MNGT6275
Managing People & Organisations

Session 1, 2015
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Managing People & Organisations

Course overview

We welcome ideas to improve these course materials.
Please email suggestions to coursematerials@agsm.edu.au.

MPO 2015
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### Course Calendar

#### Session 1, 2015

**Managing People & Organisations**  
**MBA (Executive)**

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<th>Week no.</th>
<th>Week begins</th>
<th>Unit</th>
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<td>2 February</td>
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<td>13 April</td>
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<td>Tuesday, 14 April, 5pm AEST (40%)</td>
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<td>12</td>
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**Course overview**
Course outline

The organisations we work in are rich and complex organisms in which many interactions, relationships and processes are played out daily. The complexity of these interactions, relationships and processes often makes them difficult to understand. Our challenge in this course is to develop the analytical skills which will assist you to obtain valuable insights into organisational life. By doing this you can better understand the organisations you work in and the behaviour of the people with whom you interact.

*Managing People & Organisations* is designed to help you understand the effect your behaviour at work, and the behaviour of those around you, has on work performance. To do that we will introduce you to theories about human behaviour and interpersonal relationships. We will consider ideas about common organisational features such as job roles, working groups, power structures and job design. We will discuss ideas about the overall design of organisations. Each unit in this course covers a topic that contributes to your understanding of how people and organisations function so that you can become a better manager of yourself, other people, and organisations.

During the course, we give you the tools to understand behaviour in organisations, and to consider the consequences of that behaviour for individual and organisational performance.

The aims of *Managing People & Organisations* are for you to:

- learn about frameworks and models that describe organisational life;
- reflect on your experiences at work;
- apply the frameworks in analysing your experiences;
- develop critical analytical skills in using the frameworks; and
- develop strategies for more effective managerial behaviour.

Throughout the course material, the classes and the assignments, we will help you achieve these aims. As you read, participate and prepare your assignments, you should keep these aims in mind and let them drive your learning experiences.

In this course we will ask you to test your understanding of the concepts we introduce by examining your working life.

This could involve analysing your actions, the actions of others, processes that occur within your organisation, and key organisational events. You can use these exercises to evaluate the concepts.
That is, you should ask yourself

- how useful is this idea for me?
- how can I modify this idea in light of my own experiences?
- which theories do I think are most valid in my organisation?
- which do I think are most valid across a range of organisations?

We have chosen the ideas and concepts from a large literature on people and organisations. These ideas address questions such as:

- what is my role as a manager and leader?
- how can I become a more effective manager?
- what motivates people to work?
- what are the main features of my organisation which influence my motivation at work?
- how do you organise people for high productivity and creativity?
- what hinders individual and organisational performance?
- how does my working group function and how can it be more effective?
- what holds the organisation together?

By the end of this course you should be able to answer these questions for yourself and your organisation. We hope that you will find it stimulating, insightful and enjoyable.

**Program Learning Goals**

This course contributes to the development of the MBA(Executive) Program Learning Goals, which are the qualities, skills and understandings we want you to have by the completion of your degree, as indicated below:

- An in-depth engagement with the relevant disciplinary knowledge in its interdisciplinary context
- Team based skills
- Critical and analytical thinking
- Decision-making and problem-solving
- An ability to manage change.

Program Learning Goals are developed throughout the program of study. Each course will not necessarily address all Program Goals or develop them to an equal extent.
Course structure

The course is divided into three sections. Each section focuses on a different level of analysis:

- individual;
- group; and
- organisation.

These three levels reflect the levels at which researchers analyse organisations, and at which you will analyse your organisation. To be comprehensive any study of organisational life should include each of these levels.

Section 1: Individuals at work

This section establishes the foundations of human behaviour and applies them to the work context. You will learn about individual characteristics such as personality, intelligence, values and cultural influences. You will also learn about individual dynamic processes like motivation, self-efficacy, and perception. Using these concepts you will consider your role as a manager and the behaviours you use, with a strong focus on how you can become a more effective manager.

Section 2: Working with others

This section takes a more outward look at your workplace behaviours. We consider the dynamics of the groups you work in and how you relate to and work with others in those groups. Two important elements of your interpersonal relationships are power and leadership. We will use frameworks of power and leadership to understand how you manage others, and how others manage you. In this section we will also consider how your work is influenced by the characteristics of your job, that is, your work design.

Section 3: Designing work and organisations

The third section takes a higher level view of organisational life. We look how jobs and organisations are designed. By doing this we can see how well or poorly all the individual and interpersonal elements of the organisation fit together. We can also then see the context in which you manage others and in which you are managed. Using the concepts that we present we will ask you to analyse the design of jobs within your organisation, as well as the architecture, systems and culture of the organisation itself. The final unit of this course is a review unit. We will take an integrative look at all the material that has been covered.
A framework for the study of organisations, people and their behaviour

One of the most prolific fields of research within management education is the Organisational Behaviour (OB) field. OB is an ‘interdisciplinary field dedicated to better understanding and managing people at work’ (Kreitner & Kinicki 2007). The course Managing People & Organisations is firmly rooted in the OB literature. That is, most of what you will read and learn about reflects the findings of decades of OB research.

Using this definition of OB, the framework depicted in Figure 1 is one that we will use to guide our learning. Early units focus on human behaviour with a specific focus on behaviour within organisations. Later units consider the individual–organisation interface, for example how we as individuals behave in organisational working groups. Our behaviour is best understood within the organisational context because this influences who we work with, how we work with them, and our degree of influence over the people on whom we depend to do our job.

In the last unit we will explore organisational and work characteristics, looking at their design and the different forms in which jobs and organisations are commonly designed. This unit will help you explore the context in which you behave and work in your organisation.

You will also notice that the framework in Figure 1 includes the influence of the environment on both individual and organisational behaviour. One example of an environmental factor that we will consider throughout this course is the cultural context.

Managing People & Organisations
Approaches to the study of organisations, people and their behaviour

To improve your study of Managing People & Organisations it is perhaps useful to put this course in a broader context. We will do this in two ways:

The historical developments in OB. Here we give you some background to the field of OB in order for you to better understand how the theories that we will study have developed over time, and how they contribute to (and emanate from) different schools of thought in OB.

Analytical frameworks. In the final section we describe frameworks that social scientists and scholars of organisational behaviour use to model and analyse the world. Understanding these frameworks will help you to understand the models and theories you will read about, and also to structure your own thinking about your organisation.

Historical developments in OB

Classical management theory. Early management studies proposed forms of bureaucratic governance of people in organisations in order to rationalise their activities. Frederick Taylor’s ideas, which were a key part of the ‘scientific management’ movement, focused on systematising work to improve production efficiency. His aim for management was to ‘secure the maximum prosperity for the employer, coupled with the maximum
prosperity for each employee’ (Taylor 1947). By carefully analysing job requirements and worker capabilities, principally via time and motion studies, managers can measure productivity and design work according to scientific principles. He viewed organisations as machines, logically constructed and centrally directed by managers. Managers are easily distinguishable from workers: managers design and monitor task activity, workers execute commands.

**Human relations movement.** Following scientific management, this major school of OB rejected Taylor’s assumptions of the rational, economic man. Instead, human relations theorists proposed that in order to maximise productivity, managers must be concerned with the social aspects of organisation. The kind of work that Taylor suggested, which was narrowly defined and repetitive, was seen as alienating, boring, tiring and instilled apathy in workers. McGregor (1960) contrasted this type of management theory (Theory X) with a more human and socially oriented approach (Theory Y). Along with other prominent human relations theorists (Maslow, Herzberg, Lewin, Lippit, Mayo) it was shown how informal social processes significantly influenced productivity. The implication for management of this Theory Y approach is that workers do not need to be monitored and coerced into activity (as they are under Theory X assumptions), rather managers should assume that all workers want to produce, achieve and develop.

Management’s role is to create the conditions for personal development by enriching jobs, using teams and counselling/mentoring workers with strong and sensitive interpersonal skills.

Although some aspects of this human relations approach are somewhat dated, it still guides much thinking today. Modern forms of Human Resources Management (which we will discuss in Unit 10) draw on the human relations philosophy, and the power of human and social capital for organisational performance is a topic that is currently alive in management discourse (e.g. Shaw et al. 2005). Out of the human relations school have emerged other powerful forces in management studies, for example Organisation Development (OD). The OD movement is unashamedly people-centred, understanding that people have emotional and social needs that have to be realistically addressed. The ideal favoured by OD practitioners is a harmonious organisation where people feel fulfilled by their work, are highly motivated, belong to fully functioning work teams with high morale and meaningful work and are led by humanistic supervisors who transmit the needs and aspirations of group members upwards. Changes are accomplished by mutual influence and negotiated compromise, and information is openly shared.
Both the scientific management and human relations approaches to organisational behaviour have been subjected to major critical review. For example, scientific management ignores human nature and the management practices prescribed by Taylor would not enable quick change. Tasks have to be re-evaluated, re-measured and re-designed before change can occur. Human relations has traditionally naively ignored organisational power structures and the need for managers to design and implement a business strategy. Of course, neither theory is perfect, indeed no theory is. Throughout this course you will be presented with a set of ideas about how organisations and people behave and how organisations and managers should behave. None of them are ‘correct’ to the exclusion of others. It is up to you to look for their value and their limitations and decide how and when you can fruitfully use them in your managerial life.

**Analytical frameworks**

We would finally like to introduce you to a common way of describing the dynamic processes that occur within organisations. Much research in the social sciences is concerned with causality, that is, what are the causes and consequences of particular behaviours on events. For example, if we were to study absenteeism in your company, we would look for the causes of absenteeism (e.g. low morale, poor working conditions and work design) and the consequences of absenteeism (e.g. low productivity and financial loss). Researchers build models that describe the relationship between variables. The absenteeism model we have just described is illustrated in Figure 2.

**Figure 2 Analytical framework 1**

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<tr>
<th>Causes</th>
<th>Factor</th>
<th>Consequences</th>
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<tr>
<td>Low morale</td>
<td></td>
<td>Low productivity</td>
</tr>
<tr>
<td>Poor working conditions</td>
<td>Absenteeism</td>
<td>Financial loss</td>
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<tr>
<td>Work design</td>
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</table>
The arrows refer to the causality; A causes B which in turn causes C. This type of model may also be referred to as an input–output model. The inputs in the first half of this example are morale, working conditions and job design, and the outputs are low productivity and financial loss.

But we all know that organisational life is not as simple as this. One common reason is that relationships like this do not always hold, it depends on the circumstances. A common way of depicting this kind of ‘it depends’ statement is to introduce a moderator variable. A moderator variable determines when a relationship holds, that is, it may hold in one setting but not in another. In our absenteeism example, the relationship between causes and absenteeism may hold only in certain cultures. In other cultures, for example some Asian cultures, it may be that absenteeism goes against the cultural norm, that is, it is unacceptable. However poor the morale, working conditions and work design are, employees don’t take time off. So we would say that national culture is a moderator variable. This may be depicted as in Figure 3.

Figure 3 Analytical framework 2

A moderator that influences relationships is also called a **contingency variable**. The effect that A has on B is contingent on X. In our example the effect that morale has on absenteeism is contingent on the cultural context. Contingency theories of organisational life are common. One major example that you will read about in Unit 7 is the contingency theory of leadership. This theory states that effective leadership style is contingent on contextual factors. It is argued that a particular style (e.g. democratic leadership) is appropriate only under certain conditions, that is, its effectiveness is contingent on those conditions prevailing.
Assessment

Summary of requirements

The progressive assessments, are designed to test mastery of, and competency with, certain concepts and techniques. In general, you can expect to perform well in these assessments. The final exam tests, among other things, your ability to apply these concepts and techniques to real-world examples or situations under time constraints. Accordingly, students typically perform at a lower level in this part of the assessment. Your final grade is a weighted average of your grades on the three individual pieces of assessment.

To pass the course, students must attain a passing grade across all assessments.

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<th>Assessment 1 – Action Learning Review (ALR)</th>
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<td><strong>Due:</strong> Tuesday 3 March, 5pm AEDT (lodged via eLearning)</td>
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<tr>
<td><strong>Weight:</strong> 20%</td>
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<tr>
<td><strong>Maximum Length:</strong> 5 pages</td>
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<th>Assessment 2 – Organisation Analysis</th>
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<td><strong>Due:</strong> Tuesday 14 April, 5pm AEST (lodged via eLearning)</td>
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<td><strong>Weight:</strong> 40%</td>
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<td><strong>Maximum Length:</strong> 10 pages</td>
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<td><strong>Date:</strong> Saturday, 9 May 2015</td>
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<td><strong>Weight:</strong> 40%</td>
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<td><strong>Duration:</strong> 3 hours</td>
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This is an open book exam covering the entire course, Units 1 to 11. It will test your conceptual understanding of the content and your ability to apply it in order to develop your managerial effectiveness.
Assessment policy

The assessment process plays two roles: it provides feedback to you on your progress, and is a means of testing and grading your performance. All information on assessment is provided in the Assessments & examinations section of the AGSM website.

https://www.business.unsw.edu.au/agsm/students/resources/assessments-and-examinations

Most importantly, all assessments should be double spaced and in 12 point Times New Roman font with 2.54cm top and bottom margins and 3.17cm left and right margins. To help with clarifying the relationship between the different concepts, always write coherent paragraphs; do not use bullet points, tables, footnotes, or endnotes.

Given the serious nature of academic integrity, such as not basing any of your work on that submitted by another student or by yourself in a previous course, be aware that some of your assignments will be scanned by plagiarism detection software.

Referencing is important so the reader knows the original source of the ideas and concepts that you cite. Given that your instructor is highly familiar with all the concepts you will cite in your MPO assignments, there is no need to provide references in the text, or a reference list or bibliography at the end. Be aware that other guidelines might apply for other AGSM courses.
Assessment 1 – Action Learning Review (ALR)
Due: Tuesday 3 March, 5pm AEDT (lodged via eLearning)
Weight: 20%
Maximum length: 5 pages

The purpose of the Action Learning Review (ALR) is to apply course concepts from units 1–4:

- analyse a specific incident that you could have handled more effectively
- logically derive from your analysis specific actions you will take to improve your management practice next time you encounter a similar event.

Your ALR will provide you with the opportunity to consider and articulate ways of integrating course concepts into your daily managerial behaviour.

Aim to draw on concepts from several units (about 2-3 is typical) in your Action Learning Reviews.

Please present each ALR under the following three headings:

### Specific incident:
Provide a very brief description of a specific incident that you could have handled more effectively. Be clear about what you said and did, but don’t get lost in the detail of the event. Include only as much detail as is necessary to create a platform for the analysis in the next section of your ALR.

**Suggested length:** Approximately 5% (i.e. 2–3 sentences)

### Analysis:
Explicitly draw upon relevant course concepts to illuminate why you did not think and act as effectively as you might have. Print concept names in bold font and do not provide definitions. Instead, demonstrate your understanding of relevant concepts by the way you apply them to analyse how you handled the event.

**Suggested length:** Approximately 45%

### Improvement planning:
Logically derive from your analysis some specific, conceptually-driven actions that you will take to manage similar situations more effectively.

State how you would evaluate your effectiveness at applying the steps or initiatives you identify.

Describe any obstacles that are likely to occur (e.g. emotions, lack of time, insufficient resources, unsupportive colleagues) and how you will address them.

**Suggested length:** Approximately 50%
Guidelines:

The best ALRs are produced in accordance with the following guidelines:

- **Focus on a specific incident.** Without a clearly focused beginning, it’s virtually impossible to produce an adequately focused analysis and improvement planning section. ALRs with incidents described in any more than 4–5 lines rarely, if ever, have sufficient focus to be of high quality.

- **Focus on concepts.** Demonstrate your understanding of every concept you use by showing: (i) in your analysis section, exactly what the concept reveals about why you did not act as effectively as you might have; and (ii) in your improvement planning section, precisely what you will do (not just remember or keep in mind) to apply the concept to act more effectively in future.

- **Focus on you!** Strong ALRs focus on events that you, rather than other people, could have handled better. While it may be relevant to analyse the actions and reactions of others in the situation, focus as much as possible on how you contributed to the challenges you encountered (including ways you might not have brought out the best in others). Also provide concrete plans about how you will act more constructively next time you encounter a similar predicament.

- Make your improvement planning section SMART+. That is:
  
  *Specific* about what you will do to address the issues identified in your analysis
  
  *Measurable*, by having clear indicators of the effectiveness of your initiative(s)
  
  *Achievable*, given your available resources, constraints, and other priorities
  
  *Relevant* to your goals, values, and priorities
  
  *Time-bound*, by stating precisely when you intend to take your initiative(s)
  
  *Challenging*, given your current skills, habits, and situational constraints
  
  *Positively* framed in terms of what you plan to do, rather than what you plan to stop doing.

- In ensuring that your improvement plan is SMART+, avoid indicating this in the form: “My plan is specific because …” Your plan will be SMART+ if it makes explicit precisely what you plan to do, when, etc.
• Be coherent, succinct, and logical. Your review should have a coherent argument or set of points presented within the length limit.

• Be sure the recommendations in your improvement planning section logically follow from your analysis. Similarly, the issues raised in your analysis should all be addressed by specific steps in your improvement plan.

• Thus:
  – Avoid detailed descriptions and narratives that contain minimal application of relevant concepts.
  – Avoid using the Action Learning Review as a place to explore your feelings about work. This kind of exploration is a useful exercise that you can do at another time.
  – Whenever you use a course concept to make a point, provide enough descriptive detail or concrete evidence to show that you understand the concept and that it applies in the way you claim.
  – Avoid listing multiple concepts within a sentence. Only use a concept when applying it to make an analytical point about the event or about an improvement step. If concepts are presented adjacently, they are typically just being listed rather than applied in an adequately evidence-based manner (Pfeffer & Sutton 2006).

**Grading criteria:**

Your ALR will be graded according to the criteria detailed in Appendix 1.

An overarching principle to keep in mind is that because good management is evidence-based (Pfeffer & Sutton 2006), it is important to provide evidence for the statements you make in all assignments.
Assessment 2 – Organisation Analysis

Due: Tuesday 14 April, 5pm AEST (lodged via eLearning)
Weight: 40%
Maximum length: 10 pages

Purpose:

This assignment provides the opportunity to demonstrate your ability to integrate the course concepts and skills.

The purpose of this assignment is to analyse an organisation’s problem or challenge using frameworks and concepts from the Managing People and Organisations course materials. This assignment will allow you to draw on all the units covered in the course and will help you develop skills in applying the course content in an organisational analysis.

Task:

Step 1: Identify an appropriate organisation for your analysis. This may be the organisation you currently work in or have worked in in the past, or an organisation you are otherwise familiar with, either through personal experience or through the popular press. If you choose a large organisation, you may decide to focus your analysis on an identifiable work unit (e.g., branch, division, large department) within the organisation.

Step 2: Your task is to identify and briefly describe a current organisational problem or challenge faced by the organisation. Relevant problems or challenges may include high turnover, low engagement among workers, the need to implement a change within the organisation, etc. Note that these are only examples and you are free to focus on other problems that have practical relevance to the specific organisation.

Next, critically analyse the problem or challenge you have identified drawing on relevant frameworks and concepts from Managing People and Organisations. Then, based on your analysis, make specific recommendations on how to resolve the problem or challenge and how to improve the organisation’s effectiveness in dealing with the issue. The recommendation section should be as thorough as the analysis section and it is suggested that the two sections are roughly equal in length.
The assessment should be presented in essay style in that it has a coherent argument or set of points that you develop throughout the essay. Avoid long and detailed descriptions of the problem or challenge you have identified, a short description with the necessary details is sufficient so that you can spend most of your time on your analysis and the recommendations.

**Grading criteria.**

The Organisation Analysis will be graded according to the criteria detailed in Appendix 2.

**Assessment 3 – Final exam**

**Date:** Saturday, 9 May 2015  
**Weight:** 40%  
**Duration:** 3 hours

The final examination is open book and will cover the entire course. As with all assessments, you will be assessed based on the criteria for assessment listed earlier in this overview section. The examination will consist of two sections. The first section will contain one essay question, the second section will contain a short case study, followed by two questions specific to the case study. Thus, there will be a total of three questions, all of which are weighted equally.

A sample exam is included as Appendix 4 to this course overview to assist in your preparation for the final examination. In addition, in Unit 11 you will find a section on final exam preparation.
Learning technology

You have three major resources to help you learn:

• The course materials and the effort you will put into them.

The Program design assumes that an instructor reproducing a textbook on a blackboard in front of a class is the least efficient and least effective learning technology. You will do much of your learning at home or at work by working through the learning materials, and by active discussions with the instructor and other students. You are expected to have read the course materials indicated before each class, and come prepared to discuss your learning as well as answers to all exercises.

All the readings for this course have been carefully chosen to highlight and supplement the key learning in each unit. While some readings are fairly recent, a few are some years old and may at a first glance seem dated. Be assured that is not the case. Often, principles and frameworks about general human behaviour we encounter in this course are ‘timeless.’ At times we have purposely chosen ‘classic’ readings which are still as true today as they were at the time of writing.

• The class meeting with your instructor.

The instructor’s job is to facilitate your learning by conducting class discussions, answering questions that might arise for you after you have done the work in preparation for the classes, providing insights from his/her own practical experience and understanding of theory, providing you with extensive feedback on your assignments and directing traffic in the inevitable arguments and disagreements that will occur between you and your co-participants in the classroom.

• Your co-participants.

Your colleagues in the classes are an invaluable potential source of learning for you. Their experience in similar and different jobs and industries and their willingness to question and argue with the course materials, the instructor and your own views, represent a great learning opportunity.

Learning materials

The learning materials for this course comprise one binder containing this course overview and 11 units. Each unit has a number of associated readings. The readings relating to a particular unit are placed immediately after the unit itself. Readings are separated from the unit by a blue cover sheet for identification and ease of use.
Web based support

In Managing People & Organisations we are using an online environment called eLearning. By providing you with this online environment we hope to stimulate the sharing of ideas and understandings around the content of this course.

The MBA (Executive) current students’ website also provides administrative information relating to workshop times and venues.

The online documents are PDF (Portable Document Format) files, which allow you to access the course units in the same visual format contained in the course material binders. The PDF files can be viewed, printed and navigated using Adobe Acrobat® Reader.

The online files contain links to facilitate faster navigation through each unit, for example, the contents page has links to each major unit heading.

**Articles to which the AGSM MBA Programs do not have copyright are not included as online documents.**

The website is an additional resource and is not core to the course requirements. Participants will not be disadvantaged if they do not have Internet access.

eLearning

To access eLearning@AGSM MBA, go to [http://telt.unsw.edu.au](http://telt.unsw.edu.au) and select Login to UNSW Moodle.

Login to the web Single Sign On (wSSO) using these details:
Username: zNumber
Password: zPass

eLearning support

Should you have any difficulties accessing your course online, please contact the eLearning support below:

For login issues

**UNSW IT Service Centre**
Hours: Monday to Friday: 8.00 a.m. to 8.00 p.m.
Saturday and Sunday: 11.00 a.m. to 2.00 p.m.
Email: ITServiceCentre@unsw.edu.au
Phone: Internal – x51333
External – +61 2 9385 1333
For assistance in using Moodle, including how to upload assessments.

**The AGSM eLearning Coordinator**

**Hours:**  Monday to Friday: 9.00 a.m. to 5.00 p.m.

**Email:**  elearning@agsm.edu.au

**Phone:**  Internal – x19541  
            External – 02 9931 9541  
            International – +61 2 9931 9541

For help with technical issues and problems.

**External TELT Service Centre.**

**Hours:**  Monday to Friday: 7.30 a.m. to 9.30 p.m.  
             Saturday and Sunday: 8.30 a.m. to 4.30 p.m.

**Email:**  externalteltsupport@unsw.edu.au

**Phone:**  Internal – x53331  
            External – 02 9385 3331  
            International – +61 2 9385 3331

**AGSM MBA Programs contact details**

**Student Experience**

If you have any administrative queries, they should be addressed to Student Experience.

Student Experience  
AGSM MBA Programs  
Australian School of Business  
UNSW SYDNEY NSW 2052

**Tel:**  +61 2 9931 9400  
**Fax:**  +61 2 9931 9205  
**Email:**  studentexperience@agsm.edu.au
Additional student resources and support

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

- **ASB Education Development Unit (EDU)** (www.business.unsw.edu.au/edu)
  Academic writing, study skills and maths support specifically for ASB, AGSM and MBT students.
  Services include workshops, online and printed resources, and individual consultations.
  EDU Office: Room GO7, Ground Floor, ASB Building (opposite Student Centre); Ph: 9385 5584; Email: edu@unsw.edu.au

- **UNSW Learning Centre** (www.lc.unsw.edu.au)
  Academic skills support services, including workshops and resources, for all UNSW students. See website for details.

- **Library training and search support services** (http://info.library.unsw.edu.au)

- **UNSW IT Service Desk** Technical support for problems logging in to websites, downloading documents etc. Library, Level 2; Ph: 9385 1333. Website www.its.unsw.edu.au/support/support_home.html

- **UNSW Counselling Service** (www.counselling.unsw.edu.au)
  Free, confidential service for problems of a personal or academic nature; and workshops on study issues such as ‘Coping With Stress’ and ‘Procrastination’.
  Office: Level 2, Quadrangle East Wing; Ph: 9385 5418.

- **Student Equity & Disabilities Unit** (http://www.studentequity.unsw.edu.au) Advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning. Office: Ground Floor, John Goodsell Building; Ph: 9385 4734.
Acknowledgements

Course leader

Markus Groth PhD, BA(Magna Cum Laude)
Associate Professor, Member of the School of Management,
Australian School of Business

Markus Groth received his PhD in Management from the University of Arizona in 2001. His teaching experience spans a variety of business courses taught to undergraduate and MBA students, including courses on Organisational Behaviour, Human Resource Management, Statistical Inference, Management Policies, Human Resource Policies, and Conflict Management and Negotiation. His research focuses on service management, interactions between customers and employees, and the role of emotions at work. He has continuously published articles on these topics in respected academic journals. In addition, he has an extensive work and consulting background, having lived and worked in Europe and the United States. He has received numerous awards for his teaching and research excellence.

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References


Appendices

Appendix 1  Action Learning Review (ALR) Grading Template
Appendix 2  Organisation Analysis Grading Template
Appendix 3  Sample action learning review
Appendix 4  Sample exam paper