, 10 minute written examination consisting of a mix of short-answer questions and essay questions that cover all the material dealt with in lectures and tutorials will be scheduled during the Examination period at the end of the semester. Students who require special consideration or a deferred examination must make an application to the Sub-Dean of the Faculty, through the Student centre, Faculty of Economics & Commerce.

**To pass this unit**

- Achieve at least 40% on the exam, and
- Receive an overall grade of 50% or higher.

The Board of Examiners will take into account all aspects of assessment to determine the final mark that a student receives for this unit.

**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).
TUTORIAL PROGRAM

Week 2

Topic 1: Introduction & Theorising Organisations

Learning Outcomes

• Students introduced to one another
• Cite references using the Harvard method
• State what you think management is about
• Introduction to Theorising Organisations

Pre-reading Learning Materials


Further reading


Tutorial Activities

1. Introduction

2. Expectations:
   Attendance
   Managing Workloads
   Assignments
   Library

3. Icebreaker – Claire Taylor’s Bingo Exercise (Handout 1):
   Getting to know the other students in your tute.

4. What is Management about?
   Students state their ideas on what they think management is, citing examples of situations where they have already seen management in action. Examples will include personal management, management of a sports team and management in an organisational setting.

5. Additional discussion question for 2236 students – Efficiency and effectiveness:
   Define efficiency and effectiveness.
   Discuss the nature of management and the skills managers need to achieve the dual goals of efficiency and effectiveness.
   Do you know an organisation in Perth that is effective but not efficient? Why is this so?
Your Preparation for next week’s tute – Read one of these cases to be found at the beginning of week 3 (on the next page)

Either:
Read the case on Commonwealth Bank of Australia (CBA). Then make a withdrawal/deposit or change money at CBA and observe whether the transaction matches the case.

Or
Read the case on McDonalds and (happily) have a (healthy option) meal there before your tute next week. See whether your observations of the staff at work match the case.
Week 3

**Topic 2: Evolution of Management Theory**

Your preparation for this tute before attending it:

Either:
Read the case on Commonwealth Bank of Australia (CBA). Then make a withdrawal/deposit or change money at CBA and observe whether the transaction matches the case.

Or
Read the case on McDonalds and have a (healthy option) meal there before your tute this week. See whether your observations of the staff at work match the case.

**CASE STUDY 1: SCIENTIFIC METHODS AT CBA**

In September 2003, David Murray, CEO of the Commonwealth Bank of Australia (CBA) announced that the bank was about to sack 3700 “unnecessary” staff, some 10 percent of its workforce. Less than a year later, in an article in the Perth Sunday Times on 1 August 2004, well known and popular ABC morning program presenter, Liam Bartlett, slated the CBA. Bartlett wrote that “the following is unabashed bank bashing for a very good reason – they deserve it!” He commenced his article with an attack on all four banks for milking customers; “they charge you to stick money in, take it out, leave it there and everything in between. They even send you a bill if it remains untouched”. He also severely chastised all the banks for closing down hundreds of branches and firing thousands of staff. Bartlett argued that this led to a growth in regional banks, credit and building societies which were more focused on their customers. In the midst of an industrial dispute at the CBA, one disgruntled employee informed Bartlett that the CBA has also now attempted to become more customer focused but by using scientific management practice. Management at the bank has developed a program ironically called “faster customer service”. Bartlett’s source says that one of the requirements of this program is that tellers must now process 27 to 29 customers an hour, almost one every two minutes. In that time, tellers are required to sell additional products to customers, which is the equivalent of McDonald’s “super-sizing”. Unnecessary conversing with customers has been ruled out. Instead tellers have a script they must stick to and they are to greet every customer who comes to the window with “Thank you for waiting” and conclude the transaction with “Thanks for banking with the Commonwealth”. Bartlett’s source claims that the bank has instituted a system of service spies, akin to mystery shoppers, who visit branches monthly unheralded. Their purpose is to check that the tellers are following the guidelines of the program and if not, then this could possibly count against them when they have their performance assessed. Tellers have also been instructed to decide for customers in what denominations they should receive their cash when making withdrawals. Not asking them for this information cuts down the amount of time needed to complete the transaction. Another time saving measure is no longer obtaining a second signature for larger withdrawals as the bank had calculated that this process takes about 18 seconds. Importantly tellers also have to ask customers whether they want their credit card limits increased. Bartlett points out that this is not surprising as in the past year, the Australian Reserve Bank shows that credit card fees contributed 38 percent of the banks’ growth in fee revenues. Overall the banks increased their fee revenue from Australian households by 15 percent in the last financial year with inflation running at just 2.5 percent. Bartlett concludes his article by writing that the CBA is pressing its staff to “treat customers like “battery hens”. For this reason, part of the union’s planned industrial measures include encouraging tellers to have a relaxed chat to customers at the teller window.
CASE STUDY 2: SCIENTIFIC METHODS AT MCDONALDS

Source: Levitt (1972); Draft (1986); M. Power, McDonalds Systems of Australia Ltd., Personal communication cited in Dunford (1992).

A carefully planned design is built into the elaborate technology of the food-service system at McDonalds. Consider the production and handling of French-fried potatoes. French fries become quickly soggy and unappetising. To be good they must be freshly made just before serving. Like other fast food establishments, McDonalds provides its outlets with pre-cut, partially cooked, frozen potatoes that can be quickly finished in an on-premises deep-fry facility. The McDonalds fryer is neither so large that it produces too many French fries at one time (thus allowing them to become soggy) nor so small that it requires frequent and costly drying. Once cooked the fries are kept under lights for only seven minutes.

McDonald’s practice is to create an impression of abundance and generosity by slightly overfilling each bag of French fries, but excessive overfilling can be very costly. Also excessive time spent at the fries tray by each employee can create a cumulative service bottleneck at the counter. The counter employee picks up the scoop and inserts the handle into a bag. In a continuous movement the scoop descends into the fries, fills the bag to the exact proportions its designers intended, and is lifted, scoop facing the ceiling, so that the fries funnel through the handle into the attached bag, which is automatically disengaged from the handle by the weight of its contents.

Raw hamburger patties are carefully prepacked and pre-measured, which leaves neither the franchisee nor the employees any discretion as to size, quality, or raw material consistency. The basic hamburger patty must be a machine-cut, 1.6-ounce of pure beef – no lungs, hearts, cereals, soybean or other fillers – with no more than 10% fat content. Hamburger buns must have 13.3% sugar in them. Frying surfaces have spatter guards to prevent soiling of the staff uniforms. A flashing light cues the crew person to the exact moment to flip the hamburger patties. A heated production bin holds pre-prepared hamburgers for rush demand.

Storage and preparation space and related facilities are expressly designed for and limited to the predetermined mix of products. There is no space for any foods, beverages or services that were not designed into the system at the outset. Thus the owners have no discretion regarding what they can sell and the employees have virtually no discretion regarding how to prepare and serve any item of food.

Learning Outcomes

- Describe the principle(s) in the key management theories, identifying the contributors and the context in which their contribution was made.
- Provide examples of how different theories of management have influenced contemporary management thinking and practice.

Pre-reading Learning Materials

Further Reading


Questions to guide your reading

1. Briefly describe each of the major approaches to management and identify the most important contributors to each. What are the major limitations of each approach to management?
2. What relevance does scientific management have to current management practice?
3. What were Fayol’s principles of management and how do they compare with Taylor’s?
4. Describe the Hawthorne studies and their contribution to management practice.
5. What are some contemporary management perspectives? Which of the historical approaches to management seem most closely linked to these?
6. How do societal forces influence the practice and theory of management? Do you think management techniques are a response to these forces?

Tutorial Activities

1. **Class Discussion 1**: What is the purpose of management theory? Explain how knowledge and understanding of management theories can help managers at work today; use examples to illustrate your answer where possible.

2. **Class Discussion 2**: From your experience during the monetary transaction or meal at McDonalds, did you find Scientific Management alive and well at CBA or Mackers?

3. **Additional tutorial activity for 2236 students**: Discuss whether businesses that attempt to supersize customers annoy them.

Your preparation for Tutorial 3, Week 4 (Environment) – 2236 students only:

Read the Cultural Cringe case in the Text (pp. 133-135). Answer the 3 questions at the end of the case.
Week 4

**Topic 3: The External & Internal Environment of an Organisation**

Your preparation for this tute before attending it – 2236 students only:

Read the Cultural Cringe case in the Text (pp. 133-135). Answer the 3 questions at the end of the case.

**I. External Environment**

*Learning Outcomes*

- Explain the various components of the general and specific organisational environments.
- Discuss environmental uncertainty and propose ways in which changes in the external environment influence and constrain the actions of managers.
- Identify the impact of a globalised external environment on managing people and organisations.

*Pre-reading Learning Materials*


*Further Reading*

G. Hofstede excerpt from Wikipedia


*Questions to guide your reading*

1. Think of an organisation with which you are familiar; for example your workplace, your past school, UWA or even your local supermarket. Make a list of the elements that make up the environment of that organisation under the headings of ‘general environment’ and ‘task (specific) environment’. Can you identify any sources of ‘environmental uncertainty’? If so where might these exist? To what extent does a manager have control over the general environment / the specific environment?
2. How can the Hofstede framework help managers communicate with a diverse customer group?
3. Identify the forces for change facing companies and outline the ways in which the managers dealt with the changes occurring in the companies’ external environment.
4. It has been argued that globalisation benefits only the ‘richer’ nations of the world. What is your view?
5. How does technology influence the operation / management of modern organisations?
2. Internal Environment

**Learning Outcomes**

- Identify the various internal components of the organisation and their impact on managing people and organisations.
- Identify the determinants of an organisation’s culture and discuss its importance to managing people and organisations.

**Pre-reading Learning Materials**

Schermerhorn et al (2011) Ch. 2 (Relevant section on the internal environment).

**Questions to guide your reading**

1. How would you define 'culture'? Describe the internal culture of two contrasting organisations.
2. Why do people have difficulty in managing change? Describe the conditions that would be most conducive to initiating cultural change. What factors work against changing an organisation’s culture?

**Tutorial activities**

1. Share your answers to Question 1 (in the questions to guide your reading) in the external environment section on the previous page with the tutorial group. Describe the internal culture of that organisation.
2. Have ready any questions regarding Assignment 1 or your progress?
3. 2236 students - Do you possess FAR-ness? If not, how can you develop these attributes in yourself?
4. 2236 students – Answer the questions relating to the case on Cultural Cringe.

**Your preparation for Tutorial 4, Week 5 (Social Responsibility & Ethics)**

1. List three ways your work performance is monitored or controlled at work, as a student or as a member of the public (a consumer).
2. Search for an article providing an example of privacy issues (email, internet, telephone, client listings, credit card fraud, etc), and bring to class next week.
3. Read the case on Satyam (Text, pp. 160-162). Prepare answers to the 4 questions at the end of the case.
4. 2236 students read the Sustainability case on CSR Text (p. 138). Do you think that the company does enough?
Week 5

Topic 4: Social Responsibility and Ethics

Your preparation for this tute before attending it:

1. List five ways your work performance is monitored or controlled at work, as a student or as a member of the public (a consumer).
2. Search for an article providing an example of privacy issues (email, internet, telephone, client listings, credit card fraud, etc), and bring to class this week.
3. Read the case on Satyam (Text, pp. 160-162). Prepare answers to the 4 questions at the end of the case.
4. 2236 students read the Sustainability case on CSR Text (p.138). Do you think that the company does enough?

Learning Outcomes

- Differentiate between the two views of social responsibility and specify to whom or what an organisation might be considered responsible.
- Explain the views on managerial ethics and their impact on decision making.
- Identify the factors that impact on ethical behaviour in organisations and discuss managerial strategies to encourage ethical behaviour from organisational members.

Pre-reading Learning Materials


Further Reading


Questions to guide your reading

1. Define both the classical and socio-economic views of social responsibility. What criticisms might a person who takes a socio-economic view of social responsibility; have of the classical view of social responsibility?
2. What is the difference between social obligation, social responsibility and social responsiveness? What are some of the arguments for and against social responsibility?
3. What are managerial ethics? Why is it important for organisations to ‘set their ethical positions and value systems, in advance of community expectations?’
4. Why are managerial ethics important to Human Resource (HR) practice?

Tutorial activities

1. Group/Class Discussion: Case Study – Satyam case and related 4 questions
2. **Ethical Dilemmas**: Read the ethical dilemmas in Tutorial Exercise 2, Week 5 (on next page) and discuss your response within a small group.

3. **For 2236 class discussion**: Do you think that CSR’s Sustainability programme is adequate?

**Tutorial Exercise 2 Week 5**

**Ethical Dilemmas**

Discuss the ethical issues that arise in the following scenarios:

**Scenario One:**
Bill has done a sound job for over a year. Bill’s boss learns that he got the job by claiming to have a degree, although in reality he never graduated. Should his boss dismiss him for submitting a fraudulent resume or overlook the false claim since Bill has otherwise proved to be conscientious and honourable, and making an issue of the degree might ruin Bill’s career.

**Scenario Two:**
Jane’s friend Wendy came to her to ask some advice. Wendy is very upset because her colleague Peter who is several years older than her is harassing her. Wendy swears Jane to secrecy, because she does not want to cause trouble. What should Jane do?

**Scenario Three**
You were a passenger in a car driven by your sister. She was involved in an accident in which the other driver was injured. She was in the wrong but you are the only witness who can testify to this. If convicted she will probably go to jail. What do you do?

**Scenario Four:**
Jim, a 56-year-old middle manager with children in tertiary studies, discovers that the owners of his company are cheating the government out of several thousand dollars a year in taxes. Jim is the only employee who would be in a position to know this. Should Jim report the owners to the Taxation Department at the risk of endangering his own livelihood, or should he disregard the discovery in order to protect his family’s livelihood?

**Scenario Five:**
Your friend Trevor is a computer whiz. Lately Trevor has been testing out his hacking skills and he tells you in the strictest confidence that he has successfully entered and exited a previously secure Microsoft programming site and a highly confidential Australian Tax Office database. Do you report him to the authorities?
Weeks 6-7

Topics 5 & 6: Planning and Decision Making, Introduction to Strategy, Strategic Planning Process & Strategic Capabilities

Learning Outcomes

• Explain the purpose of planning, differentiating between strategic, tactical and operational plans
• Explain the steps in the strategic planning process and discuss how the factors in the organisation’s external environment may affect this process
• Explain the relationship between strategic capabilities and organisational success
• Outline the decision making process and describe different approaches to decision making.
• Differentiate between the rational and behavioural perspectives of decision making
• Compare group and individual decision making processes.

Pre-reading Learning Materials

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

Further Reading


Questions to guide your reading

1. What are the potential benefits of formal planning? How does the planning done by a top executive differ from that performed by a supervisor?
2. What are objectives and why are they considered the foundation of planning?
3. Describe the strategic management process. Which is more important – strategy formulation or strategy implementation? Do they depend on each other? Is it possible for strategy implementation to occur first?
4. What is a SWOT Analysis and what is its purpose?
5. How can organisations develop strategic capabilities?
6. Why would decision-making be described as ‘the essence of a manager’s job’?
7. Explain the steps in the decision-making process. Which of these steps do you think are most likely to be ignored by a manager? Why?
8. What are the rational and behavioural perspectives of decision making?
9. How does group decision making differ from individual decision making? What are the advantages and disadvantages?
Tutorial activities: Week 6

1. **Class Discussion**: How would a manager make effective plans and decisions in an organisation?

2. **Brainteasers** (handout 2a) or **Maier & Solem horse business exercise** (handout 2b). See if doing it a second time in a small group improves the score you got when you did the exercise on your own.

3. **Additional discussion question for 2236 students**: Why do you think many managers find it hard to make decisions in Australia?

Tutorial activities: Week 7

Your preparation before attending this tute in Week 7:

Read the Management and the Community case on the demise of Tuna fish stocks in the **Recommended Text** (pp. 241-242) and reprinted overleaf. How can managers make decisions that help to contribute towards a more sustainable environment?

1. **Class exercise**: Conduct a brief SWOT Analysis for UWA or other organisation of your choice in Perth.

2. **Referring to the case on the next page**, how can managers make decisions that help to contribute towards a more sustainable environment?

3. **Additional question for 2236 students** – Can you think of strategic capabilities to develop for yourselves that might give you a competitive edge in the workplace?

Your preparation for Week 8, Topic 7 (Organising & Controlling)

1. Read both the ‘Strike over ‘Spy’ schemes on p. 31 of this subject outline.

2. Collect a newspaper article on employees being controlled at work and bring it to next week’s tute.
When there are no tuna left in the sea

The world’s population has been increasing dramatically and was more than 6.5 billion in January 2006. It’s hard to believe that it was 3.3 billion, (half) in 1965 and about 4.4 billion in 1980. With this massive and rapid increase in population, the pressure on the planet’s resources, including its fauna, fish stocks and of course their habitats, has become intense. Elephants numbered about 2 million in Africa in the 1960s but more than half were killed for their ivory in the 1970s and 1980s and by 2007 there were less than 500 000 left. Whales are seen far less often off the Australian coast these days and until whaling ceases altogether, sightings will become even rarer. A snorkeller in Beaumaris Bay, about 15 kilometers from Melbourne’s central business district, might have observed pink snapper, whiting and barracuda when spending some time under water in the mid 1980s. Now all he or she is likely to see there are starfish, poisonous toadfish, jellyfish and sting rays. Keen snorkellers have to travel to more remote parts of Australia to dive among big fish shoals. But even if they go to places like Keeper’s reef off Townsville in North Queensland, they are unlikely to see much because limited commercial fishing is permitted on that part of the Great Barrier Reef. While the Melbourne diver would probably never have seen a whale or tuna at Beaumaris Bay, even a hundred years ago or so, breeding stocks of bluefin tuna are down about 90 percent and Atlantic bluefin tuna, used for top class sashimi and sushi, is hugely overfished. Indeed tuna stocks are at high risk of commercial extinction. Now there is a push to establish a global tracking system that would enable certification of every tuna headed for fish markets. While there are legal quotas for tuna catches they may be unsustainable even in the medium term. They are sometimes ignored to accommodate new entrants to the tuna fishing industry and there are more tuna boats in the world than are required to catch the legal quota. So managers of tuna processing companies around the world are looking down the proverbial barrel of a gun. What plans and decisions can they or governments make to prevent the looming collapse of their industry. Tuna farming is one alternative. But it is subject to contingencies. For example, imported feed used in South Australia for caged tuna may have contained a virus that wiped out about 60% of natural pilchard stocks there in October 1998. Perhaps they could follow the South African precept and make a drastic decision. Traditionally many poorer fishermen in Kwa Zulu Natal catch tailor or shad as it is known there, for the family dinner. By the early 1980s, shad were nowhere to be seen. So the government introduced a 3 year shad ban which was heavily policed and stocks regenerated markedly and quickly. Subsequently bag limits were introduced but the taking of shad from the water during the spring spawning months is prohibited. In Perth, there is currently a ban on catching pink snapper in spring in Coburn Sound, the major spawning grounds. Perhaps this is the only decision that is left to be taken in order to save the tuna industry.

Sources:


Week 8

**Topic 7: Organising & Controlling**

**Your preparation for this tute before attending it:**

1. Read both the Strike over ‘Spy’ schemes on p. 31 of this subject outline.
2. Collect a newspaper article on employees being controlled at work and bring it to next week’s tute.

**Learning Outcomes**

- Outline different types of organisational structures
- Compare mechanistic and organic structures. Which is more relevant today?
- Identify different forms of organisational design
- Identify methods of control that managers can use
- Outline the steps in the control process
- Explain the major determinants of an effective control system.
- Outline changes to the control function brought about by developments in information and communication technologies.

**Pre-Reading Learning Materials**

Davidson et al (2009) Chs. 9 & 10

**Further Reading**


**Questions to guide your reading**

**Organising**

1. Why are contemporary organisations much flatter than they used to be?
2. Why are organic structures better suited to today’s more uncertain environment?

**Controlling**

1. What is the role of control in management? What aspects of the production process does a manager want to control? At what level of the organisation does control occur?
2. How are planning and control linked in a multi-step process? Provide some examples.
3. What types of financial control can a manager use?
4. What are the qualities of an effective control system?
5. What is operations management and why is productivity important for operations management?
6. What kinds of data might managers collect to check that their control systems are working effectively? What data collection tools are available to managers?
7. What are some of the ethical issues surrounding the management function of control?
Tutorial activities

1. **Briefly summarise UWA’s Organisational structure.** Is it flat? Is it mechanistic or organic? Provide reasons for your answer. 2236 students to propose an alternative structure too.

2. **Strike over ‘Spy’ Schemes:**

   Road maintenance workers went on strike in Dundee when there were plans for ‘spy’ devices (satellite global positioning systems devices) to be installed in every maintenance vehicle. These devices can plot staff movements to within ten metres. The location of the vehicles can be determined on a computer screen equipped with a street map at the company headquarters. The workers protested as they said the plan showed lack of trust from managers. The managing director said that no member of staff should have anything to fear but he conceded there was an element of management control: ‘It will let us know that the workforce is where it is supposed to be and identify inappropriate or unauthorized use of vehicles.’ (The Scotsman, 12 October 1998 cited in Wilson, F.M. (1999), Organisational Behaviour: A Critical Introduction, Oxford University Press, Oxford, p.97.)

Group / Class Discussion from the Case Studies:

i. What / who is being controlled?

ii. What are the assumptions about the workers?

iii. How effective is this strategy as a control method?

iv. What are the alternatives and how would you monitor the workers / vehicles
3. **General Discussion:** Do workers have a right to privacy? What do you think an employer is entitled to find out about you and your work? Drawing on your own experiences and citing the newspaper example you have brought to class, contribute to the discussion.

**Your preparation for Week 9, Topic 8 (Leadership)**

1. Consider someone you admire as a leader. What are her/his leadership qualities? Survey 3 of your peers about the qualities of a leader they admire. Are their opinions similar or dissimilar to yours? How? Why?

2. Read the Catriona Noble case (Text p. 314) and prepare answers to the question – What has helped make Catriona a good leader?
Week 9

Topic 8: Leadership

Your preparation for this tute before attending it:

1. Consider someone you admire as a leader. What are her / his leadership qualities? Survey 3 of your peers about the qualities of a leader they admire. Are their opinions similar or dissimilar to yours? How? Why?

2. Read the Catriona Noble case (Text p. 314) and prepare answers to the question – What has helped make Catriona a good leader?

Learning Outcomes

- Describe the nature of leadership and how it differs from management.
- Differentiate between trait, behavioural and situational theories of leadership, identifying the context in which these theories were developed.
- Provide examples of how different leadership theories can be applied in organisational contexts.
- Describe some current leadership issues.

Pre-reading Learning Materials

Davidson et al (2009) Ch. 11.

Further Reading


Questions to guide your reading

1. What are the differences between a leader and a manager?
2. What is transformational leadership? Differentiate between transformational leadership and transactional leadership. Give an example of each.
3. Do you think leadership style is fixed and unchangeable for a leader or flexible and adaptable? Are leaders born or made? Explain your answers.
4. Why might leadership not even be necessary in certain organisational situations?
5. What are the major sources of power and how do they relate to leadership?

Tutorial activities

1. **Group / Class Discussion**. – Catriona Noble case

   **Question:**

   1. What has helped make her a good leader?

   2. **Group discussion** on the findings of your survey. Were your peers' opinions similar or dissimilar to yours? How? Why?
3. **Exercise:** Encouraging and Discouraging leaders (handout 3). Time permitting, rate your own traits against these.

4. **Additional tutorial activity for 2236 students (1136 students can do this too time permitting):** Leadership gender quiz:

**Male and Female Leaders Quiz (2011)**

**Introduction:** As more women become leaders of businesses and organisations, communication between staff and senior female managers or executives will increase. Research shows that in some ways, female and male leaders and senior personnel behave and communicate differently in organisational settings but in other ways they don’t. The following assessment surveys your assumptions, beliefs, knowledge and values about male and female leaders.

**Instructions:** Mark each statement as True or False. In some cases, you may find it difficult to make a choice. In such cases, please tick the box that approximates most closely to your beliefs or first feelings.

<table>
<thead>
<tr>
<th>Statements</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Female leaders allow more participation from the floor in meetings than male leaders.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. Female leaders are generally better listeners than male leaders.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. Male leaders prefer group decision making techniques.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4. A female leader who bullies a male subordinate should be treated less harshly because such misbehaviour is less serious than a male leader bullying a male worker.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5. In today’s world it is still generally considered trendy if a female leader makes approaches of a sexual nature to a male but considered harassment if a male leader does the same to a female subordinate.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6. In Australia’s “Big 4” banks, at least one of the CEOs is a woman.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>7. The most authoritarian female CEO would still be less authoritarian than the least authoritarian male CEO.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>8. Westpac Bank has a female CEO.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>9. There are only 3 women CEOs in Australia’s top 200 listed companies.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>10. There are no women CEOs in the top 500 listed companies in the US</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>11. Women who make it to the senior levels in an organisation have usually worked harder than their male counterparts.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>12. Male leaders generally earn less than exceptional female counterparts.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>13. Women leaders are more likely to speak up and promote themselves at work.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>14. While women leaders are expected to be tough and ambitious, they are not expected to be “one of the boys”.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>15. A transformational female leader would be less charismatic than a transformational male leader.</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
16. A male leader would generally be more understanding of the impact on one's career of having children. □ □

17. Female executives often have fewer children than males. □ □

18. Female leaders generally leave work earlier. □ □

19. Female leaders need to make more use of mentors. □ □

20. Female leaders are more easily able to attend to multiple projects at the same time. □ □

Your preparation for Week 10, Topic 9 (Managerial Communication Skills)

Read both the Steve Irwin case (Recommended Text, p. 467 reproduced in 2 pages time) and the Business Communication on Asia case (Text, pp. 395-6). Prepare answers to the question why was Steve Irwin such a consummate communicator and also to the questions at the end of the Business Communication in Asia case.
Week 10

Topic 9: Managerial Communication Skills

Your preparation for this tute before attending it:

Read both the Steve Irwin case (Recommended Text, p. 467 reproduced overleaf) and the Business Communication on Asia case (Text, pp. 395-6). Prepare answers to the question why was Steve Irwin such a consummate communicator and also to the questions at the end of the Business Communication in Asia case.

Learning Outcomes

- Identify the different means of communicating in organisations.
- Describe the differences between, and means of, formal and informal communication.
- Describe the determinants of, and barriers to, effective communication.
- Describe the interpersonal skills necessary to be an effective manager in an organisation.
- Discuss how managers should handle conflict in the modern organisation.

Pre-reading Learning Materials

Davidson et al (2009) Ch. 14

Further reading


Questions to guide your reading

1. What is communication? How have communication processes changed in the modern organisation?
2. What qualities make for a manager who communicates well in organisations?
3. What are the formal and informal means of managerial communication in organisations?
4. What are the barriers to effective communication and how can these barriers be overcome?
5. What interpersonal skills does an effective manager possess?
6. How does a manager deal with conflict in the modern organisation?

Tutorial activities

1. Exercise 1: Why was Steve Irwin such a consummate communicator?
2. Answer the 4 questions after the Business Communication in Asia case:
3. 2236 students: Critically evaluate the statement that “today’s generation is much more comfortable communicating electronically than their parents’ generation”. Is this always true?
Steve Irwin

The late Steve Irwin’s interpersonal and communication skills are legendary and almost without peer. They have enabled him to spread his message of conservation around the world and some even consider him to be the most famous Australian ever. The man known as the “crocodile hunter” also achieved remarkable business success before his untimely death aged just 44 and this enabled him to purchase tracts of land to conserve as habitat for wildlife. Irwin’s life ended on 4th September 2006, when the barb of a giant stingray pierced his chest. Graphic video footage reproduced on television news, shows Irwin snorkelling on the Great Barrier Reef and as he swam over the giant bull ray it lashed out at him with its tail. However his energetic and endearing personality and the effective communication of his vision of conservation have combined to ensure that his message will endure. Irwin was born in Melbourne and his parents moved to Queensland in 1970 when he was eight. His father gave up his job as a plumber in Melbourne and his mother, hers as a midwife, and they set up the Beerwah Reptile Park on the Sunshine Coast, north of Brisbane. This is where Irwin learned to love wildlife. Snakes, small kangaroos and koalas often shared the family home. The Beerwah Reptile Park is the forerunner of the crocodile hunter’s famous Australia Zoo. Steve Irwin used mainly oral communication to convey his passion for conservation and he used two forms. The first was his 53 television documentaries on all kinds of wildlife shown on the worldwide Animal Planet and Discovery channels. In this way, his message is said to have reached more than 200 million people across the globe. When he died, condolence messages from India, Scotland, the USA and many other countries were posted on the web and appeared in letters to newspaper editors. However he also appeared on Andrew Denton’s ABC programme, “Enough Rope” on the 16th October, 2003. The script for the show makes compelling reading and is an object lesson in communication and interpersonal skills. As a tribute, the programme was rebroadcast on the night of Irwin’s death. Denton introduced the programme by saying “if you spliced the genes of Sir David Attenborough with those of the cartoon Tasmanian devil, you’d come up with something like Steve Irwin – an Australian conservationist whose high decibel, over-the-top personality has made him, with 200 million viewers in 35 countries – count them – perhaps the most famous Australian in the world today”.

The second medium is Irwin’s Australia Zoo which provides the physical manifestation of the wildlife warrior he referred to himself on Enough Rope. At this zoo, Irwin used face-to-face, in the flesh communication to live audiences to further demonstrate his passion for wildlife. Clad in his trademark khakis and boots, his capture and transferral of crocodiles from one part of the zoo to another was one of the main attractions. The zoo also features a great deal of hands on interaction with the fauna for patrons. For example, non visitors can make friends with animals that wander round, pat non venomous snakes and have their photos taken with a giant python if they dare. The short, happy life of Steve Irwin is a terrific example of how good communication and interpersonal skills can preserve the sanctity of a message even for all time.

Sources:

Your preparation for Week 11 Topic 10 (Managerial Motivation Skills)

Read the Google Case on motivating staff (Text, pp. 364-366). Prepare answers to the two questions at the end of the case.
Week 11

Topic 10: Managerial Motivation Skills

Your preparation for this tute before attending it:

Read the Google Case on motivating staff (Text, pp. 364-366).
Prepare answers to the two questions at the end of the case.

Learning Outcomes

- Define motivation and explain the relationship with individual needs in organisational contexts.
- Differentiate between content and process theories of motivation and their application in organisational contexts.
- Identify contemporary managerial strategies and practices to enhance employee motivation.

Pre-reading Learning Materials

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

Further Reading


Questions to guide your reading

2. Describe Maslow’s hierarchy of needs’ theory of motivation.
3. What are the differences between content and process theories of motivation?
4. In what ways can changes to what a person does in their job improve motivation?
5. In what ways does a manager’s understanding of the needs of a diverse workforce influence his or her approach to motivating staff?
6. How can managers use reward systems to motivate performance.

Tutorial activities

1. Reflect on what motivates you and draw your own pyramid. Is it the same as Maslow’s? Can you explain similarities and differences?
2. ‘What Do People Want From Their Jobs?’ (handout 4)
3. Motivators & Hygiene Factors (handout 5).
4. Briefly discuss the questions at the end of the Google case on motivating staff (Text, pp. 364-366).
5. 2236 students: Debate why someone like Bill Gates or Rupert Murdoch continues working.

Your Preparation for Week 12, Topic 11 (Introduction to HRM)
Read the newspaper articles collected by Claire Taylor on strikes below. What are the key issues? Bring your findings to next week's class.

Read the HRM for Generation Y case in the Text (pp. 309-311). Prepare answers to the 3 questions.
Week 12

Topic 11: Introduction to HRM and the Employment Relationship

Your preparation for this tute before attending it:

Read the newspaper articles on the previous page. What are the key issues? Bring your findings to the class.

Read the HRM for Generation Y case in the Text (pp. 309-311). Prepare answers to the 3 questions.

Learning Outcomes

- Identify the defining characteristics of HRM and the employment relationship.
- Describe how organisations attract human resources.
- Identify causes of organisational conflict and managerial strategies to mediate that conflict.
- Explain how human resource management activities can contribute to achieving organisational goals.

Pre-reading Learning Materials

Schermerhorn et al (2011) Ch. 11.
Davidson et al (2009) Ch. 15 and Ch. 3 (pp. 76-105).

Questions to guide your reading:

1. Should industrial conflict be regarded as inevitable or is there potential for the interests of employers and employees to be aligned? 
2. How can organisations attract and retain the right people for the right jobs?
3. How can managers best manage diversity in organisations?
4. How can conflict at the workplace be managed?
5. In what ways are traditional and contemporary HRM practices different?

Tutorial activities

1. Group Discussion using the attached newspaper clippings. What are some of the common causes of strikes? How would you manage to avoid conflict situations?

2. Layoff exercise (handout 6).

3. Group Discussion of the answers to the questions pertaining to the HRM for Generation Y case in the Text (pp. 309-311).

4. 2236 students: Debate why union membership in Australia has declined over the past decade.
Your preparation for Week 13 Topic 12 (Managing Change)

Read the Fallout from the GFC Case in the text (pp. 430-432) Prepare answers to the three questions at the end of the case.
Week 13

Topics 12 & 13: Change and Summary and Review

Your preparation for this tute before attending it:

Read the Fallout from the GFC Case in the text (pp. 430-432) Prepare answers to the three questions at the end of the case.

Learning Outcomes

- Differentiate between planned and unplanned change and how the organisation deals with these.
- Describe external and internal forces for change.
- Discuss reactions to change including positive, negative, resistance, cynicism and readiness.
- Describe the techniques for managing change in the organisation and altering organisational culture.
- How to foster innovation.
- Reflect and review your progress in this unit.

Pre-reading Learning Materials


Further reading


Tutorial Activities

1. Reaction to change inventory (handout 7).

2. Read the case on the Fallout from the GFC in the text (pp. 430-432) Prepare answers to the three questions at the end of the case.

3. In this final tutorial we will also reflect briefly on current theories of management, their historical development, application, and cultural contexts in the following key areas:
   - The historical development of management thought.
   - Management functions and roles in organisations.
   - Motivation, communication and interpersonal skills.
   - The impact of change on organisations.
   - Key factors in the organisation’s environment that impact on how managers and organisations work.
   - Managing human resources in organisations.
   - Managing ethically.

4. Second year students: - Read the Australia – An Innovative Country case in the text (p. 405). How many of the 10 listed innovations did you honestly know had originated in Australia?