

Victoria Management School

## **MGMT 318 - ORGANISATIONAL ANALYSIS AND DESIGN**

Second Trimester 2005

### **COURSE OUTLINE**

#### **Contact Details**

Course Co-ordinator

Lawrence Green

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Office Hours: by appointment

Tutorial Co-ordinator

Deborah Kelly

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#### **Class Times and Room Numbers**

Lecture Room: GB LT1, Tuesday 2.40 – 4.30pm

Workshop: GB LT2, Thursday 4.40 – 5.30pm

Tutorials: TBA

Final examination: Period 10<sup>th</sup> of October – 4<sup>th</sup> of November 2005

#### **Course Objectives**

Upon completion of this course, students should:

- Be able to **describe**, and have a **working knowledge** of, organisational theories and approaches relating to each of the topics presented in the course;
- Be able to **critically question** and **evaluate** the applicability of these concepts in particular organisational settings, and, based on such critical evaluations, **formulate**

their own informed views regarding the various theories and approaches presented in this course; and

- Be able to develop logically **coherent** and **convincing** arguments for their views, and effectively **present** these views to others.

### Course Content and Reading Schedule

MGMT 318 aims to provide an advanced examination of selected issues in organisational analysis and organisation theory. The course largely operates at the macro level with an emphasis on organisations as a whole and the practical application of organisation theory. It builds upon the individual and social aspects of organisational behaviour covered in MGMT 202.

Today organisation theory is in a state of flux. Traditional modern scientific and mechanistic approaches to organisation are increasingly being questioned, and alternative approaches have gathered support. There is no longer one accepted 'best' way to analyse, design, or intervene in organisations, and the field is now characterised by much debate among proponents of a diverse range of perspectives. This course aims to engage students in these debates.

There is a significant amount of reading for this course. Guidance will be given on a range of strategies for reading critically, reading quickly and with high levels of comprehension.

The course text, available at Vic Books is:

Bolman, L.G., & Deal, T.E. (2003). *Reframing Organizations*

Week	Topic	Reading Schedule
1 -4/7	<b><i>Making Sense of Organisations</i></b>	<ol style="list-style-type: none"> <li>1. Chapter 1. Introduction: The Power of Reframing Chapter 2. Simple Ideas, Complex Organizations</li> <li>2. Marshak, R.J., (2002). Changing the Language of Change</li> <li>3. Brown, L.M. &amp; Posner, B. Z., (2001). Exploring the Relationship Between Learning and Leadership</li> </ol>
2-11/7	<b><i>The Structural Frame</i></b>	<ol style="list-style-type: none"> <li>1. Chapter 3. Getting Organized Chapter 4. Structure and Restructuring Chapter 5. Organizing Groups and Teams</li> <li>2. Hackman, J. R. &amp; Wageman, R., (2005). A Theory of Team Coaching</li> <li>3. Manfred, F.R., Kets de Vries (2005). Leadership Group Coaching in Action: The Zen of Creating Performance Teams</li> </ol>
3-18/7	<b><i>The Human Resource frame</i></b>	<ol style="list-style-type: none"> <li>1. Chapter 6. People and Organizations Chapter 8. Interpersonal and Group Dynamics</li> <li>2. Higgs, M &amp; Rowland, D., (2001). Developing Change Leaders: Assessing the Impact of a Development Programme</li> <li>3. Fairholm, M. R., (2004). A New Sciences Outline for Leadership Development</li> </ol>
4-25/7	<b><i>The Political Frame 1</i></b>	<ol style="list-style-type: none"> <li>1. Chapter 9. Power, Conflict, and Coalitions</li> <li>2. Lewis, D, (2002). The Place of Organisational Politics in Strategic Change</li> <li>3. Huczynski, A., (1996). Influencing in Organizations (Impression Management on the Job)</li> </ol>

5-1/8	<b><i>The Political Frame 2</i></b>	<ol style="list-style-type: none"> <li>Chapter 10. The Manager as Politician Chapter 11. Organizations as Political Arenas and Political Agents</li> <li>Buchanan, D. &amp; Badham, R., (1999). Politics and Organisational Change: The Lived Experience</li> <li>Pellegrinelli, S., (2000). Managing the Interplay and Tensions of Consulting Interventions</li> </ol>
6-8/8	<b><i>The Symbolic Frame 1</i></b>	<ol style="list-style-type: none"> <li>Chapter 12. Organizational Culture and Symbols Chapter 14. Organizational Culture in Action</li> <li>Ogbonna, E &amp; Harris, L C (2002). Managing Organisational Culture: Insights from the Hospital Industry</li> <li>Storey, J., (2004). Leadership in Organizations: Current Issues and Future Trends (CH 16: A New Look At Dispersed Leadership: Power, Knowledge And Context)</li> </ol>
7-29/8	<b><i>The Symbolic Frame 2</i></b>	<ol style="list-style-type: none"> <li>Chapter 13. Organization as Theater</li> <li>Wood, T., (2001). Spectacular Metaphors: From Theatre to Cinema</li> <li>Harvey, A., (2001). A Dramaturgical Analysis of Charismatic Leader Discourse</li> </ol>
8-5/9	<b><i>Improving Leadership Practice 1</i></b>	<ol style="list-style-type: none"> <li>Chapter 15. Integrating Frames for Effective Practice Chapter 16. Reframing in Action: Opportunities and Perils</li> <li>Aupperle, K. &amp; Karimalis, N., (2001). Using Metaphors to Facilitate Co-operation and Resolve Conflict: Examining the Case of Disneyland Paris</li> <li>Palmer, I. &amp; Dunford, R., (1996). Conflicting Uses of Metaphors: Reconceptualizing Their Use In The Field of Organizational Change</li> </ol>
9-12/9	<b><i>Improving Leadership Practice 2</i></b>	<ol style="list-style-type: none"> <li>Chapter 17. Reframing Leadership</li> <li>Chapter 18. Reframing Change: Training, Realigning, Negotiating, Grieving, and Moving On</li> <li>Smith, B. N., Montagno &amp; Kuzmenko, T.V., (2004). Transformational and Servant Leadership: Content and Contextual Comparisons</li> <li>Stone, A.G., Russell, R.F. &amp; Patterson, K. (2004). Transformational Versus Servant Leadership: A Difference in Leader Focus</li> </ol>
10-19/9	<b><i>Improving Leadership Practice 3</i></b>	<ol style="list-style-type: none"> <li>Chapter 19. Reframing Ethics and Spirit</li> <li>Korac-Kakabadse, N., Kouzmin, A., &amp; Kakabadse, A., (2002). Spirituality and Leadership Praxis</li> <li>Sankar, Y., (2003). Character Not Charisma is the Critical Measure of Leadership Excellence</li> <li>De Vries, M.K., (2004). A Clinical Perspective on Organizational Dynamics</li> </ol>
11-26/9	<b><i>Improving Leadership Practice 3</i></b>	<ol style="list-style-type: none"> <li>Chapter 20. Bringing It All Together: Change and Leadership in Action</li> <li>Chapter 21. Epilogue: Artistry, Choice, and Leadership</li> <li>Bacon, T. R., (2003). Helping People Change</li> <li>Ellinger, A.D. &amp; Bostrom, R. P., (2002). An Examination of Managers' Beliefs About Their Roles as Facilitators of Learning</li> </ol>
12-3/10	<b><i>Course Review and Exam Preparation</i></b>	

### Assessment Requirements

Assessment will be based on:

- Tutorial Participation (15 percent)
- Learning Journal (25 percent)
- Closed Book Examination (60 percent)

## **1. Tutorial Participation**

Marks: 15%

Duration: Weeks 3-11

Assessment here is based on your active involvement and discussion in relation to the tutorial exercises and experiences. Students will not be assessed on the “correctness” of their contribution but the extent to which they express their thoughts and ideas.

## **2. Learning Journal**

Marks: 25%

Duration: Weeks 1-5 only

Due date: 09/08/05 in class

Length: 3500-5000 words

The purpose of the journal is to help you to extend your learning and to make direct linkages between what is being covered in the course and your personal experiences and observations. It is intended that you complete this on a weekly basis.

For each week of the semester, write two entries:

1. A lecture entry or a tutorial entry
2. An article critique entry

For each lecture or tutorial entry write approximately a page (i.e. 300-500 words) about the most significant connections you were able to make between a theory, concept or idea that we covered and an event or experience that you have had either recently or in the past.

You should comment on why the theory, concept or idea might be relevant and helpful (or not!) and what you might have done or might do differently in light of this newfound knowledge.

For each article critique entry, choose one of the supplementary readings from that week and write a brief critique (300-500 words) of the major strengths and weaknesses of the arguments outlined in the article. The goal is not to resummarise the content but to evaluate the quality of it and its relevance to effective management practice.

All assignments must be typed or word-processed. They should have: a cover sheet stating your name, the course name, tutor name, a word count and due date. You should also put page numbers on each page, and use in-text referencing and include a list of references at the end (see attachment on referencing).

All assignments will be marked for the quality of the writing - that is, correctness, clarity, organisation, referencing - as well as for meeting the specific assignment objectives.

## **3. Final Examination**

Marks: 60%

Date: TBA

Duration: 3 hours

The final exam will consist of two parts:

1. Part 1: A case study where you will be asked to apply the main “frames” covered in this course. (25 marks)
2. Part 2: Essay questions (answer three out of five) The questions will relate to the material contained in the supplementary readings from weeks 7-11. (25 marks each)

### **Mandatory Course Requirements**

To fulfill the mandatory course requirements for this course you must:

1. Attend eight of the eleven scheduled tutorial sessions
2. Submit the course assignment by the due date.
3. Receive a minimum of 40% in the final examination

Students who fail to satisfy the mandatory requirements for passing this course, other than the requirement to obtain a C grade overall, will not receive a graded result, and their records will show an ungraded fail. In order to pass this course, students are required to obtain at least fifty percent of the overall course marks available.

### **Penalties**

In fairness to other students, work submitted after any deadline will incur a penalty for lateness. **The penalty is 2 marks of the marks available** for an assignment submitted on after the due time on the due date **for each part day or day late**.

When calculating the late penalty **Saturdays, Sundays and public holidays will be included** when counting the number of days that an assignment is late.

**Assignments received more than 7 days after the deadline will not be accepted and the student will automatically fail terms.**

### **Communication of Additional Information**

Additional information will be conveyed in lectures and posted on the course noticeboard on the mezzanine floor of Rutherford House.

### **Faculty of Commerce and Administration Offices**

#### Railway West Wing (RWW) - FCA Student Administration Office

The Student Administration Office is located on the ground and first floors of the Railway West Wing. The ground floor counter is the first point of contact for general enquiries and FCA forms. Student Administration Advisers are available to discuss course status and give further advice about FCA qualifications.

#### Easterfield (EA) - FCA/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce & Administration and Law is situated in the Easterfield Building - it includes the ground floor reception desk (EA005) and offices 125a to 131 (Level 1). The office, will be open from 9:00 am to 5:00 pm during Trimester 2, offers the following:

- Duty tutors for student contact and advice.
- Information concerning administrative and academic matters.
- FCA Student Administration forms (e.g. application for academic transcripts, requests for degree audit, COP requests).

- Examinations-related information during the examination period.

Please note:

There will be a Student Administration Adviser, from the RWW office, based in EA005 from Monday 27 June to Friday 1 July (9:00 am to 5:00 pm) and from Monday 4 July to Friday 22 July (11:00 am to 1:00 pm).

### **General University Policies and Statutes**

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures.

### **Student Conduct and Staff Conduct**

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the website at:

[www.vuw.ac.nz/policy/StudentConduct](http://www.vuw.ac.nz/policy/StudentConduct).

The policy on Staff Conduct can be found on the VUW website at:

[www.vuw.ac.nz/policy/StaffConduct](http://www.vuw.ac.nz/policy/StaffConduct).

### **Academic Grievances**

If you have any academic problems with your course you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School or the Associate Dean (Students) of your Faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievances Policy which is published on the VUW website:

[www.vuw.ac.nz/policy/AcademicGrievances](http://www.vuw.ac.nz/policy/AcademicGrievances).

### **Academic Integrity and Plagiarism**

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is **prohibited** at Victoria.

The University defines plagiarism as follows:

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

*'Someone else's work' means anything that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other*

*electronic material, designs and ideas. It also includes the organization or structuring of any such material.*

***Plagiarism is not worth the risk.***

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct ([www.vuw.ac.nz/policy/studentconduct](http://www.vuw.ac.nz/policy/studentconduct)) and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- suspension from class or university
- cancellation of your mark for an assessment or a fail grade for the course.

*Find out more about plagiarism and how to avoid it, on the University's website at:*  
[www.vuw.ac.nz/home/studying/plagiarism.html](http://www.vuw.ac.nz/home/studying/plagiarism.html).

**Students with Disabilities**

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, then please contact the Course Coordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available. Disability Support Services are located on Level 1, Robert Stout Building, or phoning 463-6070, email: [disability@vuw.ac.nz](mailto:disability@vuw.ac.nz). The name of your School's Disability Liaison Person can be obtained from the Administrative Assistant or the School Prospectus.

**Student Support**

Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, please contact the relevant Course Co-ordinator, or Associate Dean who will either help you directly or put you in contact with someone who can.

The Student Services Group is also available to provide a variety of support and services. Find out more at [www.vuw.ac.nz/st\\_services/](http://www.vuw.ac.nz/st_services/) or email [student-services@vuw.ac.nz](mailto:student-services@vuw.ac.nz).

VUWSA employs two Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building, phone 463 6983 or 463 6984, email [education@vuwsa.org.nz](mailto:education@vuwsa.org.nz).

**Maori and Pacific Mentoring programme (Manaaki Pihipihinga)**

This is a free programme of mentoring for Maori and Pacific students doing first year courses within the Faculty of Commerce and Administration. Weekly one hour mentoring sessions: drafting and editing assignments/discussing any questions that you might have from tutorials or lectures and going over every aspect of essay writing, either in small group sessions or on a one-to-one basis.

This includes:

- A computer suite hooked up to cyber commons for students to use to produce their assignments.
- Regular skill-based workshops with a learning adviser from Student Learning Support Services.
- Networking with other Maori and Pacific support groups throughout the university.

For more information please contact:

Melissa Dunlop, Programme Coordinator

Ph: 463 6015 or Email: [Maori-Pacific-Mentoring@vuw.ac.nz](mailto:Maori-Pacific-Mentoring@vuw.ac.nz)

### **Basic Referencing Strategies**

*Deborah Jones, Victoria Management School, Victoria University of Wellington*

The purpose of referencing strategies is:

- To demonstrate that you have read course materials to extend your knowledge
- To give credit for the sources of your knowledge or ideas
- To allow readers to follow up and do their own reading.

The format below is an in-text referencing method, based on the APA (American Psychological Association) standard. It is common in the management and social sciences literature. It is used instead of references in footnotes. For more detailed information, Internet addresses are given below. The latest APA *Publication manual* is also held in the library.

#### ***In the text***

Put the author name and the date of publication:

Littler has argued that Taylor's ideas have not been improved upon by new models (Littler, 1983).

or, if you are quoting directly - using the same words as the author - also put in the page number/s:

Littler sees claims that Taylor has been superseded as 'a woeful misunderstanding' of Taylor's ideas' (Littler, 1983, p. 34).

For multiple page numbers: (pp. 34-35).

#### ***At the end of your assignment***

Include a list of references *in alphabetical order of author name* which give the full information about the texts you have quoted in your assignment, in a standard form. The second and later lines of each reference should be indented.

#### ***Typical book entries***

##### *Single Author*

Arnheim, R. (1971). *Art and visual perception*. Berkeley, CA: University of California Press.

The AUTHOR'S NAME is listed first. The author's name is followed by the DATE OF PUBLICATION, in parentheses, ended with a full stop. Next include the BOOK TITLE



which should be underlined or in italics. Capitalize only the first word of the title (and the first word of the subtitle, if any) and any proper names. Close with a final full stop.

End with PUBLICATION INFORMATION. Identify the city. Then identify the name of the publisher, clearly and briefly. Close with a full stop.

#### *Multiple Authors*

When a work has between two and six authors, cite all authors. When a work has more than six authors cite only the last name of the first author followed by "et al."

Festinger, L., Riecken, H., & Schachter, S. (1956). *When prophecy fails*. Minneapolis: University of Minnesota Press.

Roeder, K. et al. (1967). *Nerve cells and insect behavior*. Cambridge, Mass.: Harvard University Press.

#### *Corporate authorship*

Institute of Financial Education. (1982). *Managing personal funds*. Chicago: Midwestern Publishing.

#### *Citing items in an anthology*

Rubenstein, J.P. (1967). *The effect of television violence on small children*. In B.F. Kane (ed.), *Television and Juvenile Psychological Development* (pp. 112-134). New York: American Psychological Society.

#### *Edited collections*

Higgins, J. (Ed.). (1988). *Psychology*. New York: Norton.

#### *Typical journal entries*

Passons, W. (1967). Predictive validities of the ACT, SAT, and high school grades for first semester GPA and freshman courses. *Educational and Psychological Measurement*, 27, 1143-1144.

Where there is a volume number then an issue number, the issue number goes in brackets:

Sawyer, J. (1966). Measurement and prediction, clinical and statistical. *Psychological Bulletin*, 66 (3), 178-200.

#### *Citing articles in monthly periodicals*

Chandler-Crisp, S. (1988, May) "Aerobic writing": a writing practice model. *Writing Lab Newsletter*, 9-11.

The journal title is in italics: the title is also capitalised as in its original form. The page numbers for the paper or article are always given, but 'pp.' is not entered.

***Electronic information***

The type of medium can be, but is not limited to the following: Internet, CD-ROM, floppy disk, magnetic tapes. Pagination in electronic references is unavailable in most cases, so left out of the citation.

*Web pages*

Author/editor. (Year). Title (edition), [Type of medium]. Producer (optional). Available Protocol (if applicable): Site/Path/File [Access date].

Pritzker, T. J. (No date). *An early fragment from central Nepal*. [Online]. Available: <http://www.ingress.com/~astanart/pritzker/pritzker.html> [1995, June 8].

Write "No date" when the electronic publication date is not available.