



SCHOOL OF ECONOMICS AND COMMERCE

MANAGEMENT & ORGANISATIONS 290.136/290.236*

COURSE OUTLINE

SEMESTER ONE - 2004

LECTURER & COURSE COORDINATOR

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LECTURE TIMES

Students attend two lectures per week at the following times and locations:

MONDAY	4.00 - 4.45pm	Social Sciences Lecture Theatre
WEDNESDAY	4.00 – 4.45pm	Social Sciences Lecture Theatre

Students also attend one tutorial per week beginning in the second week of semester.

Allocate yourself to a tutorial using the On-Line Class Registration (OLCR) system at <http://www.bits.biz.uwa.edu.au/welcome/students/olcr>

CONSULTATION TIMES

I will be available to answer student queries in my office from 9.00-11.00am each Wednesday. Alternatively, you may post a query on the Bulletin Board (see later section on Website) or by emailing me.

* **Important note:** The assignment and final exam content will be different for students enrolled in 290.136 and 290.236.

COURSE OBJECTIVES

The aim of this course is to provide an introduction to the study of management and organisation theory. It serves as a pre-requisite for the management major within the Commerce degree, but is also designed to provide core competencies for people who aspire to a managerial role in any profession or organisation.

At the end of the course you should be:

- familiar with basic principles governing the design of organisations;
- able to describe the nature of managerial roles and functions and how they impact on organisational effectiveness;
- able to identify key features of an organisation's operating environment that impact on managerial effectiveness;
- able to use basic organisational analysis techniques to identify major managerial challenges facing an organisation;
- familiar with the major social and ethical issues facing managers and organizations.

RECOMMENDED TEXT & SUPPLEMENTARY READINGS BOOKLET

Recommended Text

Robbins, S.P., Bergman, R., Stagg, I., & Coulter, M. (2003). Foundations of Management. Sydney: Prentice Hall.

Copies of the text will be available on closed reserve in the Business Library, and can be purchased at the University Bookshop.

Supplementary Readings Booklet

Additional readings are set for each topic. A set of these readings can be purchased through the University Bookshop ("Management & Organisations Unit Readings") and copies are also available on closed reserve in the Business Library. These readings are designed to help you further your understanding of concepts and issues covered in the text and lectures.

WEBSITE

The website for this course can be accessed from <http://www.units.ecom.uwa.edu.au>. (click on the link for "Management and Organisations". Click on "Lecture Notes" to access copies of the slides used in lectures. There is also a Bulletin Board where messages from the lecturers/course coordinator will be posted, and where students can share information about the course. To access the secure parts of the unit website, you will need to use your Business School student lab account name and password. If you have enrolled in the unit but you do not have a student account yet, you can create one by going to the "Online Student Account Creation" site (<http://it.biz.uwa.edu.au/oac.htm>). If you have recently enrolled in the unit you might need to update your student lab account details by going to the "Update your Business School student account" site (http://www.bits.biz.uwa.edu.au/welcome/students/update_account).

TEACHING PROGRAMME

Date	Lectures	Topic	Text Chapters
1 st /3 rd March	1,2	Why organisations exist, and what managers do Reading: Mintzberg, H. & Van der Hyden, L. (2000). Re-viewing the organization: Is it a chain, a hub or a web? <u>Ivey Business Journal</u> , September/October, 24-29.	1 [OE Ch. 1]
8 th /10 th March	3,4	How organisational culture and competitive environment shape managers' actions Reading: Hallowell, R., Bowen, D. & Knoop, C. (2002). Four Seasons goes to Paris. <u>Academy of Management Executive</u> , 16, 7-25.	3 [OE Ch. 3]
15 th /17 th March	5,6	Managing across national boundaries Reading: Hofstede, G., & Bond, M.H. (1988). The Confucius connection: From cultural roots to economic growth. <u>Organizational Dynamics</u> , Spring, 5-21.	4 [OE Ch. 4]
22 nd /24 th March	7,8	Social responsibility & managerial ethics Reading: Kapelus, P. (2002). Mining, corporate social responsibility and the "community": The case of Rio Tinto, Richards Bay Minerals and the Mbonambi. <u>Journal of Business Ethics</u> , 39, 275-296.	5 [OE Ch. 5]
29 th /31 st March	9	TEST 1 ; Managerial decision-making Reading: Cohan, J.A. (2002). "I didn't know" and "I was only doing my job". Has corporate governance careered out of control? A case study of Enron's information myopia. <u>Journal of Business Ethics</u> , 40, 275-299.	6 [OE Ch. 6]
5 th /7 th April	10, 11	Planning Reading: Schoemaker, P.J.H. (1995). Scenario planning: A tool for strategic thinking. <u>Sloan Management Review</u> , 37, 25-40.	7 [OE Ch. 7]
12 th /14 th April	-	Non-Teaching Study Break	-
19 th /21 st April	12, 13	Strategic management Reading: Porter, M.E. (2001). Strategy and the internet. <u>Harvard Business Review</u> , 79, 63-78.	8 [OE Ch. 8]

Date	Lectures	Topic	Text Chapters¹
26 th /28 th April	14, 15	Designing organisational structures Reading: Adler, P.S. (1999). Building better bureaucracies. <u>Academy of Management Executive</u> , 13, 4, 36-46.	10 [OE Ch. 10]
3 rd /5 th May	16, 17	Controlling organisational systems Reading: Simons, R. (1995). Control in an age of empowerment. <u>Harvard Business Review</u> , 73, 80-89.	18 [OE Ch. 18]
10 th /12 th May	18	TEST 2 ; Managing the virtual organization Reading: Cascio, W.F. (2000). Managing a virtual workplace. <u>Academy of Management Executive</u> , 13, 81-90.	14 [OE Ch. 14]
17 th /19 th May	19, 20	Managing people for competitive advantage Reading: Pfeffer, J. & Veiga, J.F. (1999). Putting people first for organizational success. <u>Academy of Management Executive</u> , 13, 37-48.	11 [OE Ch. 15]
24 th /26 th May	21, 22	Managing change and innovation Reading: Senge, P. (1990). The leader's new work: Building learning organizations. <u>Sloan Management Review</u> , 32, 7-23.	12 [OE Ch. 12]
May 31 st /2 nd June	23, 24	Organisational leadership Reading: Kotter, J. (1990, 2001). What leaders really do. <u>Harvard Business Review</u> , 79, 85-96.	16 [OE Ch. 16]

¹ [OE] refers to relevant Chapters and Pages in Robbins, Bergman, Stagg & Coulter (2000). Management, 2nd Edition. Sydney: Prentice Hall, an older edition of the recommended text.

TUTORIALS

A Tutorial Schedule is provided at the end of this unit outline.

There is one 45 minute tutorial per week, beginning in Week 2. Tutorial content is designed to increase your understanding of key concepts covered in the lectures and readings and their application to real world settings. **Please check your tutorial allocation prior to the commencement of tutorials.** Once allocated, students must remain in that tutorial for the entire semester. Tutorial attendance is not compulsory. However, you will almost certainly find that failure to attend will impact on your understanding of the course material. Some of the supplementary readings are fairly complex and the tutorial is where you will be guided as to what you need to learn from them.

Tutorials require advance preparation during the preceding week, so don't forget to include this preparation time in your study plan.

ASSESSMENT

There are three components to the assessment in this course: the in-class tests, an assignment, and a written final examination.

In-class Tests	30%	During Monday Lectures (See below)
Assignment	20%	Due 3pm 20 th May
Final Examination	50%	Examination period

1. In-Class Tests (30%) **Monday 29th March & 10th May.**

Two 30-minute tests (each worth 15%), covering the previous four weeks' text and lecture materials, will be administered during a Monday class, starting in the fourth week (see Timetable section of this outline). **The dates for the 2 tests are Monday 29th March and Monday 10th May.** Questions will be in multiple choice format, and you will have 30 minutes to complete each test with 10 minutes reading time. Results will be posted via the unit's web page at the end of the week in which the test is sat.

2. Assignment (20%) **Due Thursday 20th May at 3pm.**

Important Note: Students enrolled in 290.136 (First Year) and 290.236 (Second Year) have different assignment topics. There is no specific word limit for this assignment, but it is expected that the assignment could be written in 2000 words or less.

290.136 (First Year) Assignment

Using the Internet, find and write down five examples of organisational mission statements. At least one of these should be from a service organization and at least one from a not-for-profit organization. Using these mission statements as a guide, describe what types of corporate-level and business-level strategies each organization might pursue to fulfil that mission statement. Explain your rationale for choosing each strategy. (20%)

290.236 (Second Year) Assignment

1. Using the Internet, find and write down three examples of organisational mission statements. At least one of these should be from a service organization and at least one from a not-for-profit organization. Using these mission statements as a guide, describe what types of corporate-level and business-level strategies each organization might pursue to fulfil that mission statement. Explain your rationale for choosing each strategy. (10%)
2. Using the Factiva electronic database (available over the Web through the UWA Library), search for news and company reports published on ONE of these organizations over the past 24 months. From these reports, and any other material you may have access to, carry out a SWOT analysis to identify the organisation's main strengths, weaknesses, opportunities and threats. (10%)

Submitting your assignment

Your assignment should be submitted at the front desk, first floor, Social Sciences South Building, no later than **4pm on Tuesday 20th May**. It is important you include a "School of Economics and Commerce" cover sheet signed by you to indicate that the work is your own, that you have not copied material from other students or from published material (without proper citation), including web-based material. Work that is found to be copied, either from other students or from other sources, *without proper acknowledgment*, is plagiarism and will be strongly penalised. Serious instances of plagiarism will be referred to the Dean for disciplinary action.

Avoiding Plagiarism

Here are some tips on how to avoid plagiarising:

- NEVER use ideas, arguments, or information from another person or author unless you cite them as the source.
- NEVER use the same wording as another author unless you enclose the words in quotation marks, and cite the page number of the reference source. Note that close paraphrasing, in which you change a few phrases around, leave a clause out of the middle of a long sentence, or put the original sentences in a different order, is still plagiarism.

3. Final Exam (50%)

The final exam is comprehensive, covering the entire course. Questions will cover material dealt with in the text, supplementary readings, and lectures. The format of the exam will involve multiple choice (25%) and short-answer questions (25%). Some sample short answer questions will be posted to the unit web page in advance of the exam.

Scaling of Final Grades

In accordance with the grading policy of the Faculty of Economics & Commerce, the final grades of the whole class will be subject to scaling. Students will be able to obtain the scaling parameters from the Course Co-ordinator after Week 6 of the semester.

Penalties for Late Assignments

Late assignments will be penalised at the rate of 10% for every day late (or part thereof), such that an assignment submitted two days late and receiving an initial mark of 65% would be marked down to 45%. No extension of the due date will be granted, other than in exceptional personal circumstances (e.g. serious illness, with accompanying medical certificate). Computer malfunction and work commitments will not be accepted as valid reasons for late assignments so make sure you back up your work and plan ahead.

Appeals against assessment

The procedure for appeals against assessment outcomes is described in the Faculty Handbook. You are advised that there is a time limit on appeals against internal assessment. You should also note that an appeal might result in a mark that: (a) stays the same, (b) increases, or (c) decreases in relation to the original mark.

Information in this publication is believed to be correct as at 1st March, 2004, but is subject to change from time to time. In particular, the University reserves the right to change the content and/or method of presentation and/or method of assessment of any unit of study, to withdraw any unit of study or program, and or to vary arrangements for any program.

Guide to Using Factiva using the Information Toolbox (see Library Website)

Factiva provides full text access to newspaper and magazine items from over 8,000 international sources. Coverage includes a wide range of Australian newspaper titles, including the West Australian and the Australian Financial Review.

Access

From the UWA Library Catalogue (<http://www.library.uwa.edu.au>):

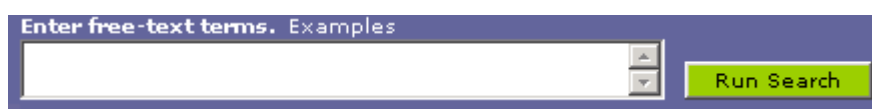
- ◆ Click on the [Search the Information Toolbox](#) link.
- ◆ Type 'Factiva' in the keyword search window and click on the [Find these resources] button.
- ◆ Click on the [Factiva](#) title link from the Search Results screen.

If you are accessing Factiva from the UWA network you will have instant access. If you are accessing from a non-UWA server a dialog box will appear asking for a user name and password:

- User name = UWA student/staff number
- Password = Barcode on Campus card, including the letters C & D in capitals (i.e C1234567D).

Searching

1. Enter the keywords you want to search for in the box near the top of the page.



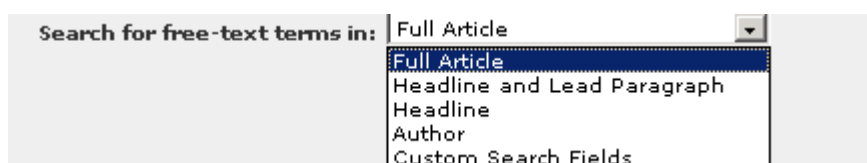
The screenshot shows a search interface with a text input field containing the placeholder text "Enter free-text terms. Examples". To the right of the input field is a green button labeled "Run Search".

2. Select the appropriate search period by clicking on the arrow in the **Select date:** search box and clicking on your choice. A specific date range can be selected using the **Enter data range ...** option.



The screenshot shows a dropdown menu labeled "Select date:" with the option "In the last year" selected. There is also a plus sign icon to the right of the dropdown.

3. Select whether you wish to search for words appearing in the **full article** or **headline**, etc. by clicking on the arrow next to the **Search for free-text terms in:** box and selecting your choice.



The screenshot shows a dropdown menu labeled "Search for free-text terms in:" with the following options: "Full Article", "Headline and Lead Paragraph", "Headline", "Author", and "Custom Search Fields". The "Full Article" option is currently selected.

4. You may choose how you wish your results list to be sorted using the **Sort results by:** box.
5. Click on **Run Search** to begin your search.

Limiting Searches

Searching on Factiva can often result in large numbers of articles being retrieved due to the massive amount of information sources it covers. To narrow a search you can combine keywords by using the following operators in bold:

Woolworths and restructuring:	Both terms must appear in the article
Share w/1 Market:	Share has to appear within one word of market, in that order
Howard n/5 Beasley:	Howard must appear no more than 5 words away from Beasley in any order
Corporate same ethics:	Corporate must appear in the same paragraph as ethics

Viewing Results

Factiva automatically displays the headlines of the articles retrieved from your search, as well as the publication, date, article length and the lead sentence. Click on the headline to view the full text of the article.

Not all material is available in full text, eg ABIX records. In these cases reference is given to the specific publication and issue where the article appears.

Saving, Printing and Emailing Articles

1. Use the selection boxes next to the documents to select individual items.



To print a selected article:

- Click on the Format for Printing icon. This will launch a new browser window containing the article without any links, background graphics and buttons.
- Use the browser print command to print the item



To save an article to disk:

- Click on the Format for Saving icon. This will open a new browser window with selected articles in a text-only format.
- Use your browser's commands to save the items [File / Save As...]. You have the choice of saving the file as a Web page or as a Text File.



To email an article:

- Click on the Email icon.
- Enter your e-mail address in the Recipient's Email box and choose either HTML or Plain Text format from the Email Output Box.
- Click on Send.

Exiting

Due to the licensing restrictions for this product, please ensure that you click on the **logout** link at the top left hand corner of the home page when exiting the database.

For more assistance contact the Reference Librarian in your Subject Library.

TUTORIAL SCHEDULE AND ACTIVITIES

** There are no tutorials scheduled in the first week of semester. **

Tutorial 1

Describing the Organisation Using an Open Systems Framework

Tutorial Preparation:

Read Mintzberg, H. & Van der Hyden, L. (2000). Re-viewing the organization: Is it a chain, a hub or a web? Ivey Business Journal, September/October, 24-29.

Read your text, pages 16-19.

This tutorial is designed to develop your understanding of how a systems perspective can be used to analyse an organisation's operations. Discuss the following questions in your tutorial:

1. Mintzberg & Van der Hyden offer that organisations perform four basic functions: They find, keep, transform and distribute. Some organisations specialise to a greater extent in one or more of these functions, but each do them all four, at least to some extent. How do these basic functions map onto the Open Systems Perspective given on p. 17 of your text?
2. Use the Open Systems framework to describe a University. Identify specific examples of each of the categories of Inputs, Transformation and Outputs. In what ways might Outputs feedback to influence Inputs in this setting? What function (finding, keeping, transforming, distributing) best describes the focal activity of a University?
3. Mintzberg & Van der Hyden describe four organisational forms (or structures) which evolve to perform these functions. What is the difference between a "chain", a "hub", a "web" and a "set"? Which of these structures is most common at which part of the organisational system? (Clue: see Figure 2 in reading).
4. "No matter what the organization, its whole operating process can be seen as a _____". Why?
5. "Chains and webs are mostly about _____, hubs mostly about _____, and sets are mostly about _____".

Tutorial 2

Organisational Culture and Competitive Environment

Tutorial Preparation:

Read Hallowell, R., Bowen, D. & Knoop, C. (2002). Four Seasons goes to Paris. Academy of Management Executive, 16, 7-25.

1. The reading refers to organizational culture as having four main elements. What are these? Is this consistent with the definition given in your text?
2. In your text, it argues that the type of culture that arises in an organisation can be described in terms of 7 dimensions (p.71). How would you use these 7 dimensions to describe the organisational culture of the Four Seasons organization?
3. What techniques did Four Seasons employ to go about changing the culture that existed at the Hotel George V in order to align it with its own organisational culture?
4. Discuss the difference between 'espoused' and 'enacted' cultural values.
5. Read through the espoused values of the three organizations below. Do you think these reflect manifestly different organisational cultures for the three organizations? Thinking of your own experiences, would you say there is a difference between 'espoused' and 'enacted' values at this institution? What cultural artefacts can you identify that reflect dominant aspects of the UWA organisational culture?

Curtin University of Technology

Mission and Values

Curtin is dedicated to the advancement of knowledge and the enrichment of culture. The University places particular value on:

- the search for innovative applications of technology in all fields of human endeavour;
- the cultivation of responsive and responsible links with the wider community emphasising service, practical relevance, social justice and ethical behaviour;
- the development of students and staff as citizens of the world, emphasising an international outlook, cultural diversity, and an informed respect for indigenous peoples.

University of Western Australia

Primary Mission

To advance, transmit and sustain knowledge and understanding through the conduct of teaching, research and scholarship at the highest international standards, for the benefit of the international and national communities and the state of Western Australia.

Values

The following values and principles provide the basis for the pursuit of the University's mission:

Academic Freedom

The University is committed to the belief that freedom of intellectual thought and enquiry and the open exchange of ideas and evidence are essential to the achievement of its mission, and it will seek to protect staff and students from any attempts to remove or reduce this freedom.

Excellence

The University is committed to the general principle that it should strive for excellence in all its activities, judged against the highest international standards.

Adaptability and Innovation

The environment within which the University exists is constantly changing and the University must not only be responsive to a changing environment, it has a creative and leadership role to play in exploring and appraising new possibilities.

Intellectual Integrity

The University is committed to the scholarly values of curiosity, creativity, experimentation and critical appraisal, in both the theoretical and practical dimensions.

Ethical Standards

The University fosters the values of openness, honesty, tolerance, fairness and responsibility in social and moral, as well as academic, matters.

Evaluation

The University is committed to the regular evaluation of its activities and processes and believes that self-evaluation and review are central to the University's responsibility as an autonomous institution. Assistance from external evaluators is sought where necessary to ensure objectivity and credibility.

Decision-Making and Accountability

Decisions within the University are made explicitly, openly and consistently, on the basis of relevant information, and as an integral part of the University's accountability to its staff and students, to the public and to governments.

Educational Principles

Students at The University of Western Australia are encouraged and facilitated to develop the ability and desire:

- to master the subject matter, concepts and techniques of their chosen discipline(s) at internationally-recognised levels and standards;
- to acquire the skills required to learn, and to continue through life to learn, from a variety of sources and experiences;
- to adapt acquired knowledge to new situations;
- to communicate in English clearly, concisely and logically;
- to acquire the skills needed to embrace rapidly-changing technologies in a global environment;
- to think and reason logically and creatively;
- to undertake problem identification, analysis and solution;
- to question accepted wisdom and be open to new ideas and possibilities;
- to acquire mature judgement and responsibility in ethical, moral, social, and practical, as well as academic matters;
- to work independently and in a team;
- to acquire cross-cultural and other competencies to take a citizenship and leadership role in the local, national or international community.

Edith Cowan University

Mission Statement

The Mission of Edith Cowan University is to provide, within a diverse and dynamic learning environment, university education of recognised quality, especially for those people employed in, or seeking employment in, the service professions.

Values

In pursuit of its objectives, the University community is guided by a number of values including but not limited to :

Service Orientation:

Staff will be responsive to both internal and external clients in a timely, proficient and friendly manner. All functions undertaken by staff will be viewed as providing a service whether it is directed towards students, colleagues or other clients.

Taking Advantage of Technology:

The University will actively support the use of technology that enhances the speed and quality of decision making processes, administrative functions, and delivery of services through an information technology management program encompassing the purchasing and upgrading of technology, integrated implementation strategies, and staff development and training.

Effective Devolution:

The process of devolving decision making to the organisational units where the expertise and experience at the local level can be utilised and optimised will be maintained. The devolution of functions will only occur when the proposed outcome has been assessed to be in alignment with strategic directions of the University, is of cost benefit to the University, and does not adversely affect another area. The devolution process will be implemented in accordance with change management principles and practices.

Clarity of Accountability:

Clear reporting lines, areas of responsibility and accountability for the roles and functions of staff members will be established. Duplicated or ambiguous areas of responsibility will be eliminated as far as possible.

Focus on Primary Tasks:

Each area will identify its core business activities that are aligned with the strategic directions of the University, their Faculty/Division, and School/Branch. Any activity not deemed to be core business or which can be more effectively performed by other areas of the University, or by external organisations, will be phased out, devolved or outsourced.

Fee for Service:

Where appropriate, the administrative operations of the University will be funded on a fee for service basis in order that the most effective administration is developed. Areas of subsidisation will be identified and justified.

Clarity of Objectives and Performance:

Objectives set by Faculties/Divisions and Schools/Branches will be specific, measurable, attainable, agreed, relevant and time specific. Performance will be assessed on the attainment of these objectives.

Quality Management:

Underpinning the core business of the University will be strong and supportive leadership. Staff in supervisory roles will be expected to develop and implement appropriate managerial skills and competencies that empower and motivate their staff to contribute to the achievement of the University's strategic goals to the best of their abilities.

Effective Consultation:

To ensure the University meets the needs of students, staff and the community it will operate in a consultative environment which seeks the feedback and views of the stakeholders. Consultation is critical to facilitating effective change management in this continuing environment of reform.

Cooperation:

All areas of the University will act in a cooperative manner to the collective benefit of the institution and reduce unnecessary duplication of services and resources. A highly integrated professional working relationships between academic and general staff is regarded as vital to the development of a leading teaching and research institution and will be encouraged and rewarded.

Tutorial 3

Managing Across National Boundaries

Tutorial Preparation:

Read Hofstede, G., & Bond, M.H. (1988). The Confucius connection: From cultural roots to economic growth. Organizational Dynamics, Spring, 5-21.

Read Text, pages 119-126 and 142-147.

The aim of this tutorial is to make you aware of cultural values that may influence the applicability of management practices across national boundaries.

Having read Hofstede's article, discuss answers to the following questions:

1. What is a "cultural value", and how does it arise? How does it influence behaviour?
2. Which countries would be culturally least and most suited to the following management practices, and why?
 - a. employee empowerment
 - b. team working
 - c. individual performance bonuses
 - d. 360-degree performance appraisal
 - e. equal opportunity hiring
3. Hofstede's IBM studies were carried out over two decades ago. Do you think that national cultural values would have changed over that time? Why, and in what way? What empirical anomalies can you detect in Hofstede's results?
4. From a practical standpoint, what is the value of such typologies of national cultural values to managers and organizations? What problems might the use of such typologies cause?
5. Imagine that you are asked to advise a group of managers from a Swedish company that is setting up operations here in Perth, and plans to import its own managers to run a large retail outlet. What would you tell the Swedish managers about the challenges they face in managing an Australian workforce?

Tutorial 4

Social and Ethical Issues in Management

Tutorial Preparation:

Read Kapelus, P. (2002). Mining, corporate social responsibility and the "community": The case of Rio Tinto, Richards Bay Minerals and the Mbonambi. Journal of Business Ethics, 39, 275-296.

Discussion questions:

1. Do you think that the current public advocacy of social responsibility values by global corporations represents anything more than a cynical public relations exercise? Why/why not?
2. What evidence would demonstrate conclusively that an organization is taking social responsibility seriously?
3. Can organizations afford to ignore social responsibility?
4. How did Rio Tinto and its subsidiary Richards Bay Mining commit to becoming more socially responsible?
5. Discuss the four different levels on which Rio Tinto and its critics differ in respect to evaluating the adequacy of Rio Tinto's CSR strategy.
6. Your text identifies four perspectives relating to how the ethics of a manager's actions may be assessed. Design a set of questions that might be used to guide a manager when assessing the ethical characteristics of his or her own actions.

Tutorial 5

Decision-Making

Tutorial Preparation:

Read Cohan, J.A. (2002). "I didn't know" and "I was only doing my job". Has corporate governance careered out of control? A case study of Enron's information myopia. Journal of Business Ethics, 40, 275-299.

Discussion questions:

1. What impact does an organisation's (a) structure and (b) culture have on information flow and the quality of subsequent decision-making? How might each of these factors have influenced the problems that developed at Enron?
2. Why are managers frequently overconfident in their decisions?
3. Describe 6 cognitive biases influencing the rationality of decision-making in organizations.
4. What does the Cohen article suggest can be done to improve the quality of corporate governance decisions in large corporations?
5. From your own experience or observation of some other person or event, provide an example of escalation of commitment in decision-making. What caused it? How might managers minimise the risk of escalation of commitment to a poor decision?

Tutorial 6

Planning

Tutorial Preparation:

Read Schoemaker, P.J.H. (1995). Scenario planning: A tool for strategic thinking. Sloan Management Review, 37, 25-40.

In-class Activity

1. Identify two basic trends likely to influence Universities in Australia over the next decade. What some of the uncertainties are associated with these trends?
2. Using that information, construct two initial simple initial scenarios that illustrate both positive and negative future (5-10 years hence) outcomes of these trends/uncertainties.
3. How might these scenarios be used in planning for the future of the University of Western Australia?

Additional discussion questions:

1. Under what circumstances are organizations likely to benefit from scenario planning?
2. What problems can you see with the use of scenario planning?

Tutorial 7

Strategic Management

Tutorial Preparation:

Read Porter, M.E. (2001). Strategy and the internet. Harvard Business Review, 79, 63-78.

Read Text pages 237-242

Discussion questions:

1. Discuss and review your understanding of the diagram on page 67 of the reading that summarises how the Internet affects the five competitive forces that determine industry structure.
2. Porter argues that the implication of the Internet for profitability is essentially negative. What is meant by the Myth of the First Mover?
3. What is meant by the term “value chain”? Discuss how the Internet can impact on various parts of the value chain (see p. 75).
4. What are Porter’s 6 principles of strategic positioning?

Tutorial 8

Designing Organisational Structures

Tutorial Preparation:

Read Adler, P.S. (1999). Building better bureaucracies. Academy of Management Executive, 13, 4, 36-46.

Discussion questions:

1. What are the main characteristics of a bureaucratic structure?
2. Adler suggests that bureaucratic structures can be either coercive or enabling. What's the difference between the two?
3. Why are coercive bureaucratic structures so common?
4. What contingency factors are likely to influence whether or not an organization chooses organic or enabling bureaucracy approaches to organization design?
5. Can functional and divisional structures also be organic and bureaucratic/mechanistic? What are the strengths and weaknesses of organising by function and by division?
6. If you are an engineer working in a manufacturing plant, and you report to both the production manager and the engineering manager, what kind of structure is that likely to reflect?

Tutorial 9

Controlling organisational systems

Tutorial Preparation:

Read: Simons, R. (1995). Control in an age of empowerment. Harvard Business Review, 73, 80-89.

Discussion questions:

1. How does Simons define control?
2. How does Simons define empowerment?
3. Are Simons definitions of empowerment and control the same as in the unit text?
4. Can you think of ways that control might be used to empower workers?
5. Can you think of ways that empowerment might be used as a control mechanism?
6. Based on this reading, the text and your general knowledge of the issues confronting the modern corporation, do you think the trend will be toward increased control, increased empowerment, both or neither? Explain your answer.

Tutorial 10

The Virtual Organisation

Tutorial Preparation:

Read Cascio, W.F. (2000). Managing a virtual workplace. Academy of Management Executive, 13, 81-90.

Discussion questions:

1. In small groups, design a team-building exercise that would help a work team who had never met before build mutual trust. Describe the exercise to the other members of the tutorial explain why you think it would work.
2. How would you go about building the characteristics of an effective team in a virtual team?
3. What are the main managerial challenges posed by virtual workplaces?
4. How do you overcome them?

Tutorial 11

Managing People for Competitive Advantage

Tutorial Preparation:

Read Pfeffer, J. & Veiga, J.F. (1999). Putting people first for organizational success. Academy of Management Executive, 13, 37-48.

Activity:

Debate the topic “Implementing Pfeffer’s “Seven Practices” is something most organisations cannot afford if they are to be financially successful”.

For the debate choose one of two positions to argue. Either, “Implementing Pfeffer’s ‘Seven Practices’ is something most organisations **cannot afford** if they are to be financially successful”, or “Implementing Pfeffer’s ‘Seven Practices’ is something most organisations **cannot avoid** if they are to be financially successful.

Additional discussion:

IT workers are in short supply world wide. Rapid turnover of technology makes it imperative that IT workers adapt to new technologies. Thus, they must continuously update their skills and knowledge, and require regular retraining. New skill acquisition and opportunities to work with cutting edge technology are sometimes achieved through job-hopping. Moreover, IT workers’ remuneration appears to increase the more often they switch jobs. In fact, IT job hoppers have been found to increase their annual salary at double the rate of those that stay with employers. Finally, many IT workers want greater flexibility in working conditions – virtual collaboration, telecommuting, flexi-time, choice of job titles and more time off. Given the wide availability of jobs and IT employees’ reluctance to get “locked in” to jobs which offer few opportunities for learning, organizations that have tight budgets find it difficult to retain highly qualified and experienced IT workers. Yet, if they employ less qualified, inexperienced employees, this might reduce organisational efficiency and effectiveness. On the other hand, organizations that can have greater financial resources (more organizational slack), can afford to provide IT employees with extra training and certification and reward them with stock options. But the more training organizations provide to their IT workers, the more attractive their workers are to other employers and the higher the salary that they can demand. This increases the likelihood that they will leave. (Case adapted from Mark, K. & Schneberger, S. Ivery Management Services, 2001)

1. What strategies might organizations use to attract, retain and motivate IT workers?

Tutorial 12

Managing Change & Innovation

Tutorial Preparation:

Read Senge, P. (1990). The leader's new work: Building learning organizations. Sloan Management Review, 32, 7-23.

Discussion questions:

1. How would you define a learning organization? What are its key characteristics?
2. What leadership skills does Peter Senge see as critical to the development of a learning organization?
3. Suppose you were responsible for organising the merger between two large mining firms. One of these firms is Australian with a bureaucratic structure and a culture characterised by a high degree of stability, low risk taking, low aggressiveness and high attention to detail. The other is South African, with a highly organic structure, and a culture that is high on innovation and risk taking, low on stability high on aggressiveness and with a high outcome orientation. What change strategies might you adopt in order to try to ensure the success of the merger?
4. If you were a manager trying to introduce an unpopular change to work procedures in an organization (e.g. requiring people to exercise increased decision-making responsibility), what techniques would you use in order to reduce employees' resistance to that change.

Tutorial (Self Directed)

Leadership

Tutorial Preparation:

Read Kotter, J. (1990, 2001). What leaders really do? Harvard Business Review, 79, 85-96.

Discussion questions

1. What would make anyone want to be led by you? Identify qualities that you think an employee might be looking for in (a) a manager, and (b) a CEO. Do these qualities differ? Why?
2. What, if any, are the differences between the characteristics and roles of managers and leaders?
3. What can leaders do to empower employees?
4. How does national culture affect the choice of effective leadership styles?
5. Do we place too much emphasis on leadership in organizations? Is it really so important and necessary? Can it do more harm than good?