



International College of Management Sydney

In association with



FACULTY OF BUSINESS AND ECONOMICS

DEPARTMENT OF BUSINESS

GRADUATE STUDIES OFFICE

Management & Organisations

ICMS801

UNIT OUTLINE

Semester 1 - 2009

Students in this unit should read this unit outline carefully at the start of semester. It contains important information about the unit.

Lecturer:

Skye Nettleton

snettleton@icms.edu.au

Table of Contents

1) Introduction – About this Unit.....	2
2) Teaching Staff.....	2
3) Unit Time and Location.....	2
4) Textbook and related materials.....	2
5) Unit Web Page.....	3
6) Unit Objectives – Learning Outcomes	4
7) Unit Approach – Teaching & Learning Strategy.....	5
8) Assessments.....	5
a) Assessment Schedule:	5
b) Assessment Components:	5
9) Assessment Objectives and Rationale	7
10) Cheating and Plagiarism.....	8
11) Student Declaration	9
12) University Policy on Grading.....	10
13) Student Support Services	10
14) Dress Code for students at the International Campus in Manly.....	11
15) ICMS801 Week by Week Outline	12
16) ICMS801 Individual Presentation.....	13
17) ICMS801 Group Research Project	16
Academic Honesty	17
Declaration.....	17

1) Introduction – About this Unit

Organisations have refined the ability to survive and grow to a remarkable degree through specialisation in the division of labour, coordination in the management of a multiplicity of efforts towards a common outcome, and tactics to control the environment and give predictability to the enterprise. Yet despite this knowledge, survival is by no means assured and relies significantly on addressing a range of influences in the design of the organisation and philosophies of management as applied to configuration of the enterprise.

This unit aims to develop a practical awareness of the variables to be considered by providing a conceptually challenging evaluation of the constructs of organisational forms and the impact of current forces on new designs. We will study the evolution of ideas and processes in the management of organisations; to understand the forces and ideas that shape organisations' effectiveness and efficiency; to examine the issues and tools necessary for managers in contemporary decision-making.

2) Teaching Staff

Lecturer **Skye Nettleton** Email: snettleton@icms.edu.au

There are no formal consultation hours for this unit. However, the lecturer is available to students after class, online or by appointment.

3) Unit Time and Location

Monday Afternoon Class (Manly)

- **Classes** will run from 2.00pm to 5.00pm at ICMS in Classroom 1.

The timetable for classes can be found on the University web site at: <http://www.timetables.mq.edu.au/>

4) Textbook and related materials

Required textbook

Robbins, S.P. and Barnwell, N (2006) Organisation Theory; concepts and cases, 5th edition, Australia, Pearson Education Australia.

Supplementary material is provided for various sessions on the course website to extend the textbook and class material to contemporary issues and across disciplines. Reference should be made to these documents to support personal learning and insight in the various assessments.

Recommended References (available in library)

Clegg,S; Kornberger, M and Pitsis, T (2005) Managing and Organisations – An Introduction to Theory and Practice, Sage Publications

Grey, C (2006) A Very Short, Fairly Interesting and Reasonably Cheap Book about Studying Organisations, Sage Publications

Jaffee,D. (2001) Organization Theory: Tension and Change, McGraw Hill

Minzberg, H. (1983) Structure in Fives, Prentice Hall.

Additional references

Bartol, K. and Martin, D. (1994) Management, 2nd Ed, McGraw Hill, pp309-337

Bolman, L. and Deal, T. (1991) Reframing Organisations, Jossey-Bass Publishers

Crainer, S. (1998) Key Management Ideas: Thinkers that Changed the Management World, 3rd Edition, Financial Times, Prentice Hall.

David, F. (1995) Strategic Management, Prentice Hall

Jacques, E. (1998), Requisite Organisation, Cason Hall & Co

Jones, Gareth (2004), Organisational Theory, Design & Change,

Hall, R. (1996) Organisations (Structures, Processes and Outcomes), Prentice Hall.

Hammer, M. and Champy, J. (1994) Reengineering the Corporation, Allen & Unwin

Harvard Business Review (1999) Corporate Strategy, HBR Paperback

Hatch, M. (1997) Organisation Theory, Oxford University Press

Korb, D, Osland, J. and Rubin, I. (1995), The Organisation Behaviour Reader, Prentice Hall.

Minzberg, H. (1989) Minzberg on Management, The Free Press.

Quinn, R. O'Neill, R. and St. Clair, L. (1999) Pressing Problems in Modern Organizations (That Keep Us Up at Night), AMACOM.

Related required materials

The course syllabus, lecture notes, case studies, reading handouts and various external links are available at the course website:

<https://learn.mq.edu.au/webct/logon/24383769001>

Some additional readings may be placed in the special reserve section of the Pollard Research Centre [ICMS Library].

5) Unit Web Page

The course syllabus, lecture notes, assessment papers, marking criteria, reading handouts and various external links are available at the course website:

<https://learn.mq.edu.au/webct/logon/24383769001>

Students will be assigned a login and password by the IT Coordinator at the orientation session.

6) Unit Objectives – Learning Outcomes

This unit is designed to provide students with an overview of organisation theory. The learning outcomes of this unit are:

- Defining the organisation, organisation theory and organisational effectiveness, and comparing various ways of structuring an organisation.
- The evolution of management theory and how it relates to modern organisations and newly emerging structural arrangements.
- Approaches to organisational effectiveness and the role of managers in influencing how effectiveness is perceived and managed.
- The way in which strategy and technology constrain and expand the role of management.
- The role of power, ethics and control in organisational management and options for managing the environment faced by the organisation.
- The concepts of innovating, managing knowledge and organisational learning and how these concepts enable organisations to overcome constraints imposed by traditional bureaucratic structures to become innovative organisations.
- Managing planned structural changes, understanding the nature of organisational change and ways to develop and implement change plans.

Generic skills

In addition to the discipline-based learning objectives, all academic programs at Macquarie seek to develop students' generic skills in a range of areas. One of the aims of this unit is that students develop their skills in the following:

- *research skills*
- *collaboration and leadership skills*
- *communication skills* for effective presentation and cultural understanding
- *problem-solving skills* to apply and adapt knowledge to the real world
- *critical analysis skills* to evaluate, synthesise and judge
- *creative thinking skills* to imagine, invent and discover.

7) Unit Approach – Teaching & Learning Strategy

Learning for the unit will require students to attend structured seminars (of 3 hours in length), read material from a number of sources and complete assignments both as an individual and in a group.

Structured seminars will consist of a mix of activities (lectures, group discussion, experiential learning and game-playing, group tutorials and break-out sessions). Lectures will be limited wherever possible to 15-60 minutes in length and other activities will be structured to enable students to experience the practical realities of theory in action.

Please see the week by week list of topics at the end of this unit outline.

8) Assessments

a) Assessment Schedule:

Component	Weighting	Assessment
Individual Assignment	25%	Case study presentation
Group Research Assignment	25%	A field study report
Class participation	10%	Class contribution throughout the semester, workshop critique on group projects
Final Exam	40%	Formal exam
Total	100%	

b) Assessment Components:

1. Individual assignment - 25%

- A case study presentation. In consultation with the lecturer, choose a recent development in an organisation related to the topic of the week and present your assessment of your case study it to the class.
- Further details on the question, marking criteria and submission requirements are found in Section 15 of this outline.
- Due dates will be allocated in weeks 1 & 2.

2. Group research project - 25%

- A negotiated field study and report to the class.
- Groups [teams of up to 6 people] will be allocated in the first or second lecture.

- The assignment will be in form of a consulting project:- commissioned by a “client” and presented in the form of a Board Report & a 15 minute presentation. Will require the group to conduct a field study / research of the organisation.
- Board Reports will be required to be:
 - electronically submitted through the course website before 2PM on the due date
 - a hardcopy and signed plagiarism declaration to be lodged with the Lecturer at the commencement of class [2PM] on the due date
- Further details on the question, marking criteria and submission requirements are found in Section 16 of this outline.

3. Class Participation - 10%

- The purpose of case studies, discussion, workshops and group assignments is to provide an opportunity to reinforce and clarify essential concepts, promote class interaction and to apply concepts within a managerial context. Classes will proceed on the assumption that participants have prepared at home for this class work by completing essential reading, reviewing the business press and in particular considering the impact of contemporary and technological developments.
- Students will be assessed on their participation in class activities as well as contribution to group work, group presentations and feedback forms. General participation in class will include the quality of contribution to class discussion, consistency of contribution plus quality of participation in online forums. Lack of preparation for class will result in marks deducted.
- Attendance in class is compulsory. It is the prerogative of the Lecturer to fail any student who does not attend at least 80% of lectures.

4. Exam – 40%

- The final examination will have a 40% weighting. An exam will be held at the end of the term and will be based on the material covered in the course. This “material” comprises the content of the classes, the textbook, the assignments, project and the supplementary readings.
- The final examination will be two hours duration.
- **Critical Pass:** Besides having to pass this unit *overall* (i.e. achieving a final mark of minimum 50 out of 100 points), students must also pass the final exam in order to pass this unit. Hence students must achieve a minimum of 25 out of 50 maximal points for the final exam (regardless of the mark achieved for the individual & group assignments). Students failing to meet this requirement will be awarded an F grade and will be required to repeat the unit.

No correspondence will be entered into directly with any student regarding *academic performance*, i.e. marks/grades of assignments or final exams. *Please also note that emails will not be replied to after the final exam.* Students wishing to appeal their grade must do so through the authorised University channel. The only time marks can be changed is due to an error in adding up. As this is done automatically through a spread-sheet, it is highly unlikely that this situation will ever arise.

The final exam *must* be taken when scheduled. The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. Information about unavoidable disruption and the special consideration process is available at: <http://www.reg.mq.edu.au/Forms/APSCons.pdf>

If a Supplementary Examination is granted as a result of the Special Consideration process the examination will be scheduled after the conclusion of the official examination period. You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. Students should also note that supplementary exams are subject to a more rigorous marking procedure owing to the benefit of extra study time for the student.

9) Assessment Objectives and Rationale

The learning experience is not intended to make students subject matter experts in what is a vast field of theory and practice that overlaps extensively with the related disciplines of sociology, philosophy, economics and modern history. Rather it will provide students with sufficient requisite information to understand the theoretical principles involved, their interrelationships, and their practical application in organisations. Assessment objectives are to ensure that students have a solid grasp of the theoretical foundations of the organisation theory and are able to articulate and apply these in a variety of real-world situations.

Students will be asked to explore differing philosophies on organisations, and come to a personal understanding of the content covered. It is a subject matter with a wide variety of competing theories/ideas and few – if any - “scientific” truths or generally accepted theoretical principles. It is anticipated that students should be able to clearly articulate a personal view of the key issues, drawing upon theoretical constructs and practical application to support their opinion.

Students are expected to take full responsibility for managing their own learning, just as they are expected to do so in managing their own careers. Assessment results for the subject will reflect the degree to which individual students have come to grips with understanding the principles involved and demonstrated this understanding in practical application or real-world scenarios.

One of the key assessment objectives is to ensure the early identification of students having difficulties with the subject. This will be achieved by using a mixed and continuous assessment process – particularly by encouraging a challenging and lively discussion of the subject matter in group discussion.

As well as personal insights into the course also aims to promote the student's graduate skills with practical exercises, workshops and presentations that contribute to the development of communication skills in terms of persuasion and presentation ability - a necessary attribute for today's corporate culture. Additionally presentations

and assessment papers will be limited in time or word count, requiring students to develop a refined and concise ability to argue persuasively and critically.

Other assessment requirements

On equity grounds, assignments that are late (without formal extensions) will have marks deducted at a rate of 5% of the total awarded per day. Recognising that participants may have unexpected events arise during the term of study it may become necessary in some instances to grant extensions. Please make application prior to the due deadline by email or fax.

All assignments, projects and case study reports should be presented as original documents in hard copy form and lodged to the lecturer in person before 2PM on the due date. An electronic copy of the document must be uploaded into the course website before 2PM on the due date. Email and faxes are not acceptable except when agreed with the lecturer. These should be followed by printed originals at the next opportunity.

To reduce the volume of paper handling and assist with marking, each paper should be stapled or riveted in the top left hand corner only. Please do not bind the spines or submit documents with plastic or cardboard covers.

A completed cover sheet and signed plagiarism declaration for each assessment must be attached to every assessment. Copies of the relevant form are included with the assessment in the assignment section of the course website. As all papers are marked blind only the cover page should identify the name of the student. Page headers and footers should have no names.

Where specified, limits on word counts are indicative and allowance may be made for +/- 5%. The underlying objective for all assessments is to produce focused, well argued and succinctly worded reports.

Assessment criteria and reports will distributed to each participant but original documents may be retained. Participants should therefore keep a copy of all assessment work submitted for use during any discussion session and for taking further notes from comments of class members and the lecturer.

All students are required to complete any assigned reading; prepare for and attend all classes (i.e. class attendance and participation is compulsory); participate in class discussions; complete assignments (including group assignment presentations); and complete the final examination.

10) Cheating and Plagiarism

The University defines plagiarism in its rules: "Plagiarism involves using the work of another person and presenting it as one's own." Plagiarism is a serious breach of the University's rules and carries significant penalties. You must read the University's practices and procedures on plagiarism. These can be found in the Handbook of Postgraduate Studies or on the web at: <http://www.student.mq.edu.au/plagiarism/>

The policies and procedures explain what plagiarism is, how to avoid it, the procedures that will be taken in cases of suspected plagiarism and the penalties if

you are found guilty. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee.

A completed cover sheet and signed plagiarism declaration for each assessment must be attached to every assessment. Copies of the relevant form are included with the assessment in the assignment section of the course website and can be found below:

11) Student Declaration

All contributory assessments must contain this declaration.

Student:
Subject: <i>Management & Organisations ICMS801</i>
Lecturer: <i>Skye Nettleton</i>
Assessment:
Word Count:
Due Date:
<p><i>I am aware of ICMS' policy on plagiarism. This assessment does not breach those requirements nor has it been previously submitted for evaluation contributing to any other Diploma or Degree Course. The ideas and information that are not those of the writer have been referenced accordingly, including personal communication. I have read the information available from http://www.student.mq.edu.au/plagiarism/.</i></p> <p><i>I give my permission for my assessments to be held electronically by the College for checks against plagiarism now and in the future.</i></p> <p><i>I certify that:</i></p> <ul style="list-style-type: none"> • <i>This assignment is my own work, based on my personal study and/or research.</i> • <i>I have acknowledged all material and/or sources cited in this assignment.</i> • <i>The assignment has not been previously submitted in whole or in part for assessment.</i> • <i>I have not copied in part, or whole or otherwise plagiarised the work of others.</i> • <i>The assignment is within the word or page limit specified in the Unit Outline.</i> • <i>I have read and I acknowledge the criteria used for assessment.</i> <p><i>Note: Assignments will not be accepted for marking unless the certification is signed and dated. If you do not understand the implications of the certification, or the criteria used for assessment, ask the Unit Convenor before starting the assignment.</i></p>
Signed:
Student No:

12) University Policy on Grading

Academic Senate has a set of guidelines on the distribution of grades across the range from fail to high distinction. Your final result will include one of these grades plus a standardised numerical grade (SNG).

On occasion your raw mark for a unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive. Under the Senate guidelines, results may be scaled to ensure that there is a degree of comparability across the university, so that units with the same past performances of their students should achieve similar results.

It is important that you realise that the policy does not require that a minimum number of students are to be failed in any unit.

The process of scaling does not change the order of marks among students. A student who receives a higher raw mark than another will also receive a higher final scaled mark.

Grade Definitions

HD	High Distinction 85-100%	<i>Denotes performance which meets all unit objectives in such an exceptional way and with such marked excellence that it deserves the highest level of recognition.</i>
D	Distinction 75-84%	<i>Denotes performance which clearly deserves a very high level of recognition as an excellent achievement in the unit.</i>
Cr	Credit 65-74%	<i>Denotes performance which is substantially better than would normally be expected of competent students in the unit.</i>
P	Pass 50-64%	<i>Denotes performance which satisfies unit objectives.</i>
PC	Pass Conceded 45-49%	<i>Denotes performance which meets unit objectives only marginally.</i>
F	Fail 0-44%	<i>Denotes that a candidate has failed to complete a unit satisfactorily.</i>
FA	Fail Absent 0-44%	<i>Denotes that a candidate has failed to complete a unit satisfactorily and was absent from a compulsory final examination</i>
W	Withdrawn	<i>No grade as student withdrew with permission prior to final examination</i>
I	Incomplete	<i>Grade yet to be determined as all assessment tasks have not yet been completed</i>
IS	Incomplete Supplementary	<i>Supplementary examination approved and yet to be completed</i>

13) Student Support Services

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at <http://www.student.mq.edu.au/>.

14) Dress Code for students at the International Campus in Manly

The International College of Management Sydney is a leading educator in hotel management, tourism and associated service industries. To encourage a spirit of excellence in personal appearance as part of our education program, preparing graduates for careers in service industries, the College expects all staff and students to conform to a professional level of dress while on College premises.

The College has a mandatory dress code for all its undergraduate students which Masters students are asked to respect. Below is the dress code that currently applies:

Female acceptable	Male acceptable
<ul style="list-style-type: none"> - Coordinated business suit - Skirts knee length and below - Make up simple and natural - Panty hose are not compulsory but recommended - Boots only with business pants - Business like shoes - Business skirt or pants with shirt or high neck long sleeve top - Jumpers and vests over shirt/top 	<ul style="list-style-type: none"> - Business suit - Business pants with shirt or high neck long sleeve top - Polo neck tops - Conventional haircut above the collar - Long hair in one ponytail - Trimmed and clean beards or moustaches - Business like shoes preferred however ankle boots permitted - Jumpers and vests over shirt/top
Female not acceptable	Male not acceptable
<ul style="list-style-type: none"> - Any denim - Open toe, platform or sports shoes - Wearing visible earrings or studs apart from on ear lobes - Visible tattoos - T-shirts - Revealing necklines - Extreme hair colours or styles - Stirrup pants - Midriff tops 	<ul style="list-style-type: none"> - Any denim - Open toe, platform or sports shoes - Wearing visible earrings, studs, necklaces or bracelets - Visible tattoos - T-shirts - Extreme hair colours or styles - Rings on thumb or index finger

All students taking MIB and MCom units at the International Campus are expected to abide by the dress code while attending classes or elsewhere on the Campus, including the computer laboratories or the Courtyard Café. Please note that the Pollard Resource Centre is free of dress rules.

Students who do not respect the dress code may be asked to leave the campus.

The College reserves the right to determine whether specific items of dress are within the code or not.

Thank you for being part of our great College community. Not just an education! An experience!

15)ICMS801 Week by Week Outline

Semester 1, 2009 – Monday 2pm – 5pm

Week	Date	Topic	Chapter	Assessment/ Other
1	23 Feb	Introductions & overview of course material Organisation Theory – introduction. Concepts and definitions. Framework for study. Systems theory & perspectives of analysis	1	
2	2 Mar	Evolution of management/organisational theory An overview of the development and schools of theory – from the Classical approach to Radical Organization Theory.	2	
3	9 Mar	The roots of effectiveness Defining effectiveness. A comparison of approaches and their contextual relevance.	3	
4	16 Mar	The Aeroplane Game The evolution of organisations from sole trader to large multinational, and how the external environment impacts management and organisations.		
5	23 Mar	Organisation structure Complexity, formality and centrality - Parameters of structure and their application. Configurations – aspects of organisational design	4,6 &10	Individual presentations
6	30 Mar	The nature of strategy Defining strategy – levels, types and frameworks and impact on structure	5, 10	Individual presentations
7	6 Apr	Contingencies: Size, Technology & Environment Changing the role of management	7, 8 & 11	Individual presentations
Mid Semester Break (13 Apr & 20 Apr)				
8	27 Apr	Power & control in organisations Theories of power & alternative perspectives of power and control in organisations	9	Individual presentations
9	4 May	Innovation, knowledge management & organisational learning	15	Individual presentations
10	11 May	Managing Change	12	Individual presentations
11	18 May	Presentations of Group research Projects		Group Assignment
12	25 May	Summary & Revision		
13	1 Jun	Final exam		

16) ICMS801 Individual Presentation

Due date: To be allocated in weeks 1 & 2

Aim

To give an informative and interesting case study presentation to the class which is relevant to the topic of the week.

Assignment Objectives

In consultation with the lecturer, choose an organisation and present a case study as to how it is managing one of the topics covered in class, as follows:

Week 5: Organisation structure

Week 6: Strategy

Week 7: Contingencies: size, technology & environment

Week 8: Power & control

Week 9: Innovation, knowledge management & organisational learning

Week 10: Managing change

Present an analysis of the organisation with reference to academic, recent business press and shareholder information (eg Annual Report, Sustainability Reports, press releases). Analyse how the organisation is incorporating relevant organisational theories. For example, if you are presenting in week 5, you would be presenting a case study on *organisational structure* and you may like to choose a company and relate its structure to relevant theories in chapter 4 of the textbook. Alternatively, you may like to choose a company that has recently restructured and analyse the restructure in terms of the key concepts of the week.

Topics will be allocated in weeks 1 & 2. Your preferences will be taken into account but can not be guaranteed. Avoid choosing a case that is covered in the textbook – try to find something novel and interesting.

The marking criteria can be found below (at the end of section 15). Please note that the marking criteria relate to both the *content* of the presentation as well as to *communication skills*. The assessable communication skills include creativity and your ability to engage the audience and stimulate discussion. The presentation itself should be limited to 15 minutes, plus an additional 15 minutes of discussion and question time. Be prepared to pose questions to the audience to stimulate discussion. (Please note the criteria on ability to meet time requirements which will be applicable to the presentation as well as discussion time). Avoid closed (yes/no) type questions. Rather, pose open-ended questions to encourage the audience to give their opinion. Try to engage everyone in the class. Remember that the class is also being assessed on their class participation. Aim to make your presentation interesting, informative, fun and creative.

Deliverables

Presentations should demonstrate (a) use of current theories in analysis (b) original research and thorough collection of all relevant facts (c) insights formed from the application of theory to facts and (d) a well constructed argument/position.

On equity grounds, presentation delays (without formal extensions) will have marks deducted. Recognising that participants may have unexpected events arise during the term of study, extensions may become necessary in some instances. Please make application prior to the due deadline.

As classes are weekly, if you do not present on your allocated date and have not been granted a formal extension (prior to your allocated date) or do not have a doctor's certificate, then you will (a) be required to present either in the next class or as agreed with the lecturer; and (b) will receive a deduction of 5% of the total awarded for every day that you delay your presentation (e.g. a presentation that is one week late will incur a deduction of 35%). If you do not present by the last lecture, you will receive no marks for the assessment.

Glossary of Key Words

The Board of Studies NSW has developed a glossary of key words found in NSW high school examination questions. Students might find this glossary helpful in understanding what is expected in response to assessment tasks. Key words in question are underlined. Link is at:

http://www.boardofstudies.nsw.edu.au/syllabus_hsc/glossary_keywords.html

Assessment guidelines

Each assignment will be marked with reference to the specific assessment criteria in accordance with the following guideline.

Grade	Marking Key	Mark Range	Criteria
HD	Excellent	85 - 100	Meets all criteria in an exceptional way and with marked excellence
D	Very Good	75 - 84	Meets much of the criteria at a very high level
Cr	Good	65 - 74	Meets the majority of the criteria to a sound degree
Pass	Satisfactory	50 - 64	Meets key criteria to a satisfactory extent
Conceded pass	Marginal	45 - 49	Demonstrates a basic understanding of key criteria
Fail	Unsatisfactory	35 - 45	Demonstrates an awareness of some of the criteria
		25 - 34	Demonstrates an awareness of relevant issues
		1 - 24	Demonstrates an awareness of some associated issues

Assessment Criteria for Individual Presentation (25%)						
Name:						
Case Study:						
Key: U = Unsatisfactory M = Marginal S = Satisfactory G = Good V = Very Good E = Excellent						
	E	V	G	S	M	U
How well were relevant theories applied to the case?						
Was there evidence of quality research and reading?						
Was there evidence of critical and analytical thinking?						
How clear and coherent was the argument?						
Was relevant background information provided succinctly?						
To what extent was the audience engaged?						
How well was discussion stimulated and questions addressed?						
How creative and original was the presentation?						
Were illustrations / aids used well?						
Were time requirements met?						
Comments:						
Grade:	HD	D	CR	P	CP	F

17)ICMS801 Group Research Project

DUE 18 May 2009

The workplace of today requires us to work in teams or small groups at various levels within organisations. Senior management brings its own challenges as demonstrated in various articles on “Conflict in Management” as a factor in effective decision making. Because of this, ICMS structures assignments that involve groups of people working together to enliven the experience of organising and developing leadership and interpersonal skills. The fuller rationale is detailed in the assignment section of the course website to which reference should be made.

Assignment objective

The key question is: ***How effective is the organisation and how could it improve effectiveness?***

Pursuing the interests of various stakeholders gives rise to a range of strategies and different organisational forms. Working in groups of students, each group is to undertake an empirical study by conducting field research on the features of one organisational form: a profit oriented enterprise or part thereof (public or private) or a not-for-profit enterprise friendly society/co-operative as agreed with the lecturer. Students may elect to research other forms subject to approval. The study will consider how the chosen enterprises and their various departments are **organised** to achieve the driving purpose and objectives of **stakeholders** in line with the criteria for **effectiveness**. Each study will review the nature of the adopted **strategy** and evaluate the merits of the adopted **structures** and **technology** commenting on possible **improvements** or **alternative approaches**. In addition particular consideration should be given to: the role of new **technology**; the **environment** in which the organisation operates; and, the consequent variations to the organisation’s form that may be possible or required.

Class members will be expected to participate actively in group fieldwork and the discussion workshop with comments, questions and critiques on the material of each group and as an ongoing part of the oral assessment and class participation process.

Deliverables

Each group is prepare a Board Briefing paper/Executive Summary in week 11 (4,000 words maximum). Email and faxes are not acceptable except when agreed with the lecturer. **An electronic copy of the presentation material and the formal report, must be submitted in the assignment folder/manager on the course website.**

Each meeting of members is to be summarised as a series of minutes, recording attendees, allocation of work, agreed deadlines/program, and results of work including mention of successes, deficiencies and problems. A copy of these minutes is to be included as an Appendix to the final report submitted to the lecturer as part of the assessment of the group process. A self-assessment of the other team members, is to be completed by each student, covering the criteria in the accompanying schedules. The self-assessment will guide allocation of marks to each student to reflect the contribution of individuals as well as the group.



Assignment Cover Sheet

(To be completed by students and attached to front of each assignment)

Group Name & Number _____

Subject Code: *ICMS801*

Subject Name: *Management & Organisations*

Lecturer's Name: *Skye Nettleton*

Word Count: _____

Assignment Title: Group Project: Organisation:- _____

Due Date: 11 May 2009

Time and Date Submitted: _____

Please confirm that your assignment meets the requirements (by ticking each box) before submitting it:

- The declaration below has been read, signed and dated
- A **duplicate copy** of the assignment has been kept by the student
- The assignment has **not been submitted previously** for assessment in another unit
- An electronic copy has been lodged** in the assignment folder/manager on the course website.
- All other requirements as detailed in the Unit Outline have been checked and complied with.

Academic Honesty

All forms of plagiarism and unauthorized collusion are regarded seriously by the College and could result in penalties including failure and possible disciplinary action. If you are in doubt please consult with the course unit instructor for further information, or visit the College website for further information on Academic Honesty.

Declaration

I am aware of ICMS' policy on plagiarism. This assessment does not breach those requirements nor has it been previously submitted for evaluation contributing to any other Diploma or Degree Course. The ideas and information that are not those of the writer have been referenced accordingly, including personal communication. I have read the information available from <http://www.student.mq.edu.au/plagiarism/>.

I give my permission for my assessments to be held electronically by the College for checks against plagiarism now and in the future.

I certify that:

- *This assignment is my own work, based on my personal study and/or research.*
- *I have acknowledged all material and/or sources cited in this assignment.*
- *The assignment has not been previously submitted in whole or in part for assessment.*
- *I have not copied in part, or whole or otherwise plagiarised the work of others.*
- *The assignment is within the word or page limit specified in the Unit Outline.*
- *I have read and I acknowledge the criteria used for assessment.*

Note: Assignments will not be accepted for marking unless the certification is signed and dated. If you do not understand the implications of the certification, or the criteria used for assessment, ask the Unit Convenor before starting the assignment.

Name / SID	Signature	Date

Assessment Criteria for Group Research Project (25%)						
Names of Group Members:						
Organisation:						
Key: U = Unsatisfactory M = Marginal S = Satisfactory G = Good V = Very Good E = Excellent						
	E	V	G	S	M	U
<p>How well is the report structured?</p> <ul style="list-style-type: none"> - Cover/title page, executive summary, table of contents, introduction, conclusion, recommendations, references and appendices (including meeting minutes) are logical, consistent, relevant and well-integrated - Body of the report is cohesive and logical - Sources used are adequately and accurately referenced 						
<p>How well is the report written?</p> <ul style="list-style-type: none"> - The style is clear, formal and appropriate for a business audience - Sentences are properly constructed and the prose is grammatically correct and well punctuated 						
<p>How well is the report informed?</p> <ul style="list-style-type: none"> - Shows awareness of relevant ideas and arguments raised in lectures and readings - Demonstrates appropriate understanding of the major issues - Shows initiative in locating and using additional information sources 						
<p>How well is the report argued?</p> <ul style="list-style-type: none"> - The paper is analytical and argumentative (not simply descriptive) - Relationships between specific points and issues are clear - Appropriate evidence is used to support key recommendations 						
<p>How well does the paper demonstrate insight and originality?</p> <ul style="list-style-type: none"> - Addresses the question with insight, originality and creativity - Reveals an independence of thought beyond a mere restatement of received ideas 						
<p>How well was the report presented orally?</p> <ul style="list-style-type: none"> - Presented as a board report as if to a business audience - The presentation was clear, creative, succinct and well-timed 						
<p>Overall</p> <ul style="list-style-type: none"> - Team self-assessment was reflected upon thoughtfully - Complies with word limit - The submission offers a valuable and insightful response to the assignment question 						
Grade	HD	D	CR	P	CP	F



ATTENTION :- Ms Nettleton

TEAM NAME: _____

MANAGEMENT AND ORGANISATIONS – ICMS 801 GROUP ASSIGNMENT - TEAM SELF ASSESSMENT

Performance Management is an important part of every manager's job. This assessment provides feedback on the performance of the group for the lecturer's reference. Please be objective, fair and accurate in assessment of each of your colleagues. This assessment is to be confidential and lodged separately by each member to the lecturer on the day that the assignment is due.

Using the key below, please rank your peers on a scale of 1 to 5, in each of the 3 areas.

Names of other team members	Attendance and Cooperation	Overall academic contribution	Comparative Ranking	Recommended share of 100 marks

100

Personal self assessment

Your name _____

N/A

Do NOT allocate marks for yourself.

KEY TO NUMERICAL EVALUATION

Attendance and Cooperation

- 5 Was a team leader both in and outside the class; superior cooperation
- 4 Attended meetings regularly; good cooperation; a team player
- 3 Attended meetings fairly regularly; did what was asked but no more
- 2 Missed some work and did the minimum amount of assignment work (failing grade)
- 1 Poor attendance at meetings and/or poor cooperation and work share (failing grade)

Academic Contribution

- 5 A team leader in ideas; enthusiastic; a lot of ideas
- 4 Contributed greatly to the project; did more than his or her fair share
- 3 Had good ideas from time to time; an average performer
- 2 Was too quiet or not interested enough to be an effective work contributor (failing grade)
- 1 Contributed very little to the case analysis (failing grade)

Overall Comparative Ranking

- 5 The team leader (either officially or otherwise)
- 4 A team player; second to the leader (but only slightly); excellent work
- 3 An average member of the team
- 2 Slightly below member of the team (failing grade)
- 1 Contributed least to the team (failing grade)

Based on your review of the **other** members effort and contribution, suggest a fair and equitable share of 100 marks amongst them but excluding yourself. **IMPORTANT:** If you believe a colleague did an exceptional job, and deserves extra mention, use this space. If you have graded a colleague poorly, then you should use this space to justify your assessment.



ATTENTION :- Ms Nettleton

TEAM NAME: _____

MANAGEMENT AND ORGANISATIONS – ICMS 801 GROUP ASSIGNMENT - TEAM SELF ASSESSMENT

Part of the process of building a successful team requires regular evaluation of the teams performance and processes. In order to evaluate your Group Assignment team's performance please consider where relevant, the following questions:

Did your team agree on common goals?

What were the recognisable norms of the team?

Did the team identify the tasks involved in completing the objectives and then delegate these task to the appropriate team members?

Did you meet regularly to report on progress to the rest of the team and to check their agreement?

Did the team keep a record of the minutes from their meetings? (Even informal meetings need record keeping).

How would you describe the climate within the team?

Did you use a range of decision-making processes - brainstorming, the nominal group technique, voting, reaching a consensus?

Did any problems develop within the group? If so, how were they solved?

Did you openly discuss the process as well as the task in your team?

Was there approximately equal participation?

Did any one person dominate the team?



ATTENTION :- Ms Nettleton

TEAM NAME: _____

MANAGEMENT AND ORGANISATIONS – ICMS 801 GROUP ASSIGNMENT - TEAM SELF ASSESSMENT

Describe any recognisable stages in the team's development?

It is quite normal for conflict to develop in a team. Was there any conflict? How was it handled?

Did you have the back-up resources to complete the task?

Were the leadership functions shared by all the members of the group?

Would you describe your team as a cohesive team? If so, what did you do to help build this cohesion?

Was it an enjoyable experience for all?

What, if anything, would you do things differently next time?

Describe the roles played by the members of your team?
