

<p>HOLMES INSTITUTE</p> <p>FACULTY OF HIGHER EDUCATION</p>		
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Assessment Details and Submission Guidelines	
Trimester	T2 2019
Unit Code	HI6005
Unit Title	Management and Organisations in a Global Environment
Assessment Type	Group Assignment and presentation
Assessment Title	Research paper and presentation
Purpose of the assessment (with ULO Mapping)	<p>Students are required to research a topic from a list of topics provided based on topics discussed in lectures.</p> <p>Topics include:</p> <ul style="list-style-type: none"> • Organisational culture and management • Organisational structures and design • Decision making • Groups and teams • Communication • Managing Conflict and Negotiating • Leadership in Organizations • Power, Influence, and Politics • Motivating Behavior • Individual Characteristics <p>The research provided will provide more in-depth evidence of individual research on the topic, not only material which is provided within the lecture content.</p>
Weight	30 % of the total assessments
Total Marks	20 marks – research paper and 10 marks for presentation
Word limit	Not more than 3,000 words
Due Date	Friday Week 10 – 5pm
Submission Guidelines	<ul style="list-style-type: none"> • All work must be submitted on Blackboard by the due date along with a completed Assignment Cover Page. • The assignment must be in MS Word format, no spacing, 12-pt Arial font and 2 cm margins on all four sides of your page with appropriate section headings and page numbers. • Reference sources must be cited in the text of the report, and listed appropriately at the end in a reference list using Harvard referencing style. <p>Note: an in-class presentation will be required. Please ensure you check with your lecturer when your presentation will be held.</p>

Assignment 1 Specifications

Purpose:

This assignment aims at ensuring that students have familiarised themselves with a general framework of at least one management related topic. Students will be required to apply relevant theoretical concepts with the use of practical examples in most cases in a written research paper and discuss their topic via a live presentation.

Details:

Topics and presentation schedule:

Organise yourselves into groups of not more than 4 students and not less than 3 students.

Please choose from one of the following topics from the list (see below).

Topics will be allocated on a '**first come- first served basis**' and will be reserved by your lecturer in writing via email.

Please ensure that you include a list of all of the group members in the email. In the event of too many students choosing the same topic, preference will be given to those students who have secured the topic first and subsequent groups will be required to choose another topic.

Research on the broad topic is a group activity and each student must contribute to that work. Each student in the group will then research, in depth an individual component drawn from the broad research topic.

1. **Written report** – worth 20% of your final grade and must be submitted Week 10 at 5pm. The written report should begin with the broad research topic which is then followed by each individual component identified by the individual student who prepared it.

Your report is to be written as a business report. It must include;

- Executive summary
- Table of contents
- Section headings
- Paragraphing
- Page numbers
- Reference list at the end of the report

2. **Presentation** – worth 10% of your final grade and will be presented at a date chosen by the lecturer commencing week 5. These presentations must be organised as a business presentation. Use of visual aids is encouraged.

Strict adherence to the 10 minute limit is expected. You should allocate your time to allow for a very short introduction on the broad topic followed by a few minutes allocated to each student to present their individual component

List of Topics (Choose one):

TOPIC 1

Globalisation General Framework

In this topic, you are to research globalisation. The business press bombards us with ideas about 'The shrinking world', 'the flat world' and 'the border-less world' – all catchphrases to describe the impact of globalisation. But are the (trade) borders really collapsing or are we seeing, post GFC, a resurgence in them? What is behind the extreme demonstrations against globalisation at G7 and WTC conferences?

Individual Components

1. World 3.0: P Ghemawat's questioning of whether the world really is as 'global' as we are being told it is and his ideas about how it could be globalised more effectively.
2. Anthony Giddens' ideas on globalisation.
3. The "End of Poverty" movement and the contrary assertion that "Trade NOT aid" is the way to a more globalised world that mitigates against poverty

TOPIC 2

Corporate or Organisational Culture General Framework

Discuss why corporate culture is such an important determinant of organisational success. Outline the dimensions commonly used in describing a particular organisation's culture.

Individual Components

Each individual should focus on one (or two) of the dimensions and identify a specific organisation noted for its emphasis of that dimension. Describe how that organisation stresses that particular component of organisation culture and comment on whether they have been successful. [Note: Individual team members must choose different dimensions and thus outline different actual cases.]

TOPIC 3

National Culture General Framework

Discuss why an understanding of national culture is important for multi-national or trans-national corporations seeking to operate in a global business environment. Outline the dimensions commonly used in describing national culture.

Individual Components

Each individual should choose a different country classifying it in terms of the commonly-used dimensions for describing national culture. Choose the countries wisely so that differences can be highlighted. Each member should seek to find specific examples in their country of choice to illustrate the classification they have made.

TOPIC 4

Management Decision Making: Social Model General Framework

There is little doubt that social influences have a significant impact on decision-making behaviour. Social pressures and influences may cause managers to make irrational decisions. Outline, in the general framework, a model of social influence on decision making.

Individual Components

The individual components of this topic introduce some classic studies as illustrative of the impact of social influences on decision making.

1. Solomon Asch's classic study into the impact of social conformity on decision making
2. Stanley Milgram's classic study of the influence that obedience to an authority figure can have on decision making
3. Fred Luthans' study on the influence of information presented in a computer printout in contrast to the same information presented from an ordinary typewriter
4. Groupthink examples

TOPIC 5**Organisational Structure General Framework**

Outline, six key elements commonly used to define the structure of an organisation identifying the management theorist who identified each of these elements. Then outline four factors (contingencies) that are commonly used to define the situation (the organisational environment).

Individual Components

Each individual should select an example organisation – a real example – and suggest what you believe to be the structure of that organisation in terms of the six key elements that are used to define organisational structure. For your example organisation, you should define their organisational environment in the terms of the four contingency factors and comment on the match (or mis-match) of the organisation to its organisational environment.

TOPIC 6**Goal Setting and Planning General Framework**

Outline the importance of goal setting in planning and the characteristics of well-defined goals.

Individual Components

1. Discuss Miles & Vergen's landmark study into goal setting and the three conditions they identified to be satisfied to ensure best practice in goal setting
2. Discuss Management by Objectives
3. Discuss contingency factors which influence a manager's approach to planning
4. Discuss different types of plans

TOPIC 7**Strategic Planning General Framework**

Discuss Strategic Planning distinguishing it and contrasting it with other planning functions and techniques.

Individual Components

1. The use of BCG Analysis in formulating the strategies for the management of a portfolio of products or services offered to the market
2. Product life cycle as a guide to the management of a portfolio of products or services offered to the market (Take two examples: CISCO's FLIP camera and the typical electric jug)
3. SWOT Analysis and the concepts of 'fit' and 'stretch'
4. Porters Competitive Strategies (Illustrate with examples)

TOPIC 8**The Hawthorne Studies General Framework**

The Hawthorne studies had their origins in the Scientific School of Management and constituted a genuine attempt at discovery through research. By today's standards there were deficiencies in the research which will be highlighted in the individual components of this topic. In your introduction outline the overall context of the Hawthorne studies and in your conclusion, stress the significant outcomes from the studies notwithstanding the acknowledged defects in the research methodology.

Individual Components

1. The Illumination Studies: One member of the group choose this phase of the studies.
2. The Relay Room Experiments: Another member of the group choose this phase of the studies.
3. The Bank Wiring Experiments: The third member of the group choose this phase.

Apart from describing the phase you have chosen, you must identify the specific research methodological weaknesses inherent in that phase.

TOPIC 9**Stakeholder Relationship Management and its influence on Management Decision Making General Framework**

Relationship management is one of the highest level managerial functions. Use an example to illustrate poor relationship management and the outcome that resulted from it. Outline the four step approach to stakeholder relationship management recommended in your textbook.

Individual Components

Construct an example to illustrate good stakeholder relationship management. Using your example:

1. Define the general external environment of your example, identifying stakeholders within it
2. Define the specific external environment of your example, identifying stakeholders within it
3. Discuss how the multi-advocacy approach to stakeholder relationship management would assist managers in decision making which is sensitive to managing stakeholder relationships

TOPIC 10**Organisational Structure General Framework**

Outline, six key elements commonly used to define the structure of an organisation identifying the management theorist who identified each of these elements. Then outline four factors (contingencies) that are commonly used to define the situation (the organisational environment).

Individual Components

Each individual should select an example organisation – a real example – and suggest what you believe to be the structure of that organisation in terms of the six key elements that are used to define organisational structure. For your example organisation, you should define their organisational environment in the terms of the four contingency factors and comment on the match (or mis-match) of the organisation to its organisational environment.

TOPIC 11**Cross Cultural Teams: People Issues in Global Business General Framework**

Discuss the challenges in recruiting and effectively managing cross cultural teams.

Individual Components

1. From the work of Hofstede and others, identify issues likely to face the expatriate manager
2. Discuss the skills and abilities which have been identified in successful international managers
3. Demonstrate how multivariate analysis might be used in recruitment of international managers
4. Discuss acculturation issues in expatriation and repatriation of international managers

TOPIC 12**Teams General Framework**

Discuss the emergence of teams as a key feature of the modern workplace and trace its origins in the context of the changes in thinking associated with the development of schools of management thought.

Individual Components

1. Outline Tuckman's stages in team development identifying the leader's role at each stage (Use examples)
2. Apply insights from the study of managerial decision making to decision making in teams
3. Give examples of how the physical structures have been designed to facilitate teamwork
4. Outline the ways in which managers might promote teamwork

TOPIC 13

Performance Management General Framework

Discuss Performance Management in the context of the identifying the relevant School of Management Theory. Identify positives and negatives in the approaches to performance management.

Individual Components

1. MBO, Review and Agree, 360-degree Feedback
2. Compare and contrast strengths and weaknesses of cohesive versus non-cohesive teams and the application to High Performance Organisations
3. Performance Management from a Control Theory Perspective
4. The Balanced Scorecard Approach

TOPIC 14

Motivation Overview General Framework

Outline the meaning of motivation as it applies in the work place.

Individual Components

1. Discuss this question: Can a manager instill motivation into employees or is motivation a process of drawing out something from employees? Discuss coaching.
2. Provide a map of the various theories of work motivation and explain the map
3. Discuss John Holland theory of personality and job fit as an explanation of work motivation
4. Describe the difference between a content theory and a process theory of motivation

TOPIC 15**Motivation: Content Theories General Framework**

Describe the difference between a content theory and a process theory of motivation citing examples of how some process theories, under criticism, have been reduced to content theories.

Individual Components

1. Discuss Maslow's theory and detail the criticisms that have been levelled against it
2. Discuss Herzberg's theory and detail the criticism that have been levelled against it
3. Discuss McGregor's theory of work motivation
4. Behavioural science research expects to be scrutinized and criticism levelled against it.

Summarise with examples from Hofstede's work through to the theories of motivation

TOPIC 16**Motivation: Process Theories General Framework**

Provide a map of the various theories of work motivation and explain the map distinguishing the differences between content and process theories of work motivation

Individual Components

1. Discuss McClelland's work and theories of work motivation
2. Discuss Goal Setting and its role in work motivation: the 'Review & Agree' Process
3. Discuss Equity Theory using examples
4. Discuss Expectancy Theory using examples

TOPIC 17**Change Management General Framework**

Outline the "Calm-waters" and the "White-water rapids" metaphors for Change Management.

Individual Components

1. Discuss Kotter's theory of Change Management
2. Discuss Force-Field Analysis: giving examples
3. Changing an organisation's culture may be necessary as part of change management. What can a manager do to change an organisation's culture?
4. Gerstner, at IBM, recognised from the outset the need for urgent change management. What was that urgent need for change management? Gerstner also realised that IBM's culture had to change as a precursor to achieving the necessary organisational change. From the IBM case study, summarise the value of the case in understanding change management and the role that change in the organisational culture might play in it. (<https://hbswk.hbs.edu/archive/gerstner-changing-culture-at-ibm-lou-gerstner-discusses-changing-the-culture-at-ibm>)

Marking criteria

Marking criteria	Weighting
Written Report	
Executive Summary	2%
Discussion on allocated general framework and application to theory	6%
Application of theory on individual components	6%
Quality of structure of report (table of contents, sections, paragraphing, referencing)	4%
Referencing (including relevance to references being cited and used)	2%
TOTAL	20%
Presentation	
Discussion of the allocated framework and individual components	3%
Overall presentation Clarity (including visual aids)	3%
Overall impression (including adherence to time limit)	4%
TOTAL	10%
TOTAL Weight	30%
Assessment Feedback to the Student:	

Marking Rubric - Written

	Excellent	Very Good	Good	Satisfactory	Unsatisfactory
Executive Summary (2 marks)	Clear evidence of a summary which summarises the entire report (2 marks)	Clear evidence of a summary which summarises the entire report (1.5-1.75 marks)	Some evidence of a summary which summarises the entire report (1.25 marks)	Limited evidence of a summary of the entire report (0.25-1 mark)	No executive summary included (0 marks)
Discussion on allocated general framework (6 marks)	Demonstration of outstanding knowledge of the chosen topic and has included significant research which are beyond areas covered within the lecture notes. (6 marks)	Demonstration of very good knowledge of the chosen topic and has included some research beyond areas covered within the lecture notes. (5-5.75 marks)	Demonstration of good knowledge of the chosen topic and has included minimal research beyond areas covered within the lecture notes. (4 - 4.75 marks)	Demonstration of satisfactory knowledge of the chosen topic and has included no research beyond areas covered within the lecture notes. (3.5 - 4 marks)	Demonstration of little or no knowledge of the chosen topic and discussion has little or no relevance to the topic chosen. (<3.5 marks)
Application of theory on Individual component discussion (6 marks)	Your interpretation of theory is accurate and insightful and has included significant research which goes beyond areas covered within the lecture notes. Identification of the author has been identified. (6 marks)	Your interpretation of theory is accurate and has some insight and included some research which goes beyond areas covered within the lecture notes. Identification of the author has been identified. (5-5.75 marks)	Your interpretation of theory is somewhat accurate and has included minimal research which is beyond areas covered within the lecture notes. Identification of the author has been identified. (4-4.75 marks)	Your interpretation of theory is very general and has included no research which is beyond areas covered within the lecture notes. Identification of the author has been identified. (3.5-4 marks)	Your interpretation of theory is missing or not relevant to the topic. No identification of the author had been given (3.5-4 marks)
Overall presentation and quality of report (4 marks)	Report is exceptionally structured with clarity, use of paragraphs and subheadings. (4 marks)	Report is well structured with clarity, use of paragraphs and subheadings. (3-3.75 marks)	Report is somewhat structured with clarity, use of paragraphs and subheadings. (2.75 - 2 marks)	Report is structured with some clarity, and use of some paragraphs and subheadings. (1.75 - 2 marks)	Poorly presented. Report is not structured with any clarity, and does not use of paragraphs and subheadings. (<1.75 marks)

<p>Referencing (2 marks)</p>	<p>Clear systematic referencing using Harvard style for all sources. At least 6 relevant references were used from good sources. All intext referencing done correctly and relevant. (2 marks)</p>	<p>Clear systematic referencing using Harvard style for all sources. At least 5 relevant references were used from good sources. All intext referencing done correctly and relevant. (1.5 -1.75 marks)</p>	<p>Clear systematic referencing using Harvard style for all sources. At least 4 relevant references were used from good sources. Most intext referencing done correctly and relevant. (1.25 marks)</p>	<p>Limited attempt at formatting references. References largely unrelated to the topic area. At least 3 references were provided. Most intext referencing done correctly and relevant. (0.25-1mark)</p>	<p>Poorly presented, no apparent structure. No use of Harvard referencing style. References were unrelated to the topic area. Only 0 r 1 relevant reference given (0 marks)</p>
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Marking Rubric - Presentation

	Excellent	Very Good	Good	Satisfactory	Unsatisfactory
Discussion of the allocated frameworks and individual components (3 marks)	Excellent discussion from all speakers. Discussion was relevant and insightful at all times. (3 marks)	Very Good discussion from all speakers. Discussion was relevant and insightful most of the time (2-2.75 marks)	Very Good discussion from most speakers. Discussion was relevant and insightful some of the time (1.75-2 marks)	Satisfactory discussion from all speakers. Discussion was relevant and provided no insight (1.5-1.0 marks)	Little or no discussion from speakers. Discussion not relevant to the topic being discussed. (<1 mark)
Overall presentation clarity (3 marks)	Excellent use of visual aids. Presentation structured well to ensure that all topics were covered equally. (3 marks)	Very good use of visual aids. Presentation structured well to ensure that all topics were covered equally. (2-2.75 marks)	Good use of visual aids. Presentation structured well to ensure that all topics were mostly covered equally. (1.75-2 marks)	Satisfactory use of visual aids. Presentation structured whereby most topics were covered (1.5 - 1 marks)	No visual aids used. Presentation had no structure and most topics were not covered. (<1 mark)
Overall impression (4 marks)	Outstanding impression left on audience. Each speaker had a thorough knowledge of the areas discussed and contributed equally. Exceptionally professional delivery and audience engagement. Adherence to the time constraints of 10 minutes (4 marks)	Very good impression left on audience. Each speaker had a somewhat thorough knowledge of the areas discussed and contributed somewhat equally. Very professional delivery and audience engagement. Adherence to the time constraints of 10 minutes (3-3.75 marks)	Good impression left on audience. Each speaker had a somewhat thorough knowledge of the areas discussed and contributed somewhat equally. Professional delivery and audience engagement. Adherence to the time constraints of 10 minutes (2-2.75) marks	Satisfactory impression left on audience. Most speakers had some knowledge of the areas discussed and contributed somewhat equally. Somewhat professional delivery and audience engagement. Adherence to the time constraints of 10 minutes (1.5-2) marks	No impression left on audience. Most speakers had little knowledge of the areas discussed and did not contribute equally. No professional delivery or audience engagement. No adherence to the time constraints of 10 minutes (<1.5 marks)