WITTENBORG
University of Applied Sciences

4

CREDITS

Bachelor Module Guide

Managing Organisations (MO52)

Aims and Objectives of this module:

- Identify all organisational resources, including financial, physical and intangible resources, and analyse how they contribute to organisational capabilities and competitive advantage
- Outline the key principles for effective value management of large physical resources
- Understand how organisations can improve their organisational performance by management control, power and development
- Analyse resource management processes, recommend changes for improvement, and monitor and control the results of such changes
- Explain the role and importance of information and communications technology in organisational resource management
- Explain the structure, components and objectives of an effectively designed performance management system, including the balanced scorecard framework for performance management
- Explain how values of social and environmental responsibility and sustainability, and ethical conduct (good corporate citizenship), and the principles of 'good' corporate governance can be effectively embedded in organisational resource management processes.

Bachelor Module Guide

Module Description

Module Name	**Managing Organisations**		
Module Code	MO52		
Period	Year 2	Phase 2	Block 6
Teacher	Bob Dyson		
Email address	Bob.dyson@wittenborg.eu		
Prerequisite	Phase 1 related modules (MO) or equivalent		
Introduction	The structure and design of the organization defines the functional part of the behavior in the organization. There is a demand for flexibility in the organization due to differences in the environment such as technology. The organization has to improve its performance continually, therefore management control and power should be effective for the organization and its members.		
Goals	- Identify all organisational resources, including financial, physical and intangible resources, and analyse how they contribute to organisational capabilities and competitive advantage - Outline the key principles for effective value management of large physical resources - Understand how organisations can improve their organisational performance by management control, power and development - Analyse resource management processes, recommend changes for improvement, and monitor and control the results of such changes - Explain the role and importance of information and communications technology in organisational resource management - Explain the structure, components and objectives of an effectively designed performance management system, including the balanced scorecard framework for performance management - Explain how values of social and environmental responsibility and sustainability, and ethical conduct (good corporate citizenship), and the principles of 'good' corporate governance can be effectively embedded in organisational resource management processes.		
Content	3. The Nature and Context of Organisations 4. Individual Differences and Diversity 5. The Nature of Learning 6. Perception and Communication 8. The Nature of Work Groups and Teams 9. Working in Groups and Teams 16. Technology and Organisations 17. Organisational Control and Power 18. Corporate Responsibility and Ethics 19. Organisation Culture and Change 20. Organisational Performance and Effectiveness		
Instruction / Study Load	24 Lesson hours 8 Preparation Lesson hours 10 Assignments / Homework hours 20 Exam and exam preparation hours 50 Literature (Depending on the length and difficulty of the book) hours The course uses 350 pages from the book(s) and journal articles where: 350 pages easy reading and understanding material – 50 hours		

	Criteria:
	• Difficult reading and understanding material – 3 pages per hour • Average reading and understanding material – 5 pages per hour • Easy reading and understanding material – 7 pages per hour **Total 112 Hours**
IBA Final Qualification Mapping	Mapped with numbers: 1,2,,3,11,12,15 and 18 See EEG for further explanation.
Teaching Language	English
Teaching Methods	- Classroom lecturing - Case study discussions - Feedback and presentation sessions - Interviews and debates - Video and film - Discussion sessions
Module / Lecture and seminar status	Compulsory
Testing and assessment	Written Examination (1) See EEG for further explanation.
European Credits	4
Required literature	Management and Organisational Behaviour Edition Laurie J. Mullins 9th Ed.: ISBN: 978-0-273-7248-7
Recommended literature	Managing the professional firm, David H. Maister The Free press New York, 2003, ISBN 90.5261.271.4 Dynamics of Organizational Change and Learning Wily handbooks in the psychology of management in organizations. Edited by Jaap Boonstra, John Wiley & Sons, Ltd, 2004, ISBN 0-471-87737-9
Notes	

Module Plan

Module Name	Managing Organisations

Lesson 1

Content	**3. The Nature and Context of Organisations** Perspectives of the organisation The formal organisation Basic components of an organisation Private and public sector organisations Social enterprise organisations Production and service organisations Types of authority and organisations The classification of organisations The organisation as an open system Interactions with the environment The comparative study of organisations The analysis of work organisations Contingency models of organisation The informal organisation Organisational conflict Contrasting views of conflict Positive and negative outcomes The sources of conflict Strategies for managing conflict Organisational stress Is stress necessarily to be avoided? Causes of stress Coping with stress The work/life balance The organisation of the future **4. Individual Differences and Diversity** The recognition of individuality How do individuals differ? Personality Nomothetic and idiographic approaches Nomothetic personality theories Idiographic theoretical approaches Complementary approaches Applications within the work organisation Emotions at work Type A and Type B personalities Ability Emotional intelligence (EI) Attitudes Attitude change Testing and assessment Diversity management The business case for diversity Diversity training Top performing organisations Criticisms and limitations

	Diversity, gender and organisations
Aims	- Explain the perspectives and basic components of an organisation; - Distinguish alternative types and classifications of organisations; - Examine the organisation in terms of an open systems model; - Explain the nature and importance of the informal organisation; - Review the sources and impact of organisational conflict; - Explore the nature and impact of stress at work; - Assess the importance of the work/life balance and the organisation of the future. - Focus on valuing individual differences and factors affecting behaviour and performance; - Apply key issues of personality studies to the work organisation; - Explain the nature of ability and emotional intelligence; - Detail the nature and significance of attitudes to the workplace; - Assess the value of psychometric tests and assessments; - Explore the nature and importance of diversity management; - Identify dimensions of diversity and evaluate the business case for diversity.
Required Preparation	Chapters 3 and 4
Tasks (self-study in class or homework)	In class given assignments and homework
Lesson 2	
Content	**5. The Nature of Learning** The meaning and nature of learning Organisations and the management of learning How do people learn? Behaviourism Operant conditioning Social learning Limitations of the behavioural theories Cognitive theories Learning styles Knowledge management Emerging technologies and learning Problems of managing knowledge Creativity Facilitating learning Learning theory applied to study skills Applications of learning theory to organisations **6. Perception and Communication** The perceptual process Selectivity in attention and perception Internal factors Cultural differences External factors Organisation and arrangement of stimuli Perceptual illusions Selection and attention Organisation and judgement

	Connection of the conscious, unconscious and physiology Perceiving other people Non-verbal communication and body language Interpersonal communications Neuro-linguistic programming (NLP) Transactional analysis *(TA)* Attribution theory Perceptual distortions and errors Stereotyping The halo effect Perceptual defence Projection Self-fulfillment prophecy Understanding the organisational process
Aims	• Explain the significance of learning in organisational behaviour; • Develop understanding about individual differences and how people learn; • Detail different theories and studies about learning; • Assess the importance of learning styles; • Review knowledge management and its impact on learning; • Assess the significance of creativity in the learning process; • Explain the facilitation of learning and applications of learning theory. • Explain the nature of the perceptual process and selectivity and attention; • Detail internal and external factors that provide meaning to the individual; • Examine the organisation and arrangement of stimuli, and perceptual illusions; • Explain the importance of selection and attention, and organisation and judgment; • Identify problems and difficulties in perceiving other people and non-verbal communications; • Evaluate the relevance of neuro-linguistic programming and transactional analysis; • Review the importance of an understanding of perception and communication.
Required Preparation	Chapters 5 and 6
Tasks (self-study / homework)	In class given assignments and homework
Lesson 3	
Content	**8. The Nature of Work Groups and Teams** The meaning and importance of groups and teams Differences between groups and teams Group values and norms Formal and informal groups Reasons for formation of groups or teams Group cohesiveness and performance Membership Work environment Organisational Group development and maturity

	Social identity theory Potential disadvantages of strong, cohesive groups Characteristics of an effective work group The effects of technology Virtual teams Role relationships Role conflict The importance of teamwork **9. Working in Groups and Teams** Interactions among members Belbin's team roles 342 Patterns of communication 344 Analysis of individual behaviour Sociometry Interaction analysis Frameworks of behavioural analysis Balance between the team and the individual Individual compared with group or team performance Brainstorming Quality circles Group dynamics Self-managed work groups Building successful teams
Aims	• Explain the meaning and importance of work groups and teams; • Distinguish between groups and teams, and between formal and informal groups; • Explain the main reasons for the formation of groups and teams; • Examine factors which influence group cohesiveness and performance; • Analyse the nature of role relationships and role conflict; • Review the characteristics of an effective work group; • Evaluate the importance of groups and teams for effective organisational performance. • Explain interactions among members of a group and membership of successful teams; • Detail main types of contributions or team roles; • Contrast patterns of communication networks within small work groups; • Examine methods of analysing the behaviour of individual members; • Distinguish different group functions and member roles, and explain the use of frameworks of behavioural analysis; • Evaluate the nature of individual or group or team performance; • Review the importance of, and influences on, successful teamworking.
Required Preparation	Chapters 8 and 9
Tasks (self-study / homework)	In class given assignments and homework
Lesson 4	
Content	**16. Technology and Organisations** Why study technology? What do we mean by technology?

	Approaches to technology and organisation
	Decision-making processes
	Involvement of HAM specialists and users of technology
	Technology, work and organisational behaviour
	Skill, work design and Job quality
	Centralisation versus decentralisation of control
	Location of work
	Nature of social interactions
	The pace and intensity of work
	The 'digital divide' and job security
Aims	• Detail the variety of perspectives used to theorize on the nature of technology
	• Explain the relevance of technology for an increasing range of uses in organization
	• Analyze the significance of current generations of information and communication technology, and its potential to create complex networks
	• Examine the nature and significance of the technology adoption and introduction phase
	• Evaluate the involvement of non-technical specialists in technological change
	• Assess how technology can influence ways in which work patterns are designed and controlled
	• Explain how new technology can affect social interactions and stress at work
Required Preparation	Chapter 16
Tasks (self-study / homework)	In class given assignments and homework

Lesson 5

Content	**17. Organisational Control and Power**
	The controversial nature of control
	Expression of managerial behaviour
	Elements of an organisational control system
	Forms of control
	Strategies of control in organisations
	Characteristics of an effective control system
	Power and management control
	Perspectives of organisational power
	Pluralistic approaches to power
	The balance between order and flexibility
	Behavioural factors in control systems
	Financial and accounting systems of control
	The concept of empowerment
	The manager-subordinate relationship
	Benefits of delegation
	Reasons for lack of delegation
	The art of delegation
	A systematic approach to empowerment and delegation
	Does empowerment deliver?
Aims	• Explain the nature and importance of control in work organization
	• Identify the essential elements in a management control system, and different forms and classifications of control

	• Detail characteristics of an effective control system, and examine the importance of behavioral factors
	• Explain the nature of power and management control, and review perspectives of organization power
	• Explore the process of delegation, and the concept and importance of empowerment
	• Assess the nature and impact of financial and accounting systems of control
	• Recognize the human and social factors that influence people's patterns of behavior.

Required Preparation	Chapter 17
Tasks (self-study / homework)	In class given assignments and homework

Lesson 6

Content	**18. Corporate Responsibility and Ethics** Organisational ideologies and principles Mission statements The profit objective The balanced scorecard Corporate social responsibilities (CSRs) Organisational stakeholders The UN Global Compact Values and ethics Ethics and corporate social responsibility Business ethics Codes of business conduct (or ethics)
Aims	• Explain the significance of organisational ideologies and principles; • Review the nature and value of mission statements; • Examine the importance of the profit objective • Assess the concepts of corporate social responsibilities and organisational stakeholders; • Explore approaches to the consideration of values and ethics in organisations; • Evaluate the nature and scope of codes of business conduct; • Review the importance of ethics and corporate social and responsibilities for the effective management of a work organisation.
Required Preparation	Chapter 18
Tasks (self-study / homework)	In class given assignments and homework

Lesson 7

Content	**19. Organisation Culture and Change** Organisation development, culture and change Organisational culture Types of organisational culture Influences on the development of culture The cultural web The importance of culture

	Organisational climate Employee commitment The nature of organisational change Planned organisational change Assistance to change The management of organisational change Overcoming resistance to change
Aims	• Explain the meaning and nature of organization development • Examine the nature, types and main features of organizational culture • Evaluate influence on the development of culture and the importance of culture • Detail the characteristics of organizational climate and employee commitment • Explore the nature f organizational change and reasons for resistance to change • Examine the management of organizational change, and human and social factors of change • Review the importance of organizational culture and the ability of the organization to adapt to change
Required Preparation	Chapter 19
Tasks (self-study / homework)	In class given assignments and homework
*Lesson 8*
Content	**20. Organisational Performance and Effectiveness** The nature of organisational effectiveness The democratic enterprise The learning organisation Total quality management (TOM) Business process re-engineering (BPA) The importance of effective management The meaning and nature of management development Management development process Continuing professional development (CPO) The EFOM Excellence Model Assessing organisational performance A range of different criteria Successful organisations and people Employee engagement The future of work and management
Aims	• Assess the nature of organizational effectiveness • Examine the benefits of the learning organization, tqm and business process re-engineering • Explain the importance of effective management • Evaluate the main features and requirements of the management development process • Explore the importance and effectiveness of management education , training and development • Provide criteria for assessing organizational performance and effectiveness

	• Review the future of management and nature of successful organization
Required Preparation	All chapters
Tasks (self-study / homework)	All chapters

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Module Evaluation Plan

Module Name	Managing Organisations		
	Block	Type of Evaluation	% Weight of Final Module Mark
Evaluation 1	6	Written Examination	100%
Total mark required for pass 5.5			Total must equal 100%

Short explanation
There is a short description of this in the Education Guide under Examinations and Evaluation leading to EC Credits.

Content of the exam covers the topics that have been given in the module plan.

Teacher explanation:

Final mark required for pass:5.5

Notes:

Required Attendance of 75 % of the lecture. If students miss more than 1 lesson in a block of 4 weeks, they can be barred from taking the exam at the Exam week, and will be required to wait until the re-sit at the following block Exam week. After this, the next opportunity will be the following year.