Australian School of Business
School of Accounting

ACCT5949 Managing Agile Organisations
Course Outline

Session 2, 2008
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INTRODUCTION

This course is offered by the School of Accounting. It is an elective postgraduate course within the Master of Commerce program. There are no prerequisites.

The post-graduate subjects offered through the School of Accounting, in the area of management accounting particularly, are organized around three levels or orientations. First, some subjects have a predominantly technical orientation (these subjects parallel undergraduate studies in management accounting), for example, ACCT 5996 Business Processes: Analysis and Improvement. Second, some subjects have a design orientation, recognizing that the design of analytic or operational systems in organizational settings is a central role of management accountants, for example, ACCT 5922 E-Business: Strategy and Processes. Third, some subjects have a managerial (and hence, organisational) orientation, recognizing that management is the focus of management accounting work and that management itself is integral to the functioning of management accounting as a technical specialty in organisations, for example, ACCT 5920 Managing Intangible Resources. The three levels of subjects are based on the recognition that the careers of most technical specialists tend to become progressively more orientated towards design and management issues: attention turns towards the technical specialist as designer and as a manager.

ACCT 5949 Managing Agile Organisations is concerned with the organisational capabilities, managerial processes and skills needed to respond to the market place drivers of change. The program analyses the strategic responses of successful, ‘agile’ organisations to broader macro-level changes and identifies the strategic advantage of organisations, which have the organisational capabilities to respond swiftly to on-going global change. It analyses the systematic and integrated managerial processes and skills used to embed new organisational capabilities in contemporary organisations.

Through the use of current case studies the program analyses the response of organisation to globalisation, technological innovation and new structures including networks. It analyses the change management processes and skills needed to transform traditional organisations. Focus is on the management of an organisation’s normative, political and symbolic interpretative rules.

The agile organisation of the twentieth century requires leader/ managers to function both strategically and operationally and to possess particular competencies. In this course we offer insights into the nature of these managerial competencies and develop skills for participants to operate more effectively in today’s organisations.

The subject, Managing Agile Organisations, is relevant to students majoring in a range of specialisations (such as accounting, finance, industrial relations, economics, human resource management, marketing, information systems) as well as managers in practice.

This is an advanced management subject, particularly useful to students with practical work experience in managerial roles. It requires a minimum of 10 hours of student preparation a week.
1. COURSE STAFF

Christina Boedker
Quad 3100
Phone: 9385 5839
E-mail: c.boedker@unsw.edu.au

1.1 Communication with Staff
Students will be advised of arrangements for consultations during class. The lecturer will be available for phone or face-to-face consultations at a set time each week. Students are encouraged to attend during this time.

2. INFORMATION ABOUT THE COURSE

2.1 Teaching times and Locations
The course is taught on Mondays, from 6pm-9pm in Law 163.

2.2 Units of Credit
The course has a total of 6 units of credit.

2.3 Parallel teaching in the course
This course is offered by the School of Accounting and may form part of the Master of Commerce. There are no pre-requisites for the course. The course is open to non-accounting students as well as accounting students.

2.4 Approach to learning and teaching
At university, the focus is your self-directed search for knowledge. Lectures, tutorials, textbooks, exams and other resources are all provided to help you learn. You are therefore required to attend all lectures and tutorials, and read all required readings in order.

It is up to you to choose how much work you do in each part of the course: preparing for classes; completing assignments; studying for exams; and seeking assistance or extra work to extend and clarify your understanding. You must choose an approach that best suits your learning style and goals in this course.

The teaching staff has put a great deal of thought into the development and presentation of this course so students may experience a flexible but directed leaning approach to Managing Agile Organisations.
3. COURSE AIMS AND OUTCOMES

3.1 Course Aims

The primary aims of this course are to:

- Extend skills in organisational analysis.
- Examine the nature of managerial work, and its core competencies.
- Introduce different perspectives within organisational theory from which to understand and analyse organisations.
- Develop managerial competencies in interpreting, analysing and managing agile organisations.
- Develop an appreciation of the dynamics of managerial work and organisational constructs from a symbolic interpretative perspective.
- Expose course participants to a diversity of insights from research and practice; and
- Create opportunities for analysis, reflection, creativity and critical commentary on contemporary organisational management practices.

3.2 Student Learning Outcomes

Content-based.

As a result of satisfactorily completing this course, you will be able to:

1. Detail the characteristics of agile organisations
2. Discuss different types of research on the nature of managerial work
3. Discuss different perspectives in the study of organisations
4. Detail the model of firms as rule-bound systems of resources
5. Outline and discuss interpretive rules of organisations
6. Outline and discuss political rules of organisations
7. Outline and discuss normative structures of organisations
8. Develop self-insight into the rule systems operating in your current workplace
9. Develop ideas and strategies for organisational transition to agility

Skills-based.

As a result of satisfactorily completing this course, you will be able to:

10. Engage in critical thinking and analysis;
11. Learn independently and collectively;
12. Work effectively within interdisciplinary teams;
13. Effectively communicate your ideas and knowledge using a variety of media;
14. Conduct applied research;
15. Respond to change;
16. Appreciate and leverage diversity in the learning environment;
17. Develop your ethical skills;
18. Reflect critically on your own experiences, extant practices and the literature;
19. Reflect on your own strengths and weaknesses as learner; and
20. Develop and sustain the motivation for life-long learning.

3.3 Teaching Strategies

Seminars
The course consists of one three hour seminar per week. You do not need to register separately for seminars.

Seminars will be based on interactive learning. The majority of the seminar time will be allocated to group work, individual work, and discussions with seminar leaders and other students. This requires student participation and is based on pre-set questions, case analyses, presentations by course participants, team-based tasks, and interactive conversation (the latter requiring the ad hoc contribution of all course participants).

In order to maximise the benefits of attending seminars, students are expected to read the specified course materials and attempt all preparation questions.

4. STUDENT RESPONSIBILITIES AND CONDUCT

4.1 Workload
It is expected that you will spend at least 10 hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater.

You should take the required workload into account when planning how to balance study with employment and other activities.

4.2 Attendance
Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes they may be refused final assessment.

4.3 General Conduct and Behaviour
You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: www.my.unsw.edu.au

4.4 Keeping informed
You should take note of all announcements made in lectures, tutorials or on the course web site. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information.
5. LEARNING ASSESSMENT

5.1 Formal Requirements
To be eligible for a passing grade in this course, students must (1) attain a composite mark of at least 50% AND (2) perform at a satisfactory level in each component of the composite assessment (as stated above). Students must achieve a pass mark in the final exam to pass the subject. Failure to do so may result in either supplementary assessment being required or the award of a failing grade, depending on an individual’s situation.

5.2 Assessment Details
The composite mark for this course will be calculated as follows:

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Weight</th>
<th>Item Assesses Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead in-class discussions of journal articles / case studies</td>
<td>10%</td>
<td>1-9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20</td>
</tr>
<tr>
<td>Individual Essay</td>
<td>20%</td>
<td>4-9, 10, 11, 13, 14, 15, 17, 18, 19, 20</td>
</tr>
<tr>
<td>Syndicate Presentation</td>
<td>10%</td>
<td>2, 3, 4, 8, 9 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20</td>
</tr>
<tr>
<td>Class Participation / Reflection Statement</td>
<td>10%</td>
<td>1-20</td>
</tr>
<tr>
<td>Closed Book Exam</td>
<td>50%</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 13, 15, 17, 18, 19, 20</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
<td></td>
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</tbody>
</table>

Discussion of Journal Article (10%)
You are required to lead the class discussion for one topic (incl. journal articles/case studies) during the course of the semester. The articles will be assigned to you by the seminar leader. The discussions may be facilitated by groups of approximately 5 students depending on class size.

Individual Assignment (20%)
This is a practical research project which requires you to investigate and critically evaluate your organisation. If you are not currently working in an organisation, you may choose an organisation you have worked in. The assignment requires you to choose an arena you work(ed) within and analyse your “managerial work” in terms of the norms, interpretive schemes and power relations that are operative.

Syndicate Presentation (10%)
Gareth Morgan introduces the art of organisational ‘imagining’ and analysis through the use of metaphors, and covers 8 different metaphors in his book “Images of Organisations”. In teams of no more than 3 students, you are required to do an analysis of
a chosen organisation using two suitable metaphors. Details of this task are provided later in this document.

**Class Participation (10%)**  
Each student is expected to contribute to the seminar discussion and class activities and to complete a Reflection Statement. Expectations with respect to participation are provided later in this document.

**Final Examination (50%)**  
Students are required to sit a two hour ‘closed book’ final examination. The scope of the final examination will be announced in class the revision week.

5.3 Assignment Submission Procedure  
Continuous assessment must be submitted during class by the due date. Failure to do so will attract a penalty, calculated as follows: one day late - 10% of the maximum possible mark; two days late - 20% of the maximum possible mark; three days late - 40% of the maximum possible mark; four days late - 60% of the maximum possible mark; five or more days late - 100% of the total mark.

Extensions will be granted in exceptional circumstances only by the Lecturer-in-Charge. Applications for an extension must be made in writing to Christina Boedker and supported by medical certificates etc. The onus is on students to plan their workloads to meet course deadlines.

5.4 Special Consideration and Supplementary examinations

**UNSW Policy and Process for Special Consideration**  
(see [https://my.unsw.edu.au/student/atoz/SpecialConsideration.html](https://my.unsw.edu.au/student/atoz/SpecialConsideration.html))

- Applications for special consideration (including supplementary examinations) must go through UNSW Central administration (within 3 working days of the assessment to which it refers) – applications will not be accepted by teaching staff;
- Applying for special consideration does not automatically mean that you will be granted additional assessment or that you will be awarded an amended result;
- If you are making an application for special consideration (through UNSW Central Administration) please notify your Lecturer in Charge;
- Please note that a register of applications for Special Consideration is maintained. History of previous applications for Special Consideration is taken into account when considering each case.

**ASB Policy and Process for Special Consideration and Supplementary Exams**

In the ASB, requests for special consideration are determined by a Faculty wide panel which will advise the Lecturer in Charge of appropriate action.

If the Faculty panel (see above) grants a special consideration request, this may entitle the student to sit a supplementary examination. In such cases the following procedures will apply:
• Supplementary exams will be scheduled centrally and will be held approximately two weeks after the formal examination period. Actual date will be advised by mid-semester.

• Where a student is granted a supplementary examination as a result of a request for special consideration, the student’s original exam (if completed) will not be marked and only the mark achieved in the supplementary examination will count towards the final grade.

Further information concerning supplementary examinations is available on the ASB website.

5.5 Assignment Format

Information about assignment format - this information can be contained in a separate section in the course outline, as in this example, or located with information about each piece of assessment.

6. Academic Honesty and Plagiarism

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For full information regarding policies, penalties and information to help you avoid plagiarism see: http://www.lc.unsw.edu.au/plagiarism/index.html

Plagiarism is the presentation of the thoughts or work of another as one’s own.* Examples include:
  • direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person’s assignment without appropriate acknowledgement;
  • paraphrasing another person’s work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
  • piecing together sections of the work of others into a new whole;
  • presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and,
  • claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does not amount to plagiarism.

Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms.
The Learning Centre website is the central University online resource for staff and student information on plagiarism and academic honesty. It can be located at:

www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle
† Adapted with kind permission from the University of Melbourne.

7. STUDENT RESOURCES

7.1 Course Resources

There is no set textbook for this course. A copy of the prescribed readings should be purchased from the UNSW Bookshop prior to class in week 1.

7.2 Other Resources, Support and Information

The University and the Faculty provide a wide range of support services for students, including:

Learning and Study Support:

ASB Education Development Unit

The Education Development Unit (EDU) provides learning support and assistance to all students in the ASB, to enable them to enhance the quality of their learning. The EDU services are free, and tailored to meet the academic needs of students in the Australian School of Business.

The role of the EDU is to provide

- A range of support initiatives for students from the Australian School of Business in relation to their transition to university;
- Learning skills development, resources and activities for Business students
- Academic writing and skills workshops throughout the session;
- Printed and online study skills resources, such as referencing guides, report writing and exam preparation;
- A drop-in EDU Office containing books and resources that can be borrowed;
- A limited consultation service for students with individual or small group learning...
needs.

The EDU website www.business.unsw.edu.au/edu contains information, online resources and useful links as well as providing information and dates for workshops. More information about the EDU services including resources, workshop details and registration, and consultation request forms are available from the EDU Office.

EDU Contact Details
Location Room GO7 Ground Floor,
West Wing, Australian School of Business Building
Telephone: 02 9385 5584

Email: Edu@unsw.edu.au
Website www.business.unsw.edu.au/edu

UNSW Learning Centre (http://www.lc.unsw.edu.au)
In addition to the EDU services, the UNSW Learning Centre provides academic skills support services for all UNSW students. The Learning Centre is located on Level 2 of the Library and can be contacted by phone: 9385 3890 or through their website.

Technical support:
For any technical support issues (difficulty logging in to websites, problems downloading documents, etc) you can contact the UNSW IT Service Desk at: (02) 9385 1333 ; Email: servicedesk@unsw.edu.au

Counselling support - http://www.counselling.unsw.edu.au
Students experiencing problems of a personal or academic nature are encouraged to contact the Counselling Service at UNSW. This consultation service is free and confidential and run by professional counsellors. The Counselling Service also conducts workshops on topics such as ‘Coping With Stress’ and ‘Procrastination’. The Counselling Service is located on Level 2, Quadrangle East Wing, and can be contacted on 9385 5418.

Library training and support services - http://info.library.unsw.edu.au

Disability Support Services – Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the Course Coordinator or the Equity Officer (http://www.studentequity.unsw.edu.au/disabil.html). Early notification is essential to enable any necessary adjustments to be made.

In addition, it is important that all students are familiar with University policies and procedures in relation to such issues as:

- **Examination procedures** and advice concerning illness or misadventure

- **Occupational Health and Safety** policies and student responsibilities;
8. CONTINUAL COURSE IMPROVEMENT
Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW’ Course and Teaching Evaluation and Improvement (CATEI) Process (http://www.ltu.unsw.edu.au/ref4-5-1_catei_process.cfm) is one of the ways in which student evaluative feedback is gathered. Significant changes to courses and programs within the School are communicated to subsequent cohorts of students.

9. COURSE SCHEDULE

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<tr>
<th>Week of Session</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>28 July</td>
<td>Introduction: The Agile Organisation</td>
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<tr>
<td>2</td>
<td>4 August</td>
<td>From Mass Production to Mass Customisation</td>
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<tr>
<td>3</td>
<td>11 August</td>
<td>Managers and Managing</td>
</tr>
<tr>
<td>4</td>
<td>18 August</td>
<td>Organisational Arenas and Games</td>
</tr>
<tr>
<td>5</td>
<td>25 August</td>
<td>Managing Meaning and Sensemaking</td>
</tr>
<tr>
<td>6</td>
<td>1 September</td>
<td>Organisational Arenas as Meaningful Places</td>
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<tr>
<td>7</td>
<td>8 September</td>
<td>Managing Normative Rules</td>
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<tr>
<td>8</td>
<td>15 September</td>
<td>Managing Power and Politics</td>
</tr>
<tr>
<td>9</td>
<td>22 September</td>
<td>Managing Teams and Empowerment</td>
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<tr>
<td>10</td>
<td>6 October</td>
<td>Managing Organisational Change</td>
</tr>
<tr>
<td>11</td>
<td>13 October</td>
<td>Syndicate Presentations</td>
</tr>
<tr>
<td>12</td>
<td>20 October</td>
<td>Revision</td>
</tr>
</tbody>
</table>

10. Course Assessments: Forms and Detailed Information
The following section provides detailed information about the course assessments, and provides you with the forms and information you need to complete all assessments.

Satisfactory performance is required in each assessment. This implies a passing grade (50%) in each component.
Facilitation of In Class Discussion (10%)

**Required**
You are required to lead the class discussion of one topic area (incl. a journal article/case study) during the course of the semester. The weeks will be assigned to you by the seminar leader in week 2. The discussions may be facilitated by groups of approximately 4-5 students depending on class size.

**Marking Guide**
Marks will be allocated on the basis of:

- **Leadership skills:** Your ability to facilitate and lead the in-class discussion in an innovative manner (i.e. are you able to come up with creative ways to motivate your fellow students to contribute to the class discussion; do you provide pointers to guide the discussion towards outcomes; which media do you use and how effective are they in facilitating class participation, etc).

- **Comprehension and Analysis:** Your understanding and articulation of the key tenants of the journal article/case study (i.e. demonstration of comprehension, preparation and analysis of case study/article; your ability to listen and answer questions raised by members of the class including the seminar leader, you ability to achieve the desired learning outcomes etc).

- **Team Work:** Your ability to work as a team and support your team members during the facilitation of the in-class discussion.

**Journal Article(s):**

**Week:**

**Students:**

**Marking Scheme (10 marks per discussion)**

<table>
<thead>
<tr>
<th>1. Leadership (3 marks)</th>
<th>1 2 3 4 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Comprehension and Analysis (4 marks)</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. Team Work (3 mark)</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. Other Comments and Mark Awarded:</td>
<td></td>
</tr>
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</table>

ACCT5949 Managing Agile Organisations
Individual Assignment (20%): Week 8

Background

This is a practical research based project which requires you to investigate and critically evaluate your organisation. If you are not currently working in an organisation, you may like to choose an organisation you have worked in, or a “social arena” that you have been exposed to or operated within. The marking scheme has been designed to focus on theoretical application and analysis, - that means your analytical and critical thinking skills, not your day to day managerial practices, are being assessed. Students not in employment at present will not be disadvantaged. Full time students have in the past successfully applied the theoretical frames to interactions and arenas outside of work, including for example family situations, or previous part time work situations.

Length: 2000 words.

Required

Managing has multiple dimensions - normative, interpretive and political. In addition, managers operate in different contexts, arenas and networks which may or may not overlap and which are structured according to dissimilar rules that are more or less clear.

From a work, choose an arena that you operate within and analyse your “managerial work” in terms of the normative rules, interpretive schemes and power relations that are operative. How would you evaluate your effectiveness as an actor in these areas?

1. Your findings should be presented in the form of a written report. In your essay, you should detail the arena being investigated, and the actors involved.

2. The main body of your essay should analyse the
   • normative rule structures that define legitimate action in your chosen arena
   • interpretive rules that give meaning to actions and words
   • power based rules that enable action.

You are encouraged to draw on the theories, metaphors and theoretical frames covered in the course in your arena analysis.

3. In you analysis, you should make sure to include:
   • a critical evaluation of your effectiveness in the given arena
   • a brief discussion of the relevant literature relating to the aspects you are investigating (this may be consist of summaries of the papers you have chosen to use in an appendix)
   • any lessons which may be learned from your investigation and analyses
   • a conclusion which ties the various aspects of your research together.
Important Additional Information

• The assignment is to be written in essay format. Please ensure you are familiar with the Faculty guidelines for essay style writing.

• The body of the report should not exceed 2000 words in length (this word limit excludes the executive summary, bibliography and appendices).

• Each section of the essay should include:
  • A brief introduction (i.e. 2-4 lines) identifying the objectives of the section, and
  • A brief conclusion (i.e. 2-4 lines) summarising the key outcomes of the given section.

• You must acknowledge all sources of information cited in your project in the Bibliography and by referencing the sources in the main body of the report.

• You must include an Executive Summary, which provides a concise summary of the learnings and key points (max. 300 words).

• You must use the Harvard referencing style. If you are unfamiliar with this, please look it up or consult the USNW Learning and Study Support Services (see references provided previously in the course outline).
Marking of Assignment

The essay will be marked on the basis of the following criteria:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>85+</th>
<th>75+</th>
<th>65+</th>
<th>55+</th>
<th>Marginal</th>
<th>Fail</th>
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<tbody>
<tr>
<td>Evidence of Reading and Secondary Research (i.e. range of information / literature sources consulted) (10%)</td>
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<tr>
<td>Quality of Analyses, (i.e. critical evaluation of the arena, reference to relevant literature, application of theoretical concepts (30%)</td>
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<td>Quality of Arguments (i.e. logics and flow, reasoning, lessons to be learnt))) (30%)</td>
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<td>Clarity of Writing and Use of Language incl. Cohesion, Flow and Structure (20%)</td>
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<tr>
<td>Bibliography and References (10%)</td>
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Syndicate Presentation (10%): Week 11

Background

Morgan introduces the art of organisational ‘imagining’ and analysis through the use of metaphors, and covers 8 different metaphors in his book “Images of Organisations”. You are required to do an analysis of a chosen organisation or arena using two suitable metaphors.


You may want to purchase this book from the book shop (recommended). Alternatively, a limited number of copies are available in the library.

Required

a) In groups of 3-5, pick two suitable metaphors from Morgan’s list of metaphors. You may also use choose other metaphors you are familiar with from the literature (please confirm these with the lecture).

b) Compare and contrast the key tenants of each of these two metaphors you have chosen. How do they differ? How do they complement each other? (3 marks).

c) Analyse an organisation you are familiar with, or an arena/work situation you have been exposed to, using these two metaphors. Remember to provide empirical evidence to support your arguments. Take care to explain why the metaphors chosen are appropriate (5 marks).

d) Outline the learnings you have acquired and skills you have developed from doing the above analyses. How might this exercise make you a better manager? (2 marks).

Book Overview

We are living in the midst of a revolution in organization and management. The mechanistic principles that have dominated the nineteenth and twentieth centuries are being replaced by those of an electronic universe. As a result managers have to see and understand organizations in new ways. In this book Gareth Morgan shows how this can be done. In a sequence of path-breaking chapters he demonstrates how we can mobilize the insights of different metaphors to manage and design organizations in new ways, develop novel understandings of the relationships between organization and environment, create learning organizations with the intelligence of a living brain, explore the intricacies of corporate culture and the politics of organizational life, understand the unconscious dimensions of organization, translate the implications of the new science of chaos and complexity into practical management strategies, and confront and deal with the negative impacts that organizations often have on society and the natural world.

Allocation of marks
Each syndicate member will receive the same mark for this task and is expected to attend the presentation. It is up to each syndicate to use the talents of its members to best advantage (e.g., making the presentation, design work, research, writing of presentation). Guidelines for the grading of this presentation are outlined overleaf.

Resources
No additional resources will be made available for this task. Syndicates are required to be mindful of the design of the classroom when planning their presentation. Once the number of syndicates is known, the time available for each presentation will be communicated to students.
Marking of Syndicate Presentation

1. Time Management (pacing, total time).

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2. Clarity of communication and engagement with audience (audibility, expression of ideas, eye contact, body language etc).

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3. Use of media and structure of presentation (design of posters, engagement with posters, transition, logic).

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4. Content of presentation including quality of analysis and application of metaphor.

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5. Other Comments:

MARK AWARDED:
Participation Marks (10%)

Each student will be assigned a participation mark ranging from 0 to 10. The following guide will be used when assigning participation marks:

<table>
<thead>
<tr>
<th>MARK</th>
<th>GUIDE</th>
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<tbody>
<tr>
<td>0</td>
<td>• has failed to meet the 80% attendance requirement i.e., 11 complete seminars and to hand in the Reflection Statement</td>
</tr>
<tr>
<td>1-2</td>
<td>• has satisfied the attendance requirement and successfully completed the Reflection Statement but has not participated in class activities</td>
</tr>
<tr>
<td>3-4</td>
<td>• has satisfied the attendance requirement, successfully completed the Reflection Statement and participated in team activities</td>
</tr>
<tr>
<td>5-6</td>
<td>• has satisfied the attendance requirement, successfully completed the Reflection Statement, participated in team activities and contributed to class room discussions</td>
</tr>
<tr>
<td>7-8</td>
<td>• has satisfied the attendance requirement, successfully completed the Reflection Statement, participated in team activities, participated in general class room discussions in particularly relevant and constructive ways</td>
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<tr>
<td>9-10</td>
<td>• has satisfied all the above and has demonstrated excellence in their contribution to the dynamics of the subject</td>
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**Reflection Statement:** Each student must prepare a Reflection Statement (max. 500 words), which outlines what you have learned from the course. You must:

- Outline **four** key learnings from the course, reflecting on your greatest challenges.

- In light of the individual assignment, facilitation of in-class discussions, team presentation, and general class interaction, outline what you would have done differently if you had the chance to do the tasks again (you may want to reflect on how you managed the team dynamics and how you approached and structured your study activities).
Group Nomination Form for Presentation in Week 11

ORGANISATION: ____________________________

<table>
<thead>
<tr>
<th>Syndicate Members</th>
<th>Student ID</th>
<th>Relationship to Organisation</th>
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<tbody>
<tr>
<td>1.</td>
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<td>5.</td>
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Please include any other comments that may be relevant:
Peer Evaluation Form

Peer Evaluation is Optional.

If you choose to submit the peer evaluation form, please place it inside an envelope and attached to the syndicate project. Each group member must submit a copy of the peer evaluation form.

NAME: ______________________________________

ID: ______________________________________

SIGNATURE: ______________________________________

Provide a mark out of 10 for each member of your syndicate, including yourself, which reflects the relative contribution of each member.

<table>
<thead>
<tr>
<th>Syndicate Member</th>
<th>Student ID</th>
<th>Mark out of 10</th>
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<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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</table>

Please include any other comments that may be relevant to the marker: