

# Redesigning the Organisation

**Graduate Certificate in Change Management**

AGSM MBA Programs

# **Redesigning the Organisation**

## **Course Overview**



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# Session 1, 2008 Calendar

## Graduate Certificate in Change Management

### Redesigning the Organisation

Abbreviations: LP = Learning Partner; Men = Mentor; Tut = Tutor; TT = Teletutorial; TC = Teleconference.

Week no.	Week begins	Unit	Contact	Assessment due (% weighting)	Online activities	Other activities	
0						Introductory activity	
1	11 February	1	LP	Assessment 1a online participation (8%)	Online activity 1 (Unit 1)		
2	18 February	2	LP Tut		Teleconference 1		
3	25 February	3	LP Men		Online activity 2 (Unit 3)		
4	3 March	4	Men				
5	10 March	5	LP Men	Assessment 1b online participation	Online activity 3 (Unit 5)		
6	17 March	6	LP Men	Assessment 2 (25%) and Assessment 1b online participation (continues)	Online activity 4 (Unit 6)		
Break	24 March						
7	31 March	7	Men	Assessment 1b (continues) online participation (12%)			
8	7 April	8	Men		Online activity 5 (Unit 8)		
9	14 April	9	Men				
10	21 April	10	Men				
11	28 April	11	Men Tut	Assessment 3 (25%)			
12	5 May	12	LP Men Tut			Teleconference 2	
<b>Final Exam (30%) Saturday 17 May</b>							

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# Course outline

Welcome to *Redesigning the Organisation*, a course of the Graduate Certificate in Change Management (GCCM).

## Core design concepts and principles

*Redesigning the Organisation* introduces you to the design and redesign of organisations and work. The focus of this course is on the general concepts and enduring principles that underlie the process and practice of redesign. Many of these concepts and principles will be illustrated by our analysis of case studies.

Our aim is not to give a cookbook of all possible new technologies or management techniques with detailed prescriptions about their implementation. Such a cookbook would quickly outlive its usefulness. Rather, this course is concerned with enduring design concepts and principles that transcend particular types of 'buzz' initiatives or management fads. These concepts and principles can be applied to all sorts of redesigns, not just those currently 'in vogue'. Of course, throughout the course, to help you learn about these concepts and principles, we look at examples of particular initiatives (e.g. restructuring, downsizing, team working and mergers).

Unit 1: Organisational Design and the Change Agent

Unit 2: Understanding Organisations

Unit 3: Formal Organisational Structure

Unit 4: Corporate Parenting

Unit 5: Organisational Culture

Unit 6: Job Design

Unit 7: Team Designs

Unit 8: Joint Ventures

Unit 9: Mergers and Acquisitions

Unit 10: Downsizing and Outsourcing

Unit 11: The Process of Redesigning the Organisation

Unit 12: Review of *Redesigning the Organisation*

## Course structure

There are 12 units in this course.

The first unit is an orientation unit. It introduces you to the topic of organisational design, and describes the important role of a change agent in this area.

### *Organisational design concepts*

The next three units, Units 2 to 5, focus in more detail on organisational design concepts, including the structure and culture of an organisation. You will participate in an online activity concerning organisational design during Units 1 and 2, and you will be involved in a teleconference. The online activity is part of Assessment 1.

These units equip you with the necessary knowledge to diagnose and analyse organisations and their designs. Whilst completing these units, you will be asked to undertake an analysis of your own organisation. This will form Assessment 2.

### *Organisation interventions and processes*

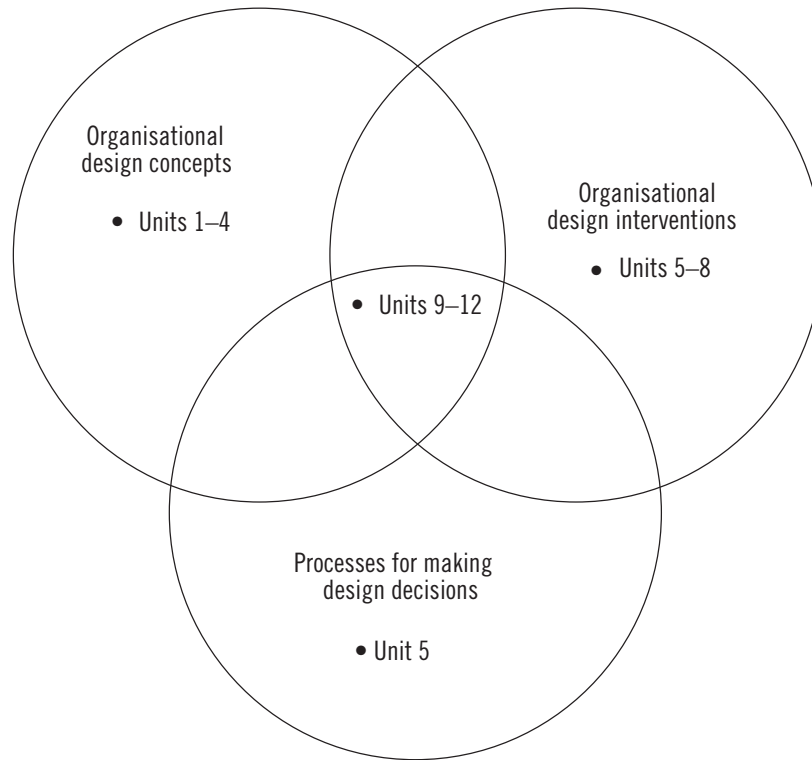
Unit 6 focuses on individual job design, whereas Unit 7 focuses on team work.

Finally, having established a thorough understanding of core organisational analysis and redesign principles, in Units 8, 9 and 10, we consider ways that today's organisations are transforming. These units draw on the organisational design concepts you have learnt, as well as all you have learnt about design interventions and processes. Unit 8 focuses on joint ventures. Unit 9 focuses on mergers and acquisitions; and Unit 10 considers downsizing and outsourcing. Unit 11 deals with the processes of redesigning the organisation.

At the beginning of Unit 11, Assessment 3 is due, which is a proposed redesign of your organisation that is based in your analysis in Assessment 2.

Figure 1 shows the course structure in pictorial format.

**Figure 1** *Course structure*



## **Aims of this course**

When you have completed Redesigning the Organisation, you should be able to:

- describe the main features of organisations
- assess an organisational design in relation to the strategy and the environment
- analyse the multiple and interrelated aspects of an organisational design
- apply an open-systems perspective to analysing organisations and planning for change
- identify appropriate organisational and job design interventions
- make recommendations to improve the process of designing work and organisations
- recommend ways to improve the implementation of large-scale transformations such as downsizing and mergers.

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# The learning approach

To successfully complete the GCCM, you will need to give some thought to how you will learn. There may be some personal change management issues which emerge for you. If you are familiar with the action learning process in the distance learning mode from the start, you will gain a lot more from this course.

We would like to stress that this is a collaborative process; we are working on this course together. In each unit we will be providing you with material, readings, questions and assessment activities, both formal and informal. What you will need to do is to use the activities going on around you, the work you are involved in and the people you are working with, as resources that can add to your learning experience. You will also need to take stock of your own personal resources and strategies for learning, time management and goal setting if you are to fulfil the requirements of the course.

Your learning will be greatly enhanced, however, if you develop additional support strategies and use the environment in which you are working to develop and broaden your understanding and practice of change management skills.

One of the more cynical metaphors about learning which was used a number of years ago in teacher training was the 'jug and mug' approach to teaching. It went like this:

I, the teacher am the jug, and you, the students are the mugs. I hold all the knowledge in my jug. If you position your mug correctly, I will empty some of my knowledge into your empty mug. Note that knowledge can and will only flow in one direction, from jug to mug, and that the jug will always hold more than a mug.

While this approach may have been justified in the past, it has limited application today. One of the things we know from more recent educational research is that individuals have different learning styles or preferences. We also know that most adults learn more effectively when the learning has some experiential component. This means that they can relate what they learn to their own experiences, past or present.

In summary, our aim as facilitators of your learning is to ensure that you can understand core concepts of change management, can apply these concepts to your experiences, and can draw insights from this process of experiential reflection.

## **The action learning process**

The notes for this course are presented in units, and each unit is the equivalent of one week's work. The printed materials contain all the information you need to complete the units of the course. Feel free to write on them, highlighting key items and adding to the material as you need to. The course material is presented using the action learning cycle, and is structured using adult learning principles and instructional design strategies. You should find them easy to read and follow; if you don't, then we would like to hear from you.

Each section of a unit contains icons which indicate the different activities you are asked to complete. You may be asked to complete an activity, or to stop, think and make some notes. Where you are asked to complete an activity, you will probably need to follow up with a discussion of the activity with either your learning partner, study group, mentor, tutor or your fellow students. This is an opportunity for you to get some feedback on the work you have done.

Each unit will start with an introduction to the unit's objectives and program for the week. It will include a short description of how the unit fits into the ideas, concepts and strategies of the previous unit and the course as a whole.

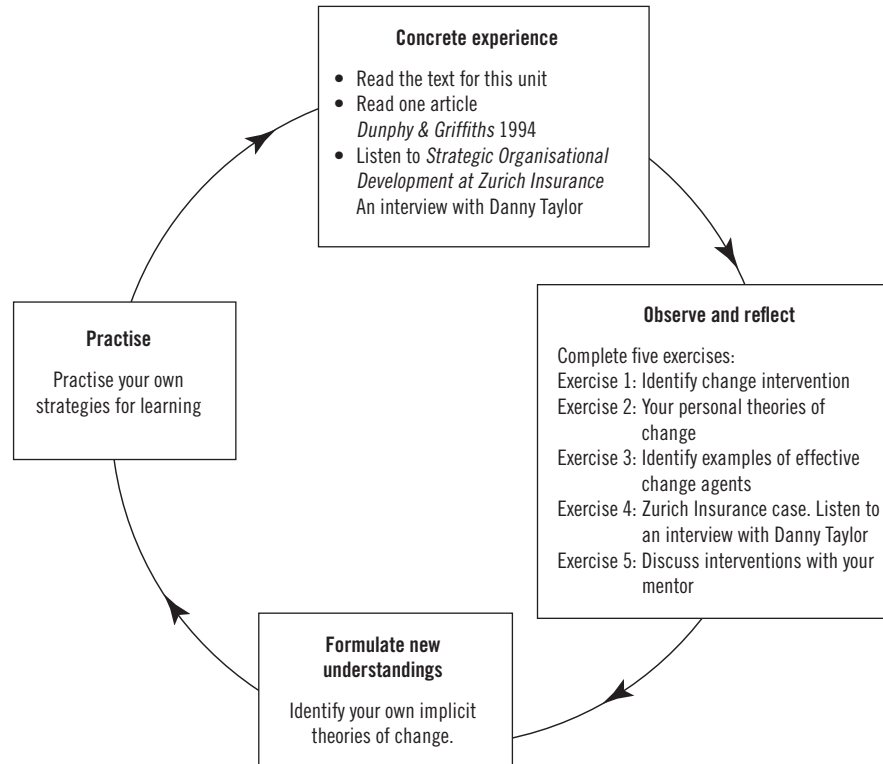
The learning objectives set out what you will be able to do when you have completed each unit. They also indicate what aspects of the content will be assessed.

## **The action learning cycle**

Learning is the process whereby knowledge is created through the transformation of experience (Kolb 1984).

The experiential approach to learning, upon which the GCCM educational philosophy is based, forms the starting point of the action learning cycle. The action learning cycle can be represented as follows:

**Figure 2** Action Learning Cycle



From our own **experience**, we **observe** and **reflect** so that we can formulate new **concepts**, **principles** and **strategies for action**. Finally, we **experiment** and **practise** them in new situations.

The action learning approach is based on the assumption that to achieve change we need to practise new behaviours and skills, receive feedback, see the consequences of new ways of behaving and thereby integrate new skills into our way of thinking and behaving. Action learning is therefore highly appropriate in the GCCM, where the ability to change organisations and others begins with being able to change yourself.

A description of these four stages of this cycle is as follows:

1. **Observe and reflect:** this **reflection** stage involves pondering events to understand why they occurred and their implications in light of your objectives. It also entails looking at problems and opportunities from different perspectives in order to enhance your insights and appreciate other points of view, which is crucial for learning from your experience. For instance, reflecting upon why someone over-reacted to a slightly inconsiderate remark may yield a greater appreciation of just how inadvertently insensitive you had been. Becoming clear about precisely what you are trying to achieve is a crucial aspect of reflection. Without devoting time to thoughtful reflection, little learning is likely to occur.

Millions saw the apple fall, but Newton was the one who asked why.  
Bernard Baruch

2. **Formulate new understanding:** this **conceptualisation** stage is about contemplating how you can apply your theoretical frameworks to achieve your objectives. This may only become apparent while reflecting. This stage is important because as Kurt Lewin (1951) noted, nothing is more practical than a good theory. When conceptualising, remember that the best options are most likely to come from generating a large number of alternatives (Kabanoff and Rossiter 1994). Thinking through the likely implications of possible actions is another key aspect of the conceptualisation stage of the learning cycle. For example, you are encouraged to contemplate the potential obstacles to applying the principles you learn in this course, as well as how you may overcome them. The beginning of most great ideas tends to be systematically searching for better alternatives.

Seek and ye shall find.  
Matthew 7:7

3. **Experiment and practise:** this **implementation** stage entails acting in an attempt to influence people (including yourself) and change situations to achieve your objectives. It requires the confidence to take the risks involved in testing your theories and plans about how you may be more effective. Implementation is obviously a crucial component of both the action learning cycle and the role of a competent manager. It is also the stage to which many managers devote a large proportion of their time, thus devoting insufficient time to the other crucial stages of the learning cycle. Sticking to your plans to implement certain aspects of this course may seem easy in theory but become a major challenge when time becomes short and things become stressful. At such times, it may be useful to remember that:

Knowledge must come through action; you can have no test which is not fanciful, save by trial.

Pindar (518–438 B.C.)

4. **Concrete experience:** this **immersion** stage involves experiencing the outcomes of implementing your plans. This entails not only feeling your emotional reactions, but also acquiring information about issues such as the degree of discrepancy between what you wanted to happen and what actually happened. Both the emotional and informational components of your experiences are potentially useful sources of management learning. However, people often do not pay much attention to them. This is unfortunate because obtaining a clear sense of how well your plans have turned out is crucial for adjusting your approach so you can become more effective in the future. Openness to experience is thus the fourth key stage of experiential learning.

When the student is ready the teacher will emerge.  
Confucius

This action learning cycle is fundamental to the process of learning within the GCCM and throughout your management career.

Your learning style is described by how you distribute time across these activities. Effective management development and problem solving requires devoting an adequate proportion of energy to each of these four aspects of the action learning cycle. It follows that while a strong emphasis upon certain aspects of the cycle may have some merits, either over- or under-emphasising any pair of these stages will tend to reduce the overall effectiveness of your learning (Cohen et al. 1992). For instance:

1. a combination of **reflection** and **conceptualisation**

Strengths of this emphasis: good planning and generation of robust solutions. Over-emphasis: results in inadequate practical application or follow through. Under-emphasis: may lead to limited innovation and strategic rationality owing to insufficient awareness of the broad issues taking place and few good ideas about how to deal with them.

2. a combination of **conceptualisation** and **implementation**

Strengths of this emphasis: sound design, decision making and practical application of ideas. Over-emphasis: can cause the wrong problem to be solved owing to there being insufficient research to discover the real problem. Under-emphasis tends to result in theories and concepts about how to solve a problem not being tested.

3. a combination of **implementation** and **immersion**

Strengths of this emphasis: practical achievement of goals, many accomplishments and timely task completion. Over-emphasis: can prompt high levels of accomplishment of the wrong things! That is, effectiveness is sacrificed for efficiency. By contrast, under-emphasis is likely to lead to little task completion and missed deadlines.

4. a combination of **immersion** and **reflection**

Strengths of this emphasis: creativity and an awareness of many alternatives and ideas. Over-emphasis: leads to analysis-paralysis (i.e. no action) because of excessive alternatives and possibilities. Under-emphasis can cause a person to lack self-insight and not recognise the many opportunities or potential problems on the horizon.

The optimal amount of time we devote to learning a task should depend upon the nature of that task. For instance, learning physics requires greater reflection than learning to mow a lawn. Nevertheless, it is often claimed that professionals, technical specialists and scientists concentrate too much on the reflection/conceptualisation phases. Managers often over-emphasise the conceptualisation/implementation stages where results are pursued and implementation obstacles are surmounted. By contrast, managerial excellence and developing managerial effectiveness requires explicitly devoting considerable time to all stages of the learning cycle (Carlopio, Andrewartha and Armstrong 2005; Cohen 1992).

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# Learning technology

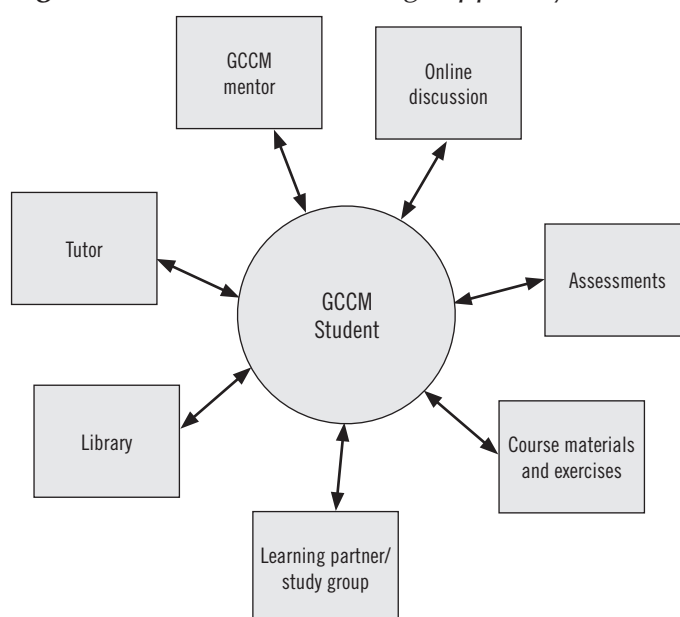
As we said earlier, learning at a distance may be a new experience for you. While you have undertaken several years of secondary and tertiary education, you may have been involved in programs where you were told what and where to learn and for how long to study. Much of what you did in these courses was directed by someone else, such as a teacher or lecturer. You are now involved in a course which requires you to take more responsibility for your own learning. In other words, you will need to make choices about how you will manage your learning.

In order to persist in learning you will need to motivate yourself by goal setting and linking the work to your own interests. You will need to reflect, self evaluate, and monitor your progress. You will also need to seek out people who can assist you, people such as your tutor, co-workers, learning partner/study group and your mentor or manager.

The GCCM has a multiple support system to assist you with the course materials and to facilitate your learning. This support system consists of:

- your mentor
- your learning partner or study group
- your tutor
- the exercises and assessments in the course materials
- the online learning environment
- teleconferences.

**Figure 3** *The GCCM learning support system*



## Mentor

One of the instructional features of this course is the use of a mentor. The role of your mentor is to provide a link between the course materials and the application of this to your work. You may need to cultivate a number of mentors during your studies, or you may have the same one throughout. It will depend on your circumstances at work.

What is a mentor? We usually associate a mentor with being a wise, experienced and trusted adviser. The name comes from Greek mythology. Mentor being the friend who Ulysees asked to care for his son, Telemachus, when he was engaged in his odyssey.

Clutterbuck (1985) has devised a mnemonic for the role of mentor:

- Manage the relationship
- Encourage you
- Nurture you
- Teach you
- Offer mutual respect
- Respond to your needs

If you have not already done so, this would be a good time for you to look around your workplace, and consider the people in your own environment who might be able to assist you as a mentor. Your mentor does not have to be from your workplace, but geographic proximity will help. Remember, it does not have to be the same person for all courses. You will use your mentor to help you apply the theory, presented in the course material, to your practice in the workplace.

In order to assist potential mentors, a stand-alone book, *GCCM Mentors Handbook*, is available. This book outlines the nature of the mentor's commitment to you. We have taken some relevant excerpts from it and placed them on the next page so you will know what can be expected from your mentor. This may influence your decision as to whom you approach.

You will need to discuss explicitly with your mentor what you expect from him or her. You will also need to think about when you can contact your mentor(s), what time he/she would need to set aside and how you will structure the time with him or her.

You should also discuss your mentor's expectations for this relationship. This is an opportunity for them to learn too, and discuss latest thinking in change management with you. In return for the wisdom, guidance and support they give, make sure they receive intellectual stimulation from you. Aim for both parties to receive as much as they contribute.

You may find the following reading useful in formulating your expectations of this relationship.

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### **Who should be a GCCM mentor?**

An effective GCCM mentor will be someone who is currently working as a change agent and who has significantly more experience in this field than the student.

It is important that you as a GCCM mentor see clear benefits for yourself in taking on this role. This is what will sustain your commitment to the student for the duration of the course. The mentor-student relationship should be reciprocal so each party is able and willing to learn from the other.

### **The role of the GCCM mentor**

The learning philosophy of the course is based on the action learning approach. The course draws on the students' experiences in the workplace, and provides concepts, theories and activities to help them reflect on those experiences and learn from them. The learning then gets translated back into their practice at work.

Each student in the GCCM will need a mentor to assist them in making the link from their learning on the course back into the workplace. This mentor may be constant for the duration of the program, or may change from course to course.

As a mentor, you will carry out this role by conducting mentoring sessions with a student enrolled in the GCCM. Each mentoring session will be aimed at assisting the student with one of the course activities. Specific activities have been designated as appropriate for discussion with mentors.

### **What level of commitment will be required?**

As a GCCM mentor you will be required to make the following commitment:

- dedicate at least 30 minutes to the mentoring session for each student you are mentoring
- spend no more than 30 minutes preparing for each mentoring session
- conduct the mentoring session with the student at a time and place which is convenient for both of you, but which enables the student to meet course deadlines (Ideally face-to-face but alternatively by phone.)
- nurture and develop the student by taking a personal interest in their progress throughout the course
- assist the student in resolving any conflicts between their work and study commitments
- assist the student to identify suitable learning experiences at work
- maintain an appropriate level of confidentiality as agreed with the student.

As a GCCM mentor:

You will not be required to:

- read the course materials

*continued*

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- 
- be an expert in each and every aspect of the course materials (that is the role of the tutor)

- be in the same geographic location as the student (although this would be ideal).

In summary, the characteristics of an effective mentor are:

- experience in the field of change management
  - an interest in change management ideas
  - an openness to learning
  - availability and willingness to spend time with the GCCM student
  - good listening skills
  - coaching and developmental skills, e.g. giving feedback, providing encouragement, empathy.
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## Reflect

If you do not already have a mentor, make a list of the people at work who might have something to contribute as your mentor. Try to speak to some of them and ask if they are willing to participate in this program.

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When you arrange a mentor, you need to ensure that you clarify your respective goals and expectations. The excerpt from the *GCCM Mentors Handbook* included here should help you to do this. You may like to consider the following questions:

- What is the best time and method for you to hold discussions with your mentor?
- What are your expectations from this relationship?

When you approach someone to be your mentor, you should provide them with a copy of the *GCCM Mentors Handbook*.

## Learning partner/study group

Your learning partner or study group should be selected from your class. Learning partners are a critical part of the distance learning formula, and it is, therefore, a relationship that needs to be taken seriously.

Learning partners provide the opportunity to discuss relevant issues and concepts, and complete weekly exercises.

Your choice of a learning partner/s is largely up to you. He/she should be someone from your class, and preferably working in the same geographic area so that face-to-face contact is possible although not necessary. It is probably best to work with someone who has a complementary skills set, that is, a background not identical to your own. You may wish to use a different person at different times during the course or form a study group of learning partners.

You will be able to select your learning partner/s from the **Discussion** area of WebCT after you have completed the introductory activities online. It is up to you to make the necessary arrangements and contact them.

Once you have selected a learning partner/study group, you should clarify your respective roles and expectations upfront. You might like to consider the following questions:

- How will you prefer to make contact (e.g. phone, face-to-face, email, fax)?
- When will you prefer to work together (e.g. evening, weekends)?
- What are your objectives for this course?
- What will make this course work for you?

Remember you are a learning resource for your partner and, for the relationship to be successful, you should be a source of support, insight and challenge. You will only get as much out of the partnership as you put in, so as you establish your relationship, think about how good a learning partner you are, and help each other to improve.

In summary, the characteristics of an effective learning partner/study group are:

- being available for regular meetings
- keeping up-to-date with course materials and exercises
- an interest in your partner's experiences
- spending as much time on your partner's concerns as your own
- a willingness to share personal experiences
- good listening skills.

## Tutor

You will be assigned a tutor and class for each course. Your main contact with your tutor will be online using the **Discussion** area of WebCT. In some GCCM courses, you will also have teletutorials or teleconferences with your tutor.

The **Discussion** area is where you will ask your tutor questions about concepts that are difficult to grasp, assessments or exercises. We encourage you to post your questions online, rather than emailing your tutor, so that fellow students can see the tutor's answers, contribute suggestions of their own and participate in the online discussion. This is equivalent to 'raising your hand' to ask a question in a face-to-face setting. We encourage you to seek clarification and stimulate discussion by asking questions and contributing to the online discussion.

Contact with your tutor via email will mostly relate to confidential or personal issues. For example, when the tutor emails you feedback on your assignment or if you have a personal problem you need to discuss.

Tutors will mark your assessments throughout the course, but will not be marking your final exam.

Although you might not meet your tutor face-to-face, your relationship is very important. He/she will assist you with any problems you are having with the course materials. Your tutor is a course expert and you should address any questions about the course content to him/her in the **Discussion** area.

It is important that you and your tutor are clear about what is expected from each other. The first teletutorial or teleconference is a good time to do this.

## Course website

### The virtual classroom

One of the features of this course that may make it very different from other courses you have done is the fact that you will make contact with your fellow students online.

By providing you with this environment, we hope to stimulate collaboration on your projects, and sharing of ideas and understandings around the course content. For those of you who already use computer conferencing, you will be aware of the benefits of working online. For example:

- you can contact people in geographically diverse areas
- you can work at any time that suits you and get feedback from other people
- you can contact and share ideas with a wider range of people than you would in the normal course of your day.

We have built in a number of opportunities for online activity. These will vary slightly in their format across courses. Some of the opportunities include:

- formal online activities using the **Discussion** area of WebCT. These online activities usually run for a couple of weeks and are assessed by your tutor.
- weekly online discussions via the **Discussion** area of WebCT. In this course, these weekly discussions are part of your assessment.

As well as the information contained in this overview about working online, you can also consult the website <http://www.webct.com>. This website has a wide range of additional activities and guidance to facilitate online learning.

## Learning online

One of the key differences in computer mediated communication is the element of collaboration that can exist and be encouraged between students. In collaborative learning, learning can be seen as a social process in which individuals reach new understandings as a result of sharing experiences, and of questioning each other. It is also a more realistic reflection of the world of work, where joint effort and collaboration are a large part of working in teams.

There are a number of opportunities where you can collaborate using WebCT:

- you can communicate with your learning partner and complete the text-based activities in a collaborative manner
- you may wish to share your findings, or collaborate in producing interviews, with key people in your organisations
- the online activities are designed to encourage you to share experiences relevant to the course concepts.

If you are new to the GCCM, you might be a little nervous about getting online. The online discussion area is an important tool for sharing your experiences with your fellow students and tutor. As a class, you will come from a wide range of backgrounds and have had many different experiences. One of the most valuable aspects of participating in this course is the opportunity to network with others.

Online discussions should be thought of as being halfway between a conversation and a piece of writing. We often develop our ideas through conversation. Frequently just a single sentence can add to the discussion or take it in a new direction. Bear in mind that the assessment of your online contributions is based on the whole course, not on a single posting. So getting online often is a good strategy.

Sometimes you will get online and find somebody has already said what you wanted to say. That's OK, you can just make a comment on their piece and perhaps extend the discussion.

You don't have to keep track of everything everyone has said. As more messages are posted, it is sometimes daunting to try to keep track of everything. Don't worry, if you were in a crowded room with everyone talking at once, you would not be expected to keep track of all the conversations.

Although we will prompt you from time to time to discuss a specific issue online, we would encourage you to get online anytime to ask questions or make comments about any and all aspects of change management.

We have learnt from reflecting on our own experiences of learning online with previous GCCM students. The insights we have gained are that students find the following kinds of entries from fellow students frustrating and time consuming, and that they discourage rather than encourage discussion:

- Long entries which read more like a 'brain dump' than insightful commentary.
- Entries which have more than two or three key points. These are often either not read, or not responded to, or both!
- Entries which repeat course material in the student's own words.
- Entries which do not follow on from previous entries (unless, of course a new 'thread' is being established) suggesting either that the student has not read other contributions and/or that the student is not engaging in a discussion, but rather wants to show what they know.
- Entries which repeat points already made by other students.

Also we have learned that students who do not contribute early on find that by the time they attempt to contribute, there is too much to read from other students, or that most of what they want to say has already been said.

The implications for you in crafting your contributions are to:

- keep entries short and to the point, only attempt to make two or three points per entry
- read other relevant entries before crafting yours, and advance the discussion in light of these entries in your contribution
- go for depth of insight rather than breadth of material
- the earlier you start in the discussion the more you can contribute.

In short, think about whether you would like to read the entry you are about to post before posting it.

### **WebCT support**

Should you have any difficulties accessing your course online, contact NetSpot WebCT support services.

Email: [websupport@agsm.edu.au](mailto:websupport@agsm.edu.au)

Toll Free: 1800 730 288

### **AGSM MBA Programs contacts**

#### **Academic Affairs**

If you have any administrative queries, they should be addressed to Academic Affairs.

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# Schedule of contacts

## Contact with your learning partner

You will need to contact your learning partner regularly during the session.

<b>Week</b>	<b>Week beginning</b>	<b>Purpose of contact</b>
1	11 February	Discuss your action learning review, with your learning partner (Unit 1)
2	18 February	Discuss two exercises on organisations with your learning partner (Unit 2)
3	25 February	Discuss four exercises on organisation analysis with your learning partner (Unit 3)
5	10 March	Discuss two exercises on organisations with your learning partner (Unit 5)
6	17 March	Discuss two exercises on work design with your learning partner (Unit 6)
12	5 May	Discuss three review exercises with your learning partner (Unit 12)

## Teleconferences

There are two teleconferences held in this course.

Teleconference 1 is held during Unit 2 of this course. Teleconference 2 is held during Unit 12 of this course. For both teleconferences, you will need to select your times for this teleconference from the times offered in the online area. The purpose of these teleconferences is outlined below.

<b>Week</b>	<b>Week beginning</b>	<b>Purpose of contact</b>
2	18 February	Discuss your expectations and learning objectives for this course with your tutor and co-participants (refer to Exercise 1, Unit 1), and discuss your analysis of the Dashman company (refer to Teleconference Activity 1, Unit 2).
12	5 May	Discuss a case about an organisational merger, review some key course concepts, and discuss the final exam. (refer to Unit 12).

## Contact with your mentor

In this course, your mentor might act as a sounding board for your analysis of your own organisation which you will complete for Assessment 2 and Assessment 3. Listed below are the suggested contacts, although you may want to meet more often.

<b>Week</b>	<b>Week beginning</b>	<b>Purpose of contact</b>
3	25 February	Discuss four exercises on organisation analysis with your mentor (Unit 3)
4	3 March	Discuss one exercise concerning corporate parenting in your organisation with your mentor (Unit 4)
5	10 March	Discuss two exercises on culture with your mentor (Unit 5)
6	17 March	Discuss an exercise on job design with your mentor
7	31 March	Discuss two exercises on analysis of team design with your mentor (Unit 7)
8	7 April	Discuss two exercises on a joint venture with your mentor
9	14 April	Discuss two exercises about mergers with your mentor (Unit 9)
10	21 April	Discuss two exercises on downsizing and outsourcing with your mentor (Unit 10)
11	28 April	Discuss an exercise on organisational redesign implementation with your mentor
12	5 May	Discuss three review exercises with your mentor (Unit 12)

## Online contacts

You will need to participate in five scheduled online activities. You will make the contributions via the Discussion area of WebCT.

<b>Week</b>	<b>Week beginning</b>	
1	11 February	Online activity 1 – Unit 1
3	25 February	Online activity 2 – Unit 3
5	10 March	Online activity 3 – Unit 5
6	17 March	Online activity 4 – Unit 6
8	7 April	Online activity 5 – Unit 8

You will also be invited to participate in informal weekly discussions with your fellow participants. Your tutor will make suggestions about things you might discuss in the weekly introductions. However, you might also have additional thoughts and discussion points, which we encourage you to put forward.

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# Assessment

The assessment process plays two roles: it provides feedback to you on your progress, and is a means of testing and grading your performance. For more information on assessment criteria and submission details and grading policy, please refer to the 'Policies and forms' section of the MBA (Executive) Student area on the AGSM website.

Assessments 2 and 3 involve a substantial analysis of your own organisation or an organisation with which you are familiar. In order to complete these assessments, you will need to gather data from a range of sources such as individuals within the organisation (by interview or focus group), written documentation (e.g. annual reports, organisation charts, mission/vision statements, strategic plans, business plans) and your own knowledge and observations.

## Summary of requirements

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

### **Assessments 1a and 1b – Participation in online activities 1–5**

**Weight:** 20%  
**Maximum Length:** 200 words per contribution

### **Assessment 2 – Analysing your organisation**

**Due:** Week 6, Tuesday 18 March, by 11pm AEST  
**Weight:** 25%  
**Maximum Length:** 10 pages, plus organisational chart

### **Assessment 3 – Redesigning your organisation**

**Due:** Week 11, Tuesday 29 April, by 11pm AEST  
**Weight:** 25%  
**Maximum Length:** 10 pages, plus organisational chart

### **Assessment 4 – Final exam**

**Date:** Saturday, 17 May 2008  
**Weight:** 30%  
**Duration:** 3 hours

## Assessment criteria

### Assessment criteria – written assessments

- understanding of the concepts, theories and ideas developed in the course
- ability to apply these concepts to examples from your own experience
- capacity to structure an assessment logically, showing clarity of thought
- clarity of description, explanation and attention to the focus of the exercise or assignment
- evidence of appropriate referencing
- degree to which the material submitted for assessment addresses the specified assessment requirements, including limiting the assessment to the required length.

## **Assessment criteria – Online participation**

### **Distinction/High Distinction**

- extends course discussion and promotes group learning
- reflects on and re-evaluates personal opinions
- asks challenging questions
- critically reflects on theoretical underpinnings of course content
- demonstrates original insight into application of course materials
- makes recommendations that acknowledge the complexity of organisational change and are based on an integrated understanding of course content

### **Credit**

- discusses, responds or refers to other contributions
- offers up ideas or resources and invites a critique of them
- explores concepts and justifies positions rather than simply stating them
- proposes actions based on ideas that have been developed
- links with course materials and real world or case examples
- concise entries within the word limit

### **Pass**

- demonstrates understanding of core concepts and theories of the course
- articulates positions on issues, but doesn't explain reason for position (i.e. uncritical acceptance or unreasoned rejection of ideas)
- summarises and models previous contributions
- repeats course materials
- works individually in one-way communication, not building on or discussing others' contributions.

## **Assessment 1– Participation in online activities 1–5**

**Weight:** 20%

**Maximum Length:** 200 words per contribution

You are required to participate in five online activities during the course. They will be broken into 2 groups so that you can receive your grades more evenly throughout the course.

### **Assessment 1a**

Online activity 1 – Unit 1

Online activity 2 – Unit 3

### **Assessment 1b**

Online activity 3 – Unit 5

Online activity 4 – Unit 6

Online activity 5 – Unit 8

Each activity will be given the same weighting in arriving at your overall grade.

## Assessment 2 – Analysing your organisation

**Due:** Week 6, Tuesday 18 March, by 11pm AEST

**Weight:** 25%

**Maximum Length:** 10 pages, plus organisational chart

Analyse your organisation, or one you are very familiar with, drawing on course concepts you have learnt so far. In the case of an organisation of more than 500 employees, you may choose to analyse one business unit or department. It is important that you have good access to the organisation to allow you get information on the organisation's environment, strategy, design and performance.

Your analysis should include:

1. An evaluation of the core features of the organisation and important aspects of its context, including:
  - pertinent aspects of the organisation (e.g. ownership, size, history/ stage of development, inputs into the organisation).
  - the organisation's environment (e.g. customers, regulations, competitors, demands and constraints in the environment, opportunities in the environment, new technology, availability of skilled employees).
  - the organisation's mission, strategy and goals (e.g. clarity and feasibility of the mission, match between actual and stated strategies of the organisation, factors that make a difference between success and failure in the business).

*(15 marks)*

2. An analysis of the organisation's performance and outputs.

For example, ask yourself:

- How well is your organisation performing? How well are teams performing? How well are individuals performing?
- What problems are evident in your organisation? What are the strengths of your organisation?

*(15 marks)*

3. An analysis of the internal fit of your organisation's design.

Evaluate the internal fit of your organisation's design. For example, consider the following questions: Are the elements of the organisational

design aligned with each other and congruent, or are they inconsistent and conflicting? What consequences does this fit, or lack of fit, give rise to? Are any of the problems or strengths you identified earlier related to the fit amongst the organisational design elements?

Aspects of the organisational design you might consider in your evaluation of its internal fit include (but are not limited to):

- i. the formal structure/functional subsystem
- ii. the informal structure/social and political subsystems
- iii. culture/cultural subsystem
- iv. decision support systems/informational decisions
- v. reward systems
- vi. human resource systems
- vii. work design and technology

Ensure that your analysis is evaluative and not only descriptive. For example, do not just describe how information flows in the organisation, but assess how well the information flows and how adequate the information is.

*(25 marks)*

4. An analysis of the external fit of your organisation's design.

Evaluate the external fit of your organisation's design. That is, consider the following questions: What is the fit between the organisational design, its strategy, and its environment? Is the design appropriate for the strategy? Is the strategy appropriate for the environment? Do any of the problems or strengths you identified in your organisation arise from its external fit or non-fit?

Ensure that your analysis is evaluative and not just descriptive.

*(25 marks)*

5. An overall assessment of your organisation.

Having carried out an analysis of your organisation, it is important to present some conclusions that identify the key themes arising out of your analysis and the most critical organisational design issues.

*(20 marks)*

Check that you are within the page limit of 10 pages, plus organisational chart, and then submit your assignment to your tutor by 11pm AEST.

### Tips for this assignment

- Before writing up your assignment, carry out a full analysis of your organisation. This will include addressing the above questions, and re-visiting some of the exercises you have carried out in past units (e.g. your culture analysis and culture evaluation templates; your analysis of your organisation's structure). Your full analysis will probably be lengthier than the page limit allows. Identify from this full analysis the core aspects that you will focus on in your assignment. This means that you will not necessarily give equal weight to all of the aspects of the analysis described above. For example, you might pay more attention to discussion of rewards systems than, say, information systems, if reward systems are the element of your organisation that you feel are most out of line with other elements and the strategy.
- It might help you to think of this exercise as the preparation of a briefing to an academically-trained CEO. The CEO needs to be persuaded by your analysis – it must be more compelling than just a description or a list of bullet points. At the same time, the CEO will be wanting to ensure that the analysis is grounded in rigorous academic concepts and principles. So it is important that you demonstrate this academic rigour in your answer by drawing on, and citing, key course concepts and principles in your answer.
- In order to complete this assessment, you may gather data from a range of sources such as from individuals within your organisation (via interview or focus group), from written documentation (e.g. annual reports, organisation charts, mission/vision statements, strategic plans, business plans) and from your own knowledge and observations.

## Assessment 3 – Redesigning your organisation

**Due:** Week 11, Tuesday 29 April, by 11pm AEST

**Weight:** 25%

**Maximum Length:** 10 pages, plus organisational chart

Following on from your analysis and evaluation in Assessment 2, and drawing on concepts you have learnt, make viable recommendations for change. Ensure your redesign recommendations:

- use course concepts
- create better fits, e.g. of structure to contingencies, or culture to structure
- are specific and action-oriented
- are justified in terms of likely improvements
- calculate the costs (financial and human) associated with the changes
- include plans for managing the process of change
- anticipate the most important potential risks and problems of implementation, and make recommendations for overcoming them.

Check that you are within the page limit of 10 pages, plus organisational chart, and then submit your assignment to your tutor by 11pm AEST on the due date.

### Tips for this assignment

- Ensure that your recommendations are consistent with the analysis of your organisation in Assessment 2.
- Try to be as specific as possible. For example, consider the following types of questions:
  - What do you propose to change, and how?
  - What problems with power, anxiety, and control might arise and how can these be dealt with?
  - Whose support (superiors, peers, subordinates) will be required for successful change? How do you think this support should be obtained?
  - How will you get people motivated and engaged in a constructive way?
  - Who will be responsible for what?
  - What resources will be required?

- How can progress be monitored?
- How will you know that the change effort has been successful?
- What kind of modifications might be required to fine-tune the changes?
- What implementation tools might you use?

You do not need to address all of the above questions, and you might also address quite different questions. The important point is that you be specific and thorough in your consideration of the redesign and how it might be implemented.

- The above goal will be helped by making some choices. Although there are many alternative designs that you might choose, there is probably not room to present all of these in full. Your assignment will be richer if you present a more detailed analysis of one design and its implementation. Of course, you will need to justify how and why you chose this design above others, and you can acknowledge in your assignment that there might be other options to choose from.
- In order to complete this assessment, you may gather data from a range of sources such as individuals within the organisation (via interview or focus group), from written documentation (e.g. annual reports, organisation charts, mission/vision statements, strategic plans, business plans) and from your own knowledge and observations.
- As with Assessment 2, it might help you to think of this exercise as the preparation of a briefing to an academically-trained CEO.
- It is important you draw on and cite key course concepts and principles in support of your recommendations.

## **Assessment 4 – Final exam**

**Date:** Saturday, 17 May 2008

**Weight:** 30%

**Duration:** 3 hours

The final exam is a three hour open book exam to be held at secure locations. It will test your understanding of the underlying principles of organisational design and redesign and will concentrate on assessing your overall understanding of the course material.

Do not rely heavily on looking up answers during the exam itself. This will be time consuming and a source of frustration. A recommended method of preparing for the exam is to write a one page summary of each unit. Before you commence writing your exam answers you may find it helpful to prepare a brief plan for each question.

A sample exam and exam preparation information will be available online.

For examination policy and procedures, please refer to the 'Policies and forms' section of the MBA (Executive) Student area on the AGSM website.

### **Course feedback**

At the end of the course, we will ask you for your feedback in a confidential survey. However, if you think of things along the way, we would appreciate it if you could email your thoughts to your tutor so that you don't forget. Your feedback is very important as it enables us to continually improve the course materials and enhance your learning experience.

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# Guide to the course materials

In the printed materials for each week there are several icons which denote different activities in the text.



## Exercise

Indicates an exercise to be completed.



## Online activity

Indicates an exercise or activity to be completed in the online discussion area or when you are required to lodge some work in the Discussion area of WebCT.



## Checkpoint

A review of material just covered.



## Action learning review

Indicates a point where you could now use your action learning review.



## Read

Indicates a reading contained in the course material that you are required to read.



## Listen

Indicates a point to listen to a provided CD.



## Reflect

Indicates a point to consider the material you have just covered.

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# Acknowledgements

## Course leader



**Lex Donaldson** PhD, BSc

Professor of Management in Organisational Design,  
School of Organisation and Management,  
Australian School of Business

Lex Donaldson is Professor of Organizational Design in the Australian School of Business, UNSW. He was a founding academic of the Australian Graduate School of Management (AGSM). He holds a Bachelor of Science from the University of Aston and a PhD from the University of London. Formerly a member of the Organizational Behaviour Research Group of the London Business School. He worked on job redesign for Philips Electrical Limited. He is author of seven books, including *The Contingency Theory of Organizations* (2001), and (with Fred Hilmer): *Management Redeemed: Debunking the Fads that Undermine Corporate Performance* (1996, 1999). He is internationally recognized as one of the leading proponents of the analysis of organisational design and has advised organisations in both the public and private sectors.

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# Appendix

Appendix 1 Assessment cover sheet

# Appendix 1

Assessment cover sheet



# Assessment Cover Sheet



- GCCM   
  GDM   
  Executive Year   
  MBA  
 Hong Kong GDM/MBA

**Fill in all details on this form and submit with your assessment**

## Details

Personal ID	Family name	Given name(s)	
<input type="text"/>	<input type="text"/>	<input type="text"/>	
Course name	Lecturer/ Instructor name	Due date	
<input type="text"/>	<input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>	
Assessment name	Assessment number	Page/Word length	
<input type="text"/>	<input type="text"/>	<input type="text"/>	

## Student declaration

I declare that:

This assessment item has not been submitted for academic credit elsewhere.  
 I have read and understood the University Rules in respect of Student Academic Misconduct.  
 Appropriate citation methodology has been used throughout the assignment in accordance with the UNSW Policy on Academic Misconduct and Student Misconduct. <https://my.unsw.edu.au/student/academiclife/assessment/AcademicMisconductStudentMisconduct.html>

I acknowledge that the assessor of this assessment item may:

For the purpose of assessing this item, reproduce this assessment item and provide a copy to another member of the University.  
 Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the assessment item on its database for the purpose of future plagiarism checking).

**Please complete either the individual OR group assessment declaration below.**

**Individual assessment items:**

This assessment item is my own work, except where acknowledged, and is not the result of collaboration with others.

Signature  Date  /  /

**Group assessment items:**

This work is the result of collaboration amongst all members of the group listed below and no others. All members of the group have contributed to the assessment.

Family name	Given name	Signature

NB: If the assessment is submitted electronically please type name/s into the signature field.

## Lecturer/Instructor use only

Date received	Grade	Date returned to student	Signature
<input type="text"/> / <input type="text"/> / <input type="text"/>	<input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>	<input type="text" value="x"/>

## Acknowledgement of receipt of assessment

Student name	Course	Date received
<input type="text"/>	<input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>
Assessment name	Assessment number	
<input type="text"/>	<input type="text"/>	
Lecturer/Instructor name	Signature	
<input type="text"/>	<input type="text" value="x"/>	