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# **PRESCRIPTION: 130 ORGANISATION AND MANAGEMENT**

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Last date for assessing this prescription is 31 December 2008

**INTRODUCED** 1991  
**REVISED** 1999 (Implemented Semester Two 1999)

## **AIM OF SUBJECT**

To provide an introductory study of management and the organisational context within which management is performed. This includes four perspectives on organisations and management (integrative, functional, cultural and behavioural), the external environment and internal processes of organisations, the nature of a manager's job (including its range of functions and roles), management decision making (processes and constraints) and the ethical and social responsibility dimensions of management.

## **ASSUMED PRIOR KNOWLEDGE**

No specific prior knowledge of management is assumed, However, it would assist students studying this paper to have a general awareness of the business environment.

## **COURSE LENGTH**

The equivalent of 20 National Qualifications Framework credits, with a minimum of 60 class contact hours or the equivalent for open learning/distance tuition.

## **RESOURCES**

### *Suggested Student Text References*

Bartol, Kathryn M. and others. Management: a Pacific rim focus. Sydney: McGraw-Hill. Latest edition.

Daft, Richard L. and Marcic, Dorothy. Understanding management. Fort Worth: Dryden Press. Latest edition.

Inkson, Kerr and Kolb, Darl. Management: perspectives for New Zealand. Auckland: Longman. Latest edition.

Robbins, Stephen P, Bergman, Rolf and Stagg, Ian. Management. Sydney: Prentice Hall.

Schermerhorn, John R Management. New York: John Wiley. Latest edition.

Stoner, James A. F. and others. Management. Sydney: Prentice Hall.

## **Suggested Magazines and Article References**

In order to keep up with current management trends and issues, it is recommended that lecturers should make references to magazines and articles. It is not adequate to rely solely on a text book to cover trends and issues of the day. Articles and reports should be drawn from magazines and newspapers such as NZ Business Magazine, Management Magazine, National Business Review and Unlimited.

Relevant company and educational websites should also be used.

### *Additional Reading*

Cole, Kris. Supervision: Management in action. New York: Prentice Hall.

Coulson-Thomas, Colin. The future of the organization: achieving excellence through business transformation. London: Kogan Page.

Drucker, Peter F. The practice of management. Oxford: Butterworth Heinemann.

Handy, Charles B. Understanding organizations. London: Penguin Books. Latest edition.

Handy, Charles B. The empty raincoat. London: Arrow Business.

Johnson, Mike. Managing in the next millennium. Oxford: Butterworth Heinemann.

Morgan, Gareth. Images of organisations. Thousand Oaks, CA: Sage Publications. Latest edition.

Poulin, Bryan J., Mills, Bob and Spiller, Dorothy. Strategy and management: a New Zealand casebook. Auckland: Longman.

Smith, Jane. Planning and decision making. Oxford: Blackwell.

Swales, Christine. Organisation structures and processes. Oxford: Blackwell.

## **TIME AND ASSESSMENT SCHEDULE**

The prescription assumes a RCAP model of assessment (R = recall, C = comprehension, A = application, P = problem solving). In assessing to the prescription, it is expected that, in general, assessment will be of the ability of students to apply the learning outcomes and to undertake problem solving within the course material. Assessment of comprehension should be undertaken only where it is appropriate. Assessment of recall is implicit.

TOPICS	Time in hours	Assessment Weightings (%)	
		min	max
<b>Section A Integrative Perspective</b>		20	30
Topic 1 Introduction to Organisations and Management	4		
2 The Development of Management Theory	4		
11 Topical Issues	6		
12 Managing Change	6		
<b>Section B Cultural Perspective</b>		10	20
Topic 3 Organisational Culture	4		
4 Managerial Ethics and Social Responsibility	4		
<b>Section C Functional Perspective</b>		20	35
Topic 5 Decision Making	4		
6 Planning and Controlling	8		
7 Organising	8		
<b>Section D Behavioural Perspective</b>		20	35
Topic 8 Motivation	4		
9 Leadership	4		
10 Groups	4		
<b>TOTAL</b>	60	100%	

This schedule is a recommendation and guide for tutors, examiners and students. It gives:

- 1 an approximate allocation of hours by topic
- 2 a range of assessment percentages by section.

Class contact hours need not be in direct proportion to study hours, especially where students are investigating aspects of a topic themselves. Assessment percentages are shown by section; however, every topic must be assessed in some form.

It is envisaged that Section A of the prescription will be presented at the start of a course (see the Teaching Notes). Sections B, C and D of the course need not be presented in the order presented in the prescription.

Topics within sections need not be taught in the order presented in the above table. However, it is recommended that they are covered in the order as they are numbered.

## **TOPICS**

### **SECTION A - INTEGRATIVE PERSPECTIVE**

#### **1 INTRODUCTION TO ORGANISATIONS AND MANAGEMENT**

##### *Learning Outcome*

At the completion of this topic, students will be able to demonstrate an understanding of organisations and the nature of management from a range of perspectives.

##### *Assessment Criteria*

Students will be expected to:

- 1.1 Explain why organisations are formed in our society and why organisations need management.
- 1.2 Identify and discuss the significance of the key elements of an organisation's external environment.
- 1.3 Analyse an organisation from a number of system perspectives that include the organisation as an economic system, as a social system and as a political system.
- 1.4 Identify and describe the scope of managerial positions in terms of level and responsibilities (e.g. functional, divisional, project and general managers).
- 1.5 Analyse the characteristics of a manager's job (e.g. brevity, variety, fragmentation, verbal contacts, people networks), the functions undertaken (e.g. planning, organising, leading and controlling), the roles performed (e.g. Mintzberg's ten roles) and the skills used (e.g. technical, human and conceptual).
- 1.6 Discuss the diversity and ambiguity of the environment in which managers operate.

#### **2 THE DEVELOPMENT OF MANAGEMENT THEORY**

##### *Learning Outcome*

At the completion of this topic, students will be able to demonstrate an understanding of management thought and its relevance and contribution to contemporary management.

### *Assessment Criteria*

Students will be expected to:

- 2.1 Explain how the practice of management is a combination of accumulated knowledge of management theory and managers learning from experiences within organisations.
- 2.2 Explain the assumptions about human nature underlying the major schools of management theory.

## **SECTION B - CULTURAL PERSPECTIVE**

### **3 ORGANISATIONAL CULTURE**

#### *Learning Outcome*

At the completion of this topic, students will be able to demonstrate that they know the influence of organisational culture on management decision making and behaviour in organisations.

#### *Assessment Criteria*

Students will be expected to:

- 3.1 Describe the components of an organisational culture.
- 3.2 Identify and explain the influences on the development of an organisational culture.
- 3.3 Describe how organisational culture influences behaviour in an organisation.
- 3.4 Contrast organisations which have different organisational cultures.

### **4 MANAGERIAL ETHICS AND SOCIAL RESPONSIBILITY**

#### *Learning Outcome*

At the completion of this topic, students will be able to demonstrate that they know the influence of personal ethics and organisational social responsibility on decision making by managers.

#### *Assessment Criteria*

Students will be expected to:

- 4.1 Identify and describe the personal, organisational and external factors affecting the development of value systems of managers that provide the basis for their ethics.

- 4.2 Explain how ethical differences can lead to differences in decision making.
- 4.3 Describe the strategies that individuals can take when faced with an ethical dilemma.
- 4.4 Describe the actions organisations can take to provide guidance to managers faced with an ethical dilemma.
- 4.5 Discuss the arguments for and against organisations adopting a more “socially responsible” mode of management (a stakeholder’s view).
- 4.6 Analyse the implications of an organisation’s social responsibility actions and identify barriers that may inhibit an organisation meeting the social responsibility expectations of stakeholders.
- 4.7 Give topical examples of New Zealand organisations acting in a socially responsible (or irresponsible) manner.

## **SECTION C - FUNCTIONAL PERSPECTIVE**

### **5 DECISION MAKING**

#### *Learning Outcome*

At the completion of this topic, students will be able to demonstrate that they know the elements of decision making and that they are able to employ a range of techniques that aid operational decision making.

#### *Assessment Criteria*

Students will be expected to:

- 5.1 Explain why decision making is a vital skill for managers.
- 5.2 Describe the main conditions under which managers make decisions, including complexity, uncertainty, ambiguity, risk, limitations of time, money and information, and individual or group decision making.
- 5.3 Contrast formal and informal problem solving approaches.
- 5.4 Present an analysis of a problem/opportunity using a formal problem solving process, complete with recommendations and a plan for implementation.
- 5.5 Apply a variety of formal problem solving techniques, including at least two of the following: Cause and Effect diagram, 5 Whys, brainstorming, consulting others, visioning, advantages/disadvantages, weighted criteria method, cost benefit analysis, decision trees.

- 5.6 Discuss the advantages and disadvantages of group decision making.

## **6 PLANNING AND CONTROLLING**

### *Learning Outcome*

At the completion of this topic, students will be able to demonstrate that they understand the purposes of planning and controlling and the significance of Management Information Systems (MISs) in relation to them.

### *Assessment Criteria*

Students will be expected to:

- 6.1 Explain the purpose of planning in organisations.
- 6.2 Discuss the characteristics of strategic planning and operational planning, and how they relate.
- 6.3 Write SMART<sup>1</sup> objectives suitable for an operational plan.
- 6.4 Explain the link between planning and controlling, and their relationship with organisational effectiveness.
- 6.5 Describe the steps in the control process.
- 6.6 Describe the different types of control methods.
- 6.7 Explain why an organisation's Management Information System (MIS) is an important part of any planning and control system.
- 6.8 Discuss barriers to effective planning and controlling, and how these barriers can be overcome.

## **7 ORGANISING**

### *Learning Outcome*

At the completion of this topic, students will be able to demonstrate that they know the strategic implications of organisational structures and the factors influencing their design, the operational implications of delegation, empowerment, span of control and coordination.

### *Assessment Criteria*

Students will be expected to:

- 7.1 Describe the organising process, and explain its importance to organisations.

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<sup>1</sup> SMART Objectives - desired future outcomes that are considered specific, measurable, achievable, realistic and time limited.

- 7.2 Distinguish between formal and informal structures in relation to formal authority and informal power (position power and personal power).
- 7.3 Show the differences between functional, divisional, matrix, mixed and contemporary developments in organisational structure, give their respective advantages and disadvantages, and illustrate with local (New Zealand) examples.
- 7.4 Describe the delegation process, giving its advantages and discussing likely barriers.
- 7.5 Discuss the differences between empowerment and delegation.
- 7.6 Explain what “span of control” means with its relationship to coordination and managerial effectiveness.
- 7.7 Describe and illustrate the ways an organisation can coordinate its activities.

## **SECTION D - BEHAVIOURAL PERSPECTIVE**

### **8 MOTIVATION**

#### *Learning Outcome*

At the completion of this topic, students will be able to demonstrate that they can recommend actions to increase motivation in a situation, and be able to justify the recommended actions with reference to appropriate motivational theory.

#### *Assessment Criteria*

Students will be expected to:

- 8.1 Describe “motivation” and its relevance to management.
- 8.2 Discuss a range of needs (content), cognitive (process) and reinforcement based motivation theories, highlighting how they might help a manager explain a motivational problem, and noting the limitations of each theory.
- 8.3 Analyse a given situation to recommend actions, supported by appropriate theory, to increase the motivation of a diverse range of people involved.

## 9 LEADERSHIP

### *Learning Outcome*

At the completion of this topic, students will be able to demonstrate that they understand the characteristics of leadership and the use of different styles.

### *Assessment Criteria*

Students will be expected to:

- 9.1 Outline the meaning of leadership, how it relates to “management”, and distinguish between formal and informal leadership.
- 9.2 Discuss leadership styles as a combination of communication style, decision making style and primary focus (task, people or vision).
- 9.3 Describe major approaches to the study of leadership.
- 9.4 Describe the situational factors that affect leadership effectiveness.
- 9.5 Identify and discuss the most appropriate leadership for a given situation, and justify this with reference to relevant leadership theory.

## 10 GROUPS

### *Learning Outcome*

At the completion of this topic, students will be able to demonstrate and understanding of group dynamics and how groups can influence organisational. (*Intergroup dynamics are not covered*)

### *Assessment Criteria*

Students will be expected to:

- 10.1 Describe the characteristics of formal and informal groups.
- 10.2 Explain why groups are an important part of organisational life.
- 10.3 Explain how group leaders, roles, norms and cohesiveness develop.
- 10.4 Identify and describe factors that can affect group performance, positively or negatively.
- 10.5 Recommend actions to improve the performance of a dysfunctional group.

## SECTION B - INTEGRATIVE PERSPECTIVE (Continued)

### 11 TOPICAL ISSUES

#### *Learning Outcome*

At the completion of this topic, students will be able to demonstrate that they can discuss topical issues of importance to managers in New Zealand.

#### *Assessment Criteria*

Students will be expected to:

- 11.1 Discuss elements relevant to at least one topical issue of importance to managers in New Zealand, **for example** managing diversity, globalisation, managing innovation, environmental management, Treaty of Waitangi implications, women in management, teleworking.

### 12 MANAGING CHANGE

#### *Learning Outcome*

At the completion of this topic, students will be able to demonstrate that they can identify the factors driving change and describe a major change management process.

#### *Assessment Criteria*

Students will be expected to:

- 12.1 Identify and describe the forces that bring about the need for major organisational change.
- 12.2 Identify and discuss the organisational cultural elements that are barriers to change.
- 12.3 Explain why people are likely to resist change.
- 12.4 Discuss techniques that can be used to reduce the level of resistance to change.
- 12.5 Describe a major change management process, and discuss its implications in terms of organisational structure, culture, leadership and system.

## TEACHING NOTES

### General Guidelines

The realities of management are full of complexities and ambiguities. Issues that managers face do not come singularly and their inter-relationships are not

always clear. To prepare students for this, a number of perspectives have been used to help understand both the manager's job and the organisation within which it is carried out. While these perspectives should serve as frameworks to simplify the complexities and aid understanding, no single approach can adequately explain management or organisations, so therefore the potential for ambiguity must remain.

This paper intends to bring out the integrative nature of modern management and organisations. To reflect this, the paper has been designed to approach management and organisations from four inter-related perspectives - Integrative, Cultural, Functional and Behavioural.

While there is a logic to the order of presentation in this prescription, lecturers can decide the order in which these perspectives and the topics within each are covered. However, it is envisaged that the Integrative perspective be split, with the first two topics (Introduction and Management Theory) being covered at the beginning of the course. Topics 11 and 12 (Topical Issues and Managing Change) should be completed at the end of the course to enable students to integrate aspects of earlier topics. If lecturers wish to prepare students for investigative based assignments or projects, they may wish to introduce these topics earlier so that students can work towards these assessments throughout the course. It is recommended that the final sessions of the course complete the elements of these topics in a way that draws together the various aspects of the course.

It should be noted that any of the topics covered in this prescription could at some time become a topical issue. However an **in depth** analysis of **large** and **complex** issues such as formulating and introducing a strategic plan or planning for and introducing innovation within in business, is not expected to be covered by students completing this course.

### **Assessment Guidelines**

To achieve the aim of this paper, it is strongly recommended that for one of the assessments students should be set an assignment that requires them to collect information about a real organisation, analyse the information and present their findings. This assignment should address assessment criteria for a number of topics in the paper and, as such, help students to integrate their knowledge. It should also help them relate the course work to the realities of management in practice.

In assessments by tests, the questions should focus on comprehension, application and problem solving. To achieve this purpose, it is strongly recommended that some of the test questions relate to case studies. When narrative questions are used, they should require explanations and relevant (preferably New Zealand based) examples.