



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	9131IBA
<b>Course Name:</b>	Managing Organisations
<b>Trimester:</b>	Trimester 3, 2019
<b>Program:</b>	Masters Qualifying Program
	In Person
	Mt Gravatt
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Dr. David Ponton
<b>Document modified:</b>	14 October 2019

### 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.

### Assumed Knowledge

There are no prerequisites for this course

## 1.2 Teaching Team

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

Name	Email
David Ponton	david.ponton@griffithcollege.edu.au

## 1.3 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 "Support and Services/Teacher Consultation Times" link.

## 1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services.

## 1.5 Technical Specifications

All students must have access to a computer or suitable mobile device.

## 2. Aims, Outcomes & Generic Skills

### 2.1 Course 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.

### 2.2 Learning Outcomes

After successfully completing this course, the student should 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 their ability to critically evaluate the literature utilising effective academic writing skills
4. Demonstrate an understanding of managing organisational practices and organisational structures and processes

## 2.3 Generic skills

For further details on the Generic Skills please refer to the Graduate Generic Skills and Capabilities policy.

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

## 3. Learning Resources

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

### 3.1 Required Resources

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

### 3.2 Recommended Resources

#### 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. & 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. & 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

### **Websites:**

Passport GMID (Euromonitor) Tourism Offices  
Worldwide Directory Smart Traveller  
Lonely Planet  
Domestic Marketing Organisations (DMOs)  
Industry sector and trade associations such as the United Voice (the Hospitality Workers Union) and the Australia Hotels Association (AHA).

### 3.3 College Support Services and Learning Resources

The College provides many facilities and support services to assist students in their studies. Links to information about College support resources that are available to students are included below for easy reference.

[Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.

MyStudy – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of breaches of academic integrity, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

Services and Support provides a range of services to support students throughout their studies including personal support such as Counselling; Academic support; and Welfare support.

Jobs and Employment in the [Student Hub](#) can assist students with career direction, resume and interview preparation, job search tips, and more.

[IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

### 3.4 Other Learning Information

#### **Attendance**

You are expected to attend all lectures and tutorials and to actively engage in learning during these sessions. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you may BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

#### **Preparation and Participation in Class**

In order to enhance learning, prepare before lectures and tutorials. Read the relevant section of your text book before a lecture, and for a tutorial read both the textbook and the relevant lecture notes. If you have been given tutorial exercises, make sure you complete them. Active participation in lectures and tutorials will improve your learning. Ask questions when something is unclear or when you want to bring some issue to your lecturer or tutor's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

#### **Consultation Sessions**

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

#### **Course Materials**

Lecture notes will be made available to you in MyStudy on the Griffith College Portal and you are advised to either print these out and bring them to each class so that extra notes can be added or BYOD (bring your own device) and add extra notes digitally.

#### **Self-Directed Learning**

You will be expected to learn independently. This means you must organise and learn the course content even when you are not specifically asked to do so by your lecturer or tutor. This involves revising the weekly course material. It also means you will need to find additional information for some assessment items beyond that given to you in textbooks and lecture notes, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

## Program Progression

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - Program Progression Policy - for more information].

## Teacher and course Evaluation

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 via Griffith College's evaluation tool whenever these are available.

## 4. Learning and Teaching Activities

### 4.1 Weekly Learning Activities

Week	Topic	Activity	Readings	Learning Outcomes
1	The Organisational Setting: Understanding Organisational Behaviour, Approaches to Management, Organisational Environment	<b>Lecture</b> <b>Ice-Breaker</b> <b>Discussion</b> <b>Questions</b>	Reading: Chapters 1,2,3	<b>1,2,3,4</b>
2	The Individual: Individual Differences and diversity	<b>Lecture</b> <b>Discussion</b> <b>Questions</b> <b>Group work</b>	Reading: Chapter 4	<b>1,2,3,4</b>
3	The Individual: Learning and Development	<b>Lecture</b> <b>Discussion</b> <b>Questions</b> <b>Group work</b>	Reading: Chapter 5	<b>1,2,3,4</b>
4	The Individual: Perceptions and Communication	<b>Lecture</b> <b>Discussion</b> <b>Questions</b> <b>Group work</b>	Reading: Chapter 6	<b>1,2,3,4</b>
5	The Individual: Work Motivation and Job Satisfaction	<b>Lecture</b> <b>Discussion</b> <b>Questions</b> <b>Group work</b>	Reading: Chapter 7	<b>1,2,3,4</b>
6	Groups, Leadership and Management: Working in Groups and Teams	<b>Lecture</b> <b>Discussion</b> <b>Questions</b> <b>Group work</b>	Reading: Chapter 8	<b>1,2,3,4</b>
7	Groups, Leadership and Management: Leadership and Understanding Management	<b>Lecture</b> <b>Discussion</b> <b>Questions</b> <b>Group work</b>	Reading: Chapters 9 & 10	<b>1,2,3,4</b>
8	Structure, strategy and effectiveness: Organisational Structure and design	<b>Lecture</b> <b>Discussion</b> <b>Questions</b> <b>Group work</b>	Reading: Chapter 11	<b>1,2,3,4</b>
9	Structure, strategy and effectiveness: Organisation control and Power	<b>Lecture</b> <b>Discussion</b> <b>Questions</b> <b>Group work</b>	Reading: Chapter 13	<b>1,2,3,4</b>
10	Structure, strategy and effectiveness: Strategy, corporate responsibility and Ethics	<b>Lecture</b> <b>Discussion</b> <b>Questions</b> <b>Group work</b>	Reading: Chapter 14	<b>1,2,4</b>
11	Structure, strategy and effectiveness: Organisational culture and change, performance and development	<b>Lecture</b> <b>Discussion</b> <b>Questions</b> <b>Group work</b>	Reading: Chapters 15 & 16	<b>1,2,4</b>

12	Revision for final exam	<b>Revision</b>	Review of lecture notes and discussion	<b>1,2,4</b>
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## 5. Assessment Plan

### 5.1 Assessment Summary

Item	Assessment Task	Weighting	Learning Outcomes	Due Date
1	Self-Awareness Exercise	30%	1,2,3	Week 6
2	Case Study Analysis	30%	3	Week 9
3	Final Examination	40%	1,2,3,4	Exam period

### 5.2 Assessment Detail

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.

#### **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 provide a report of 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: Exam Period

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.

## **5.3 Late Submission**

An assessment item submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Assessment items submitted more than five working days after the due date are awarded zero marks.

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

## **5.4 Other Assessment Information**

### **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.

### **Requests for extension**

To apply for an extension of time for an assignment, you must submit an [Application for Extension of Assignment](#) form to your teacher at least 24 hours before the date the assignment 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. [Griffith College Student Medical Certificate](#)]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

### **Return of Assessment Items**

1. 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).
2. Students will be advised of their final grade through the Student Portal. Students can review their exam papers after student grades have been published (see relevant Griffith College Fact Sheet for allocated times at Support> Factsheets). Review of exam papers will not be permitted after the final date to enrol.
3. Marks for **all** assessment items including the final exam (if applicable) will be recorded in the Moodle Course Site and made available to students through the Moodle Course Site.

*The sum of your marks overall assessment items in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.*

## 6. Policies & Guidelines

Griffith College assessment-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

Assessment Policy, Special Consideration, Deferred Assessment, Alternate Exam Sitting, Medical Certificates, Academic Integrity, Finalisation of Results, Review of Marks, Moderation of Assessment, Turn-it-in Software Use. These policies can be accessed using the 'Document Search' feature within the [Policy Library](#)

**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.

In the case of an allegation of a breach of academic integrity being made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

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 Griffith College website - Policy Library > Academic Integrity Policy

### **Reasonable Adjustments for Assessment – The Disability Services policy**

The Disability Services policy (accessed using the Document Search' feature with the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to assessment for students with disabilities while maintaining academic robustness of its programs.

### **Risk Assessment Statement**

There are no out of the ordinary risks associated with this course.

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