



**International College of Management Sydney**

In association with



**MACQUARIE  
UNIVERSITY**

**FACULTY OF BUSINESS AND ECONOMICS**

**DEPARTMENT OF BUSINESS**

**GRADUATE STUDIES OFFICE**

**Foundation of Organisational  
Performance – ICMS 811**

**UNIT OUTLINE  
Semester 2 - 2009**

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

**Lecturer:**

**Milano Pellegrini  
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## **ABOUT THIS UNIT**

This is where the rubber hits the road!

What is an organisation really?

What (or who) makes it perform well (or not)?

What is the foundation (or root cause) of the performance (at whatever level)?

This unit will examine the nature of organisational behaviour and the importance of the people-organisation relationship, drawing attention to the main influences on the behaviour and performance of people in the work situation. It will review different approaches to leadership and management, and the relationship between theory and practice. It will also consider different organisational systems and the impact these have on organisational performance. The learning will be on tangible, evidentiary material depicting the practical correlation to organisational performance.

Pre-requisites - Nil.

Bring an open and inquisitive mind.....and your sense of humour!

## **TEACHING STAFF**

Milano Pellegrini – all other details to be provided in class

## **CLASSES**

**Saturday classes at ICMS Manly on the following dates:**

- **15 August 2009.**
- **5 September 2009**
- **19 September 2009.**
- **10 October 2009**
- **24 October 2009.**
- **14 November 2009 (exam only).**

**All classes will be from 10am to 5pm. Exam also 10am start.**

## REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

### Optional text:

Robbins, P. S., Millett, & Waters-Marsh, T. (2007). *Organisational Behaviour: 4th Edition*. Sydney, Pearson

### References:

- Argyris, C., (1990). *Integrating the individual and the organisation*. Transaction.
- Dunphy, D. & Stace, D. (2001) *Beyond the Boundaries: Leading and Re-Creating the Successful Enterprise*, Sydney, McGraw-Hill
- De Cieri, H. & Kramar, R (2003) *Human Resource Management in Australia: Strategy, People & Performance*, Sydney Australia, McGraw Hill
- Konopaske, R. & Ivancevich, J.M. (2004) *Global Management and Organisational Behaviour*, USA, McGraw-Hill
- Matthews, G., Tein, M. & Daft, R. (2003) *Organisational Theory & Design: A Pacific Rim Focus*, Sydney, Thomson
- Mullins, L. (2002) *Management and Organisational Behaviour*, 6<sup>th</sup> Edition, Essex GB, Prentice Hall
- Robbins, S. & Barnwell, N. (2002) *Organisational Theory: Concepts and Cases*, 4<sup>th</sup> Edition, Sydney, Pearson
- Waddell, D.M., Cummings, T.G. & Worley, C.G. (2004) *Organisational Change & Development (Pacific Rim 2<sup>nd</sup> Edition)*, Melbourne, Thomson
- Wiesner, R. & Millett, B. (eds) (2001) *Management and Organisational Behaviour*, Brisbane, Wiley
- Wood, J., Wallace, J., et al (2004) *Organisational Behaviour: A Global Perspective* (3rd Edition), Brisbane, Wiley

### Journals:

Academy of Management Review  
Journal of Management Development, GB  
California Management Review  
Manager Update  
The Institute of Administrative Management  
HR Monthly  
Human Resource Management Journal  
MBA Review  
Professional Manager  
Management Today  
Journal of European Industrial Training  
Journal of Applied Management Studies  
Asia Pacific Journal of Human Resources  
Journal of Industrial Relations  
Harvard Business Review  
H.R. Magazine (USA)  
Human Resource Management (USA)  
Workforce (USA)  
Management (Aust)  
Mt.Eliza Business Review  
Organisations & People (UK)  
People Management (UK)  
Business Review Weekly  
Australian Financial Review

## **UNIT WEB PAGE**

Blackboard - <http://learn.mq.edu.au>

## **LEARNING OUTCOMES**

This unit aims to provide a basis for the critical appraisal of contrasting perspectives of leadership, management and systems of organisations. It is designed to encourage a greater level of awareness of, and sensitivity to, the organisational factors and management processes/approaches influencing behaviour and performance of people at work.

At the end of this unit the student will be able to:

- explain the nature of organisational behaviour and the importance of the people-organisation relationship;
- contrast the major trends in the development of managerial thinking and review the relationship between theory and management practices;
- explain the importance of the individual's contribution to the performance of work organisations;
- analyse the nature and importance of leadership towards organisational performance;
- identify the situational variables and systems that influence the attainment of organisational performance goals;
- explain why the effective leadership and management of an organisation are central to its development and improved performance, and why this depends very largely on the staff it employs.

## **TEACHING AND LEARNING STRATEGY**

The unit will be conducted in a compressed 'block' format this semester (5 full days of classes plus the examination), and will consist of formal lectures, group discussions, tutorial presentations, case studies and application. These strategies should assist the student to have a greater level of awareness of, and sensitivity to, the organisational factors and leadership/management processes influencing behaviour and performance of people at work.

Expectations to be discussed on Day #1.

## RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOMES

The assessment components of this unit are as follows:

<i>Component</i>	<i>Weighting</i>	<i>Assessment</i>
<b>Group Assignment</b>	<b>30%</b>	One mark per team
<b>Individual Assignment</b>	<b>20%</b>	Individual mark
<b>Final Exam</b>	<b>50%</b>	Individual mark
<b>Total</b>	<b>100%</b>	

### **Assignment 1 (Group 3-6 people; 30%; Due Day 5)**

Discuss in detail how several (2 or 3) of the systems/topics covered in the course contribute (positively or negatively) to an organisation's performance in an industry of your choice. Tangible evidence should be provided against learning from class. Explain and substantiate your findings together with recommendations for improvement(s) and the logic thereof.

- 1) 20 minute stimulating and engaging presentation to class followed by 5-10 minutes of questions from class (15%)
- 2) Accompanying paper of no more than 1500 words (15%)

*\*Note: Group names and organisation to be provided to lecturer by Day 3.*

### **Assignment 2 (Individual; 20%; Due Day 5)**

Undertake a literature search and select 2 recent and relevant articles (paper/net based etc) that relates to 'Organisational Behaviour or Organisational Development' in a business context. Briefly, summarise the content and, more importantly, analyse and critique the assertions/suggestions made in relation to Organisational Performance.

Maximum length: 2000 Words (1000 words maximum for each article)

### **Extension Policy:**

There isn't one! Extremely exceptional circumstances only

### **Assessment Objectives or Rationale:**

Assignments and Exam will assess:

- your understanding of concepts/principles discussed in the course
- the ability to apply the concepts and logic thereof
- the ability to develop and support (ie substantiate) an argument/position
- the ability to analyse, critique and THINK!
- the ability to identify enhancements and risks to Organisational Performance

**Assessment Criteria:**

- evidence of reading and research
- all references and quotations to be duly acknowledged
- appropriate breadth and depth of Organisational Performance principles used/applied by the student
- logical and justifiable argument/position
- clarity of communication (marked down for irrelevant discussion/padding)
- correct expression/description (spelling, grammar, coherent, unambiguous)
- originality of work (see below)
- minimum word length is half the maximum word length (emphasis is on quality not quantity)

**Attendance**

The minimum attendance requirement is 80%.

**EXAMINATION**

Structure of exam to be provided in class.

14 November 2009 10am (2 Hours + 10 mins reading time) at Manly

Note - a pass in the exam is required for a pass in the unit irrespective of accumulated marks.

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/APSCon.pdf>

You are advised that it is Macquarie University policy not to set early or delayed examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester, that is the final day of the official University examination period, and can attend the exam at the designated time and place.

## **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.

## **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>

## **STUDENT SUPPORT SERVICES**

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