



<b>Course Code:</b>	<b>9131IBA</b>
<b>Course Name:</b>	<b>Managing Organisations</b>
<b>Semester:</b>	<b>Trimester 3, 2018</b>
<b>Program:</b>	Masters Qualifying Program
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	David Ponton
<b>Document modified:</b>	24 September 2018

## Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal.

Email: [david.ponton@staff.griffithcollege.edu.au](mailto:david.ponton@staff.griffithcollege.edu.au)

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## Staff Consultation

Your lecturer/tutor is available each week for consultation outside of normal class times. Times that your lecturer/tutor will be available for consultation will be given in the first week of lectures. A list of times and rooms will be published on the Griffith College Portal under the “myTimetable” link.

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## Prerequisites

There are no prerequisites for this course

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## Brief Course Description

This course is a 10 Credit Point course within the Masters Qualifying Program. It introduces students to the study of Management within organisations. An integrated view of both theory and practice will be examined pointing out applications of social science and implications for management action. An analysis in which organisational performance through a better understanding of effective management of people will also be studied investigating important issues such as an increased awareness of, and sensitivity to, personal skills and employability within a context of globalisation and the need for economic, socio-cultural and environmental sustainability.

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## Rationale

Managing Organisations provides students with an overview and understanding of the behaviour and actions of people at work from an international perspective. The key elements examined include understanding organisational behaviour, approaches to management, the organisational environment, individuals and groups, leadership, learning and development, perceptions and communication, work motivation and job satisfaction, structure and strategy, technology, control and power, strategy, culture and performance. Students will gain an appreciation of the complexity and diversity of these different essentials in managing an organisation within the competitive global environment. Students will also examine both the micro and macro industry relationships that exist in an organisation.

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## Aims

Many organisations operate in global, competitive and culturally diverse environments. To provide a context for working in this environment this course has two main aims:

1. The first is to provide theoretical frameworks for studying the management of an organisation and to describe their organisational structures, operational characteristics, strategies, performance, development and effectiveness. Gaining this knowledge will enable students to understand how managers operate in this ever competitive global business environment.
  2. The second aim is to provide a disciplinary framework for understanding the delivery and management of organisations and to appreciate how these frameworks can be used to inform professional practice, identify employee demands and behaviours, and assess the impacts and future sustainable orientation of the organisational environment. Achieving these aims will help students gain industry specific knowledge, as well as the skills and knowledge required for their future post-graduate studies.
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## Learning Outcomes

Upon successful completion of this course you will be able to:

1. Demonstrate a practical understanding of the 10 managerial roles identified by Henry Mintzberg and the application of these roles to managing organisations.
  2. Assess their own management skills and further plan and develop the skills needed to manage an organisation.
  3. Demonstrate a basic understanding of managing organisational practices and organisational structures and processes.
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## Texts and Supporting Materials

### Required Text:

Mullins L.J., & Christy, G. (2016), *Management and Organisational Behaviour*, 11th ed, Pearson  
Edinburgh Gate, Harlow, U.K.

### Required Supporting Materials:

Tutorial Student Exercises. These exercises are to be downloaded and printed from the portal (Weekly) and completed prior to tutorial sessions. Further discussion will be completed during tutorial sessions to compliment and support responses

### Recommended Text Readings:

Bratton, J., Sawchuk, P., Forshaw, C., Callinan, M., & Corbett, M. (2010). *Work and Organisational Behaviour*, 2nd Ed., Palgrave.

Clegg, S., Kornberger, M. and Pitsis, T. (2016). *Managing and Organisations* (4th Ed), Sage, LA.

Fineman, S. (ed) (1993). *Emotion In Organisations*, Sage, pp 9-35

Fineman, S, Gabriel, Y., Sims, D. (2010). *Organising and Organisations*, 4th Ed., London: Sage.

Hatch, M.J. & Cunliffe, A. L. (2013). *Organization Theory*, 3rd Ed, Oxford Uni Press.

Huczynski, A. & Buchanan, D. A. (2013). *Organisational Behaviour*, 8th Ed., Pearson.

King, D. & Lawley, S. (2013). *Organizational Behaviour*, Oxford Uni Press, Oxford.

Kalliath, T., Brough, P., O'Driscoll, M. P., Manimala, M., Siu, O. L., & Parker, S. (2014). *Organisational Behaviour: An Organisational Psychology Perspective* (2nd Edition), McGrawHill, Australia.

Mcshane, S.L., Olekalns, M., & Travaglione, T. (2010). *Organisational Behaviour on the Pacific Rim*, 3rd ed., McGraw-Hill.

O'Driscoll, M., Taylor, P., & Kalliath, T. (2003). *Organisation Psychology in Australia and New Zealand*, Oxford University Press.

Osland, J., Kolb, D., Rubin, I. & Turner, M. (2007). *Organizational behavior: An experiential approach* (8th Edition). Pearson International Edition. Upper Saddle River, NJ: Pearson Education International.

Robbins, S. P., Judge, T. A., Millett, B., & Boyle, M. (2017). *Organisational Behaviour* (8th Ed), Pearson.

Robbins, S. P., Bergman, R., Stagg, I., & Coulter, M. (2014). *Management* (7th Ed). Pearson.

Samson, D. and Daft, R. L. (2015). *Fundamentals of Management* (5th Asia Pacific Edition) Cengage Learning: Australia.

Sarris, A., & Kirby, N. (Eds.) (2013). *Organisational Psychology, Research and Professional Practice*, Prahran, Vic: Tilde Uni Press

Watson, T. J. (2006). *Organising and Managing Work*, 2nd Ed., Pearson.

Wilson, F. M. (2010). *Organisational Behaviour And Work*, 3rd Ed, Oxford Uni Press

Wood, J., Zeffane, R. M., Fromholtz, F., Wiesner, R. Morrison, R., Factor, A. & McKeown, T. (2016). *Organisational Behaviour Core Concepts and Applications*, 4th Australian Edition. Milton Qland: Wiley.

### Recommended Journals:

Journal of Management  
International Journal of Management  
Journal of Small Business Management  
Academy of Management Journal  
Production and Operations Management  
Journal of International Business Studies  
Academy of Management Review  
Journal of Management Studies  
Administrative Science Quarterly  
Organisation Science  
Management Science  
Academy of Management Perspective  
The Journal of Human Resources  
MIT Sloan Management Review

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## Organisation and Teaching Strategies

The course consists of a two hour lecture, a one hour tutorial and a one hour workshop each week. Maximum benefit will be gained from attendance at all of these classes as this course is based on a combination of theory together with application to personal interactions and awareness.

**Lectures:** These are interactive to encourage maximum learning. You are encouraged to participate through focusing questions, making comments and doing short relevant written and oral exercises. These will be based on the readings and other stimulus materials provided in class.

**Workshops and tutorials** are designed to encourage you to make meaning of your learning through the use of practical exercises and experiences. This will involve you in both individual and group work. You will need to allocate about 10 hours per week (including the lecture/tutorial time) to this course. Reading and analysis of the course materials which accompany this course are essential requirements of this course.

## ***Class Contact Summary***

### **Attendance**

You are expected to attend all of your lectures, tutorials and workshops. If for some reason you are unable to attend please ensure 1. You provide appropriate documentation to the Griffith College office and a copy to your lecturer. 2. Let your tutor / lecturer know so that time can be organised to catch up students on any material missed.

### **Participation in Class**

In order to successfully complete this course you are expected to participate and interact in all class contact times (lectures, tutorials and workshops). Further, to obtaining a passing grade you must complete a mid-Semester exam, annotated bibliography, oral presentation and undertake the final exam. It is also your responsibility to ensure that all assessment pieces are attempted and submitted on time to avoid penalties.

### **Consultation Times**

Each week your lecturer has time to see students outside of normal class contact hours. It is strongly suggested that you take advantage of this consultation time in order to address any issues that you feel you may need additional help with.

### **Course Materials**

Lecture notes, Tutorial exercises and workshop material will be made available to you on the Griffith College site on the student portal and you are advised to print these out and bring them to each class so that extra notes can be added.

### **Independent Learning**

You are expected to have read and/or prepared for your lectures and tutorial sessions (as outlined in your weekly teaching schedule). You are also required to undertake independent study in addition to lectures and tutorials.

## Content Schedule

### Weekly Teaching Schedule

Week	Topic	Activity	Readings
1	The Organisational Setting: Understanding Organisational Behaviour, Approaches to Management, Organisational Environment	Lecture	Readings: Chapter 1,2,3
	Course overview, assessment items.	Tutorial / Workshop	Introduction
2	The Individual: Individual Differences and diversity	Lecture	Reading: Chapter 4
	The Organisational Setting: Understanding Organisational Behaviour, Approaches to Management, Organisational Environment	Tutorial/Workshop	Tutorial exercises, Case Study Analysis and/or Quizzes - Review lecture notes and discussion
3	The Individual: Learning and Development	Lecture	Reading: Chapter 5
	The Individual: Individual Differences and diversity	Tutorial/Workshop	Tutorial exercises, Case Study Analysis and/or Quizzes - Review lecture notes and discussion
4	The Individual: Perceptions and Communication	Lecture	Reading: Chapter 6
	The Individual: Learning and Development	Tutorial/Workshop	Tutorial exercises, Case study analysis and/or quizzes - Review lecture notes and discussion
5	The Individual: Work Motivation and Job Satisfaction	Lecture	Reading: Chapter 7
	The Individual: Perceptions and Communication	Tutorial/Workshop	Tutorial exercises, Case study analysis and/or Quizzes- Review lecture notes and discussion
6	Groups, Leadership and Management: Working in Groups and Teams	Lecture	Reading: Chapter 8
	The Individual: Work Motivation and Job Satisfaction	Tutorial/Workshop	Tutorial exercises, Case study analysis and/or quizzes - Review lecture notes and discussion

7	Groups, Leadership and Management: Leadership and Understanding Management	Lecture	Readings: Chapters 9, 10
	Groups, Leadership and Management: Working in Groups and Teams	Tutorial/Workshop	Tutorial exercises, Case study analysis and or quizzes - Review lecture notes and discussion
8	Structure, strategy and effectiveness: Organisational Structure and design	Lecture	Reading: Chapter 11
	Groups, Leadership and Management: Leadership and Understanding Management	Tutorial/Workshop	Tutorial exercises, Case study analysis and or quizzes - Review lecture notes and discussion
9	Structure, strategy and effectiveness: Organisation control and Power	Lecture	Reading: Chapter 13
	Structure, strategy and effectiveness: Organisational Structure and design	Tutorial/Workshop	Tutorial exercises, case study analysis and/or quizzes - Review lecture notes and discussion
10	Structure, strategy and effectiveness: Strategy, corporate responsibility and Ethics	Lecture	Reading: Chapter 14
	Structure, strategy and effectiveness: Organisation control and Power	Tutorial/Workshop	Tutorial exercises, Case study analysis and/or Quizzes - Review lecture notes and discussion
11	Structure, strategy and effectiveness: Organisational culture and change, performance and development	Lecture	Reading: Chapters 15 & 16
	Structure, strategy and effectiveness: Strategy, corporate responsibility and Ethics	Tutorial/Workshop	Tutorial exercises, Case study analysis and/or Quizzes- Review lecture notes and discussion
12	Course Review and Revision : Course review and examination Revision	Lecture	Final Exam Taken from Lecture notes Weeks 1-12
	Structure, strategy and effectiveness: Organisational culture and change, organisational performance and development	Tutorial/Workshop	Tutorial exercises, Case study analysis and/or Quizzes- Review lecture notes and discussion

## Assessment

This section sets out the assessment requirements for this course.

### Summary of Assessment

Item	Assessment Task	Weighting	Relevant Learning Outcomes	Due Date
1	Self-Awareness Exercise	30%	1	Week 6
2	Case Study Analysis	30%	1,2,3	Week 9
3	Final Examination	40%	1,2,3	Exam Period

## Assessment Details

You are required to achieve an overall 50% of the course marks to successfully complete this course.

There are three items for assessment:

### Assessment item 1: Self-Assessment Exercise

**Learning Outcome Assessed:** 1

**Due Date:** 5pm Friday, Week 6

**Weight:** 30%

**Task Description:**

This self-assessment aims to allow students to explore and develop key capabilities utilising Mintzberg's Managerial Roles (competencies) addressed in the subject. There are three sections to this report:

- A self-analysis/-reflection
- A literature review, and
- A conclusion that outlines an action plan for development

The assignment must focus on one of the following categories:

Interpersonal OR

Informational OR

Decisional roles

Each topic serves as the experiential basis for individual reflection about current practices as a Manager working in an organisation.

**Marking Criteria:** Further detail will be provided in the portal prior to assessment due date.

**Submission:** via Turnitin on MyStudy.

## **Assessment item 2: Case Study Analysis**

**Learning Outcomes Assessed:** 1,2,3

**Due Date:** 5pm Friday, Week 9

**Weight:** 30%

**Task Description:**

Students as a group will report the results of their Case Study Analysis demonstrating their ability to critically evaluate the literature. Students will be required to demonstrate effective academic writing skills. The case study analysis will be worth 30% of the final grade.

You are to answer the questions relating to the Case Study with a minimum of 10 academic sources that are relevant to your chosen case study.

**Marking Criteria:** Further detail will be provided in the portal prior to assessment due date.

**Submission:** via Turnitin on MyStudy.

## **Assessment item 3: Final Examination**

**Learning Outcomes Assessed:** 1,2,3

**Due Date:** Week 14

**Weight:** 40%

**Task Description:**

The final exam will be comprehensive in nature and test concepts presented from Weeks 1 to 11. The exam may consist of multiple choice, short answer and short essay questions to assess student's understanding of the course content.

### ***Submission and Return of Assessment Items***

Normally you will be able to collect your assignments in class within fourteen [14] days of the due date for submission of the assignment.

### **Retention of Originals**

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

### ***Extensions***

To apply for an extension of time for an assessment item you must submit a written request to your lecturer via the Student Website at least 48 hours before the date the assessment item is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. medical certificate]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.



## Penalties for late submission without an approved extension

Penalties apply to assignments that are submitted after the due date without an approved extension. Assessment submitted after the due date will be penalised 10% of the TOTAL marks available for assessment (not the mark awarded) for each day the assessment is late. Assessment submitted more than five days late will be awarded a mark of zero (0) For example:

- > 5 minutes
- and  $\leq$  24 hours 10%
- > 24 hours and  $\leq$  48 hours 20%
- > 48 hours and  $\leq$  72 hours 30%
- > 72 hours and  $\leq$  96 hours 40%
- > 96 hours and  $\leq$  120 hours 50%
- > 120 hours 100%

Note:

- Two day weekends will count as one day in the calculation of a penalty for late submission.
- When a public holiday falls immediately before or after a weekend, the three days will count as one day in the calculation of a penalty for late submission.
- When two public holidays (e.g. Easter), fall immediately before or after, or one day either side of a weekend, the four days will count as two days in calculating the penalty for late submission.
- When a single public holiday falls mid-week, the day will not be counted towards the calculation of a penalty.

Please refer to the Griffith College website - Policy Library > Assessment Policy for guidelines and penalties for late submission.

### ***Assessment Feedback***

Marks awarded for in-trimester assessment items, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final assessment item in this course (marks for this item will be provided with the final course result).

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## Generic Skills

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

Generic Skills	Taught	Practised	Assessed
Written Communication	Yes	Yes	Yes
Oral Communication		Yes	
Information Literacy		Yes	Yes
Secondary Research		Yes	Yes
Critical and Innovative Thinking		Yes	Yes
Academic Integrity		Yes	Yes
Self-Directed Learning		Yes	
Team Work		Yes	Yes
Cultural Intelligence		Yes	
English Language Proficiency	Yes	Yes	Yes

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## Additional Course Information

### Teacher and Course Evaluations

Your feedback is respected and valued by your lecturers and tutors. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your lecturer and tutor or by completing course and lecturer evaluations on the Griffith College portal whenever these are available.

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## **Academic Integrity**

Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

Please ensure that you are familiar with the [Griffith College Academic Integrity Policy](#); this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Academic Integrity Policy on the Griffith College website – Policy Library.

### ***Risk Assessment Statement***

In this course you are not exposed to any out of the ordinary risks.

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