



1. General Course Information

1.1 Course Details

Course Code:	9131IBA
Course Name:	Managing Organisations
Trimester:	2, 2020
Program:	Masters Qualifying Program
Credit Points:	10
Course Coordinator:	David Ponton
Document modified:	27/5/2020

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 found on the Moodle Course Site.

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.

2.0. 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. Aims, Outcomes & Generic Skills

2.1 Course Aims



2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Explain the nature and main features of organisational behaviour and its benefits of management theory and influences on management practice
2. Assess their own management skills and further plan and develop the skills needed to manage an organisation
3. Understand the importance and significance of work groups using a case method technique that uses a real business-situation description
4. Demonstrate an understanding of managing organisational practices and organisational structures and processes



2.3 Generic skills and capabilities

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 and Capabilities		Taught	Practised	Assessed
Acquisition of discipline knowledge and skills with critical judgement		✓	✓	✓
Communication and collaboration		✓	✓	✓
Self-directed and active learning		✓	✓	✓
Creative and future thinking		✓	✓	✓
Social responsibility and ethical awareness		✓	✓	
Cultural competence and awareness in a culturally diverse environment		✓	✓	



3. Learning Resources

3.1 Required Learning Resources

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

3.2 Recommended Learning Resources

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.

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 content, learning activities and learning experiences





4.1 Modules for learning and weekly learning content, learning activities and learning experience

	Learning Content 	Learning activities 	Learning experiences 	Evidence of learning 	Learning outcome 
Module 1 – The Organisational Setting					
1	The Organisational Setting: Understanding Organisational Behaviour	Mini Lectures Discussion Questions Videos	Ice-Breaker Introductions Conversation Starters Storytelling	1	1
2	The Organisational Setting: Approaches to Management, Organisational Environment	Mini Lectures Discussion Questions Videos	Brainstorming Managers Mindset Frame your Mind/Subject Challenge	1	1
Module 2- The Individual					
3	The Individual: Individual Differences and diversity	Mini Lectures Discussion Questions Videos	Personality Tests Mind Mapping Diversity Inclusion	1	2
4	The Individual: Learning and Development	Mini Lectures Discussion Questions Videos	Personality Tests Self-Reflection Experience – Workplace Incidents	1	2
5	The Individual: Perceptions and Communication	Mini Lectures Discussion Questions Videos	Self-Reflection Experience – Workplace Incidents Communication Competence Build a team	1	2
6	The Individual: Work Motivation and Job Satisfaction	Mini Lectures Discussion Questions Videos	Self-Reflection What motivates us? Build a team	1	2
Module 3 - Groups					
7	Groups, Leadership and Management: Working in Groups and Teams	Mini Lectures Discussion Questions Videos	Groupwork Case Study Analysis Role Play Peer Observation Stages of Development	2	3
8	Groups, Leadership and Management: Leadership and Understanding Management	Mini Lectures Discussion Questions Videos	Groupwork Role Play Peer Observation Case Study Analysis Global Leadership	2	3
Module 4 – Organisational Structure					
9	Structure, strategy and effectiveness: Organisational Structure and design	Mini Lectures Discussion Questions Videos	Poster Development Visualisation University Structure	3	4
10	Structure, strategy and effectiveness: Organisation control and Power	Mini Lectures Discussion Questions Videos	Poster Development Visualisation Power - People	3	4
11	Structure, strategy and effectiveness: Strategy, corporate responsibility and Ethics	Mini Lectures Discussion Questions Videos	Poster Development Visualisation Corporate CSR/Ethics	3	4
12	Structure, strategy and effectiveness: Organisational culture and change, performance and development	Mini Lectures Discussion Questions Videos	Poster Development Journey map Cultural Insights	3	4



5. Evidence of learning (Assessment plan)

5.1 Evidence of learning summary

	 Evidence of learning	 Weighting	 Learning outcome	 Due Date
1	Self-Reflective Report	35%	1,2	Week 6
2	Case Study Analysis	35%	3	Week 9
3	Academic Poster	30%	4	Week 12

5.2 Evidence of learning task detail

Learning Outcome Assessed 1 and 2 – Individual Self Reflective Report

Due Date: 5pm Friday, Week 6 Weight: 35%

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.

Learning Outcomes Assessed: 3 – Group Case Study Analysis

Due Date: 5pm Friday, Week 9 Weight: 35%

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 35% 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..

Learning Outcomes Assessed: 4 – Individual Academic Poster

Due Date: 5pm Friday, Week 12 Weight: 30%

Task Description:

You are required to design an A2-sized poster to demonstrate your visualisation, summarising, prioritising and synthesising skills. A poster is a communication tool that utilises structure, graphics and text to clearly convey complex messages, while being visually appealing and engaging.

In order to complete this assessment, you are required to design a poster, which clearly addresses the following question: What are the structure challenges facing global contemporary organisations?

To be successful in this assessment, you are required to research academic/scholarly (published in peer-reviewed journals) literature and make use of effective and suitable visualisation techniques in order to design a carefully constructed and logical poster, which clearly displays your answer to the above question.

More specifically, your poster should:

clearly address the question;

be logically structured and aesthetically pleasing;

refer to correct material you have read in the literature (you should include a MINIMUM of 5 scholarly references - in-text references and a reference list in APA style must be included on the poster;

present a clear and concise message (in title and other content);

can understand what you are trying to say;

use relevant visualisation techniques to visually display the message and content of your poster; and

use text sparingly (a MAXIMUM of 250 words, excluding reference list, is permitted).

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

Submission: via Turnitin.

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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