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
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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 aconceptually 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


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)


Additional references


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


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:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Assignment</td>
<td>25%</td>
<td>Case study presentation</td>
</tr>
<tr>
<td>Group Research Assignment</td>
<td>25%</td>
<td>A field study report</td>
</tr>
<tr>
<td>Class participation</td>
<td>10%</td>
<td>Class contribution throughout the semester, workshop critique on group projects</td>
</tr>
<tr>
<td>Final Exam</td>
<td>40%</td>
<td>Formal exam</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject: Management &amp; Organisations ICMS801</td>
</tr>
<tr>
<td>Lecturer: Skye Nettleton</td>
</tr>
<tr>
<td>Assessment:</td>
</tr>
<tr>
<td>Word Count:</td>
</tr>
<tr>
<td>Due Date:</td>
</tr>
</tbody>
</table>

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.

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

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

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/](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:

<table>
<thead>
<tr>
<th>Female acceptable</th>
<th>Male acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Coordinated business suit</td>
<td>- Business suit</td>
</tr>
<tr>
<td>- Skirts knee length and below</td>
<td>- Business pants with shirt or high neck long sleeve top</td>
</tr>
<tr>
<td>- Make up simple and natural</td>
<td>- Polo neck tops</td>
</tr>
<tr>
<td>- Panty hose are not compulsory but recommended</td>
<td>- Conventional haircut above the collar</td>
</tr>
<tr>
<td>- Boots only with business pants</td>
<td>- Long hair in one ponytail</td>
</tr>
<tr>
<td>- Business like shoes</td>
<td>- Trimmed and clean beards or moustaches</td>
</tr>
<tr>
<td>- Business skirt or pants with shirt or high neck long sleeve top</td>
<td>- Business like shoes preferred however ankle boots permitted</td>
</tr>
<tr>
<td>- Jumpers and vests over shirt/top</td>
<td>- Jumpers and vests over shirt/top</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Female not acceptable</th>
<th>Male not acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Any denim</td>
<td>- Any denim</td>
</tr>
<tr>
<td>- Open toe, platform or sports shoes</td>
<td>- Open toe, platform or sports shoes</td>
</tr>
<tr>
<td>- Wearing visible earrings or studs apart from on ear lobes</td>
<td>- Wearing visible earrings, studs, necklaces or bracelets</td>
</tr>
<tr>
<td>- Visible tattoos</td>
<td>- Visible tattoos</td>
</tr>
<tr>
<td>- T-shirts</td>
<td>- T-shirts</td>
</tr>
<tr>
<td>- Revealing necklines</td>
<td>- Extreme hair colours or styles</td>
</tr>
<tr>
<td>- Extreme hair colours or styles</td>
<td>- Rings on thumb or index finger</td>
</tr>
<tr>
<td>- Stirrup pants</td>
<td>-</td>
</tr>
</tbody>
</table>
## ICMS801 Week by Week Outline

### Semester 1, 2009 – Monday 2pm – 5pm

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

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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:


Assessment guidelines

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Marking Key</th>
<th>Mark Range</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD</td>
<td>Excellent</td>
<td>85 - 100</td>
<td>Meets all criteria in an exceptional way and with marked excellence</td>
</tr>
<tr>
<td>D</td>
<td>Very Good</td>
<td>75 - 84</td>
<td>Meets much of the criteria at a very high level</td>
</tr>
<tr>
<td>Cr</td>
<td>Good</td>
<td>65 - 74</td>
<td>Meets the majority of the criteria to a sound degree</td>
</tr>
<tr>
<td>Pass</td>
<td>Satisfactory</td>
<td>50 - 64</td>
<td>Meets key criteria to a satisfactory extent</td>
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<tr>
<td>Conceded pass</td>
<td>Marginal</td>
<td>45 - 49</td>
<td>Demonstrates a basic understanding of key criteria</td>
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<tr>
<td>Fail</td>
<td>Unsatisfactory</td>
<td>35 - 45</td>
<td>Demonstrates an awareness of some of the criteria</td>
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<td></td>
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<td>25 - 34</td>
<td>Demonstrates an awareness of relevant issues</td>
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<td>1 - 24</td>
<td>Demonstrates an awareness of some associated issues</td>
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<tr>
<td>Assessment Criteria for Individual Presentation (25%)</td>
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<td>Case Study:</td>
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<td><strong>Key:</strong> U = Unsatisfactory  M = Marginal  S = Satisfactory  G = Good  V = Very Good  E = Excellent</td>
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<td>E</td>
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<tr>
<td>How well were relevant theories applied to the case?</td>
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<td>Was there evidence of quality research and reading?</td>
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<td>Was there evidence of critical and analytical thinking?</td>
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<td>How clear and coherent was the argument?</td>
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<td>Was relevant background information provided succinctly?</td>
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<td>To what extent was the audience engaged?</td>
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<td>How well was discussion stimulated and questions addressed?</td>
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<td>How creative and original was the presentation?</td>
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<td>Were illustrations / aids used well?</td>
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<td>Were time requirements met?</td>
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</table>

**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

Assignment Title: Group Project: Organisation:-

Due Date: 11 May 2009

Word Count: __________

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.

<table>
<thead>
<tr>
<th>Name / SID</th>
<th>Signature</th>
<th>Date</th>
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</table>
## 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

<table>
<thead>
<tr>
<th></th>
<th>E</th>
<th>V</th>
<th>G</th>
<th>S</th>
<th>M</th>
<th>U</th>
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</thead>
<tbody>
<tr>
<td><strong>How well is the report structured?</strong></td>
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<tr>
<td>- Cover/title page, executive summary, table of contents, introduction, conclusion, recommendations, references and appendices (including meeting minutes) are logical, consistent, relevant and well-integrated</td>
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<td>- Body of the report is cohesive and logical</td>
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<td>- Sources used are adequately and accurately referenced</td>
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<td><strong>How well is the report written?</strong></td>
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<td>- The style is clear, formal and appropriate for a business audience</td>
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<td>- Sentences are properly constructed and the prose is grammatically correct and well punctuated</td>
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<td><strong>How well is the report informed?</strong></td>
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<tr>
<td>- Shows awareness of relevant ideas and arguments raised in lectures and readings</td>
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<td>- Demonstrates appropriate understanding of the major issues</td>
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<td>- Shows initiative in locating and using additional information sources</td>
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<td><strong>How well is the report argued?</strong></td>
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<td>- The paper is analytical and argumentative (not simply descriptive)</td>
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<td>- Relationships between specific points and issues are clear</td>
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<td>- Appropriate evidence is used to support key recommendations</td>
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<td><strong>How well does the paper demonstrate insight and originality?</strong></td>
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<td>- Addresses the question with insight, originality and creativity</td>
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<td>- Reveals an independence of thought beyond a mere restatement of received ideas</td>
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<td><strong>How well was the report presented orally?</strong></td>
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<td>- Presented as a board report as if to a business audience</td>
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<td>- The presentation was clear, creative, succinct and well-timed</td>
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<td><strong>Overall</strong></td>
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<tr>
<td>- Team self-assessment was reflected upon thoughtfully</td>
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<td>- Complies with word limit</td>
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<tr>
<td>- The submission offers a valuable and insightful response to the assignment question</td>
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<tr>
<td><strong>Grade</strong></td>
<td>HD</td>
<td>D</td>
<td>CR</td>
<td>P</td>
<td>CP</td>
<td>F</td>
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</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Names of other team members</th>
<th>Attendance and Cooperation</th>
<th>Overall academic contribution</th>
<th>Comparative Ranking</th>
<th>Recommended share of 100 marks</th>
</tr>
</thead>
<tbody>
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</table>

**Personal self assessment**

Your name ____________________________

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.

__________________________________________________________________________
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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?

__________________________________________________________________________
__________________________________________________________________________
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