



**London
South Bank**
University

Module Guide

Management of Organisation

EBB/5/230

School of the Built Environment and
Architecture

Level 5

Become what you want to be

Table of Contents

- 1.0 Module Details
- 2.0 Short Description
 - 2.1 Setting the Scene
 - 2.2 General Outline of the Content
- 3.0 Aims of the Module
- 4.0 Learning Outcomes
 - 4.1 Knowledge and Understanding
 - 4.2 Intellectual skills
 - 4.3 Practical Skills
 - 4.4 Transferable Skills
- 5.0 Assessment of the Module
- 6.0 Introduction to studying the module
 - 6.1 Overview of the main content
 - 6.2 Overview of types of classes
 - 6.3 Tutor Directed Learning
 - 6.4 Importance of Student-self managed learningtime
 - 6.5 Employability
 - 6.6 Personal Development Planning (PDP)
- 7.0 The Programme of Teaching, Learning and Assessment
 - 7.1 Lecture Series
 - 7.2 Student Directed Learning
- 8.0 Learning Resources
 - 8.1 Core Materials
 - 8.2 Optional Material
- 9.0 Further information
 - 9.1 Academic Regulations
 - 9.2 Blackboard Support
 - 9.3 Student Module Evaluation
 - 9.4 National Student Survey
- 10.0
- Coursework**
- Element 1 – Presentation Topics Coursework**
- Element 2 – Change Management Report**
- 11.0 Standard University Services

1.0 MODULE DETAILS

Module Title:	Management of Organisation
Module Level:	5
Module Reference Number:	EBB/5/230
Credit Value:	20
Student Study Hours:	200
Contact Hours:	40
Private Study Hours:	160
Pre-requisite Learning (If applicable):	None
Co-requisite Modules (If applicable):	None
Course(s):	BSc (Hons) Construction Management BSc (Hons) Commercial Management (Quantity Surveying)
Year and Semester	2019-20, Semester 2
Module Coordinator:	Dr Olubisi Ige
MC Contact Details (Tel, Email, Room)	Tower Block T615 0207-815-7634 igeo4@lsbu.ac.uk
Teaching Team & Contact Details (If applicable):	
Subject Area:	Construction Property & Surveying
Summary of Assessment Method:	Coursework
External Examiner appointed for module:	

2.0 SHORT DESCRIPTION

The Module provides an analytical approach to understanding organisations, how they are organised and typical cultures; the management of work groups and the roles of the individual in a work setting, communication and leadership. It considers the development of management theory, through the Classical Schools of thought up to the present day.

A second theme introduces elements of human resource management, notably the principles of personnel management and industrial relations with particular reference to the construction industry.

The Module provides a broad basic knowledge expected to be implicit in the general management of the firm; in organisational management including both change management and sustainability management and in particular, construction, project and production management operations.

3.0 AIMS OF THE MODULE

The Module aims to:

- Develop an understanding of the historical development of management thought.
- Develop an understanding of systems theory and contingency theory.
- Develop an analytical approach to understanding organisations, the different types, their structure, culture and development.
- Develop an understanding of managerial and other actions within organisations including the change management process.
- Introduces Sustainability into the management process
- Provide an introduction to the essentials of human resource management and industrial relations.

Overall, the Module provides a platform of basic knowledge and concepts offering an insight with which to view both organisations and the individuals working in organisations. The concepts lead to a better understanding of the actions of managers and the resultant actions and re-actions by individuals according to their character.

With the concepts taught in the Module, the student can embark on their own course of observation within their own work place to see the concepts in action and so improve their own practical knowledge and experience.

The key objective is to improve communication through better understanding and knowledge of the nature of the human resources in organisations.

4.0 LEARNING OUTCOMES

4.1 KNOWLEDGE AND UNDERSTANDING

- Understand the development of management thinking and its application to modern organisations.
- Understand a variety of organisational designs in the modern world and the reasons and issues of such variation.
- Understand and apply the principles of teamwork, leadership, followership, mutual support, team and professional roles, importance of communication.
- Understand organisational power, politics and the limits of managerial skill. Management of creativity, innovation and change.
- Identify human resource management, the role of the manager and the specialist;
- The role of Industrial relations to organisations.

4.2 INTELLECTUAL SKILLS

- Assemble information and data from a variety of sources and discern and establish connection;
- Identify and critically analyse issues with reference to pertinent argument and evidence.
- Evaluate current procedures and approaches, investigate routine and unfamiliar problems and apply professional judgement in order to devise solutions and/or recommend appropriate actions

4.3 PRACTICAL SKILLS

- Interpret and use qualitative data.
- Present quantitative information; produce professional reports; and presentations.
- Use generic ICT software; related technologies; select and use appropriate computational methods to solve problems.

4.4 TRANSFERABLE SKILLS

- Communicate effectively by oral, written and visual means in a form appropriate to the intended audience with appropriate referencing and acknowledgement of sources.
- Use information and communication technology (ICT) to locate and access opinion, information and data from a wide range of sources and communicate information to others.
- Work effectively as a team member.
- Manage time to dead lines
- Learn effectively and independently (probably all Modules)

5.0 ASSESSMENT OF THE MODULE

You will be required to undertake TWO assignments. Each assignment will carry 100 marks in total.

Minimum Element Pass	35%
Minimum Module Pass	40%

Assignment No.1 (week 11 and 12)

STUDENTS WORKING IN PAIRS, will be allocated a topic relating to a human resources management issue. This topic is to be researched by the pair of students and they will give a presentation to the class on the topic.

Each group will also produce an electronic copy of the presentation media which **must** be uploaded on Moodle for marking and class reference. Each Student is responsible for uploading their own presentation for marking.

You are required to email the names in your group to the lecturer by the end of week 3. You will be assigned a partner if you fail to do so. Please be aware that you are being marked on your communication and organisational skills throughout this process.

The presentation should not take longer than 7 minutes (incl. question time). Recommendation: 7 to 10 colour slides **plus slides citing references for the presentation. Please use the Harvard style referencing system.**

Assignment No.2 (deadline date: 21st May 2020 via Moodle only)

Students are required to prepare an organisational change strategy for an organisation of your choice. The assessment will be 2000 words in length (+ or - 10%). Marking will be completed within 15 days of the submission date.

6.0 INTRODUCTION TO STUDYING THE MODULE

6.1 OVERVIEW OF THE MAIN CONTENT

Management theory and Elements of Industrial Psychology

The development of management theory through the work of the main pioneers of the classical schools of thought, including scientific management; the human resources era; systems and contingency theory; and the emerging new trends in management thought.

The nature of work organisations; Organisational structures and cultures; Group structures and dynamics; Communications; Leadership and Followership; Nature of managerial work; Process of influence in organisations; Technology in organisations; Planning and managing organisational change. The management of innovation and creativity is a further dimension.

Group and Interpersonal Skills

Self organisation and time management; Interpersonal communications; Interviewing for different purposes; the management and chairing of Meetings.

Human Resources Management

Roles and relationships. Human resource planning. Recruitment policy, procedures; interviewing, training, appraisal and staff development; Legal aspects of employment, appraisal, dismissal and redundancy. Industrial Relations.

The above are “Classical Management” topic areas. Students may wish to extend their reading to further areas of Industrial Psychology; to the management of Innovation or of Creativity etc.; or deepen the knowledge in Personnel Management or Industrial Relations.

6.2 OVERVIEW OF TYPES OF CLASSES

There will be three principal sources of learning:

- Lecture / Tutorial contact time
- Tutor Directed Student Learning
- Student Self - Managed Learning

Lecture / Tutorial contact time

Key note lectures followed by tutorial / seminars / videos will deliver the theoretical concepts and base knowledge.

6.3 TUTOR DIRECTED STUDENT LEARNING

Students will be specifically directed to read chapters in core books; to read notes provided on Blackboard; and to compile their own notes in addition to those provided. This is essential learning being part of the syllabus and assessment.

6.4 IMPORTANCE OF STUDENT SELF-MANAGED LEARNING TIME

Lectures and lecture notes will provide a considerable amount of information from various written sources but the active student will be expected to explore the topics by reading the directed texts in order to improve real understanding in these aspects of management. To this end, some key texts suggested are those written specifically for similar courses such as that by Chris March or Calvert which give a very basic introduction, others are written by popular management authors for the interested public i.e. paper backs for the new manager to read whilst commuting to work e.g. texts by popular author Charles Handy or Kakabadse. Others provide a deeper text book of current research and understanding such as that by Mullins. Beyond this there are Library's collections of Management Journals.

This subject is very well provided for in terms of texts at every level.

6.5 EMPLOYABILITY – PERSONAL DEVELOPMENT PLANNING

Personal Development Planning (PDP) is a “structured and supported process undertaken by an individual to reflect upon their own learning, performance and / or achievement and to plan for their personal, educational and career development”.

The aim of PDP is to help students to:

- Integrate their personal and academic development by monitoring and reviewing their own progress.
- Recognise their own strengths and weaknesses.
- Identify opportunities for developing skills thereby being better prepared to meet the requirements of the employer and the demands of Continuing Professional Development.

The nature of this Module is to introduce the conceptual thinking that should be current when working in organisations. Much of the theory taught in the Module can be regarded as merely a set of concepts or tools or lenses with which to view; understand and describe observations and occurrences within the work place. This empowers understanding to make reasoned decisions and take more informed actions.

The above is taught and assessed through the Case Study that requires the student to analyse a given situation and articulate a considered view in the form of an essay.

In addition to conceptual thinking, the Module also teaches the student the common procedures that they will meet when applying for a job and taking part in the selection procedure. Procedures for company Performance reviews; of promotion; pay reviews; the role of unions and the working rule agreements; dismissal and redundancy procedure, etc.

An alert and enquiring student will at the end of the Module view the working of organisations and managers in a more informed light. They should then discover their own knowledge base, their own strengths and weaknesses when dealing with and ultimately managing others. It is incumbent on the student to develop themselves and to explore and learn beyond the set curriculum in order to obtain that edge of knowledge and experience which will make them a better manager and employee.

Personal Professional Development is a requirement of the Professional Institutions and should become a lifelong occupation. In this respect, hopefully the Module will not only teach elements of management knowledge but help the student realise not so much what they have learnt but what they do not know and how to continue to develop themselves.

The core of the Module forms the basis upon which Production Management, Construction Management and particularly Project Management disciplines are based and is directly relevant to future employability.

7.0 THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

Week	Session	Lecturer
1 30 Jan	Introduction to the module. What is Management?	Dr Bisi Ige
2 06- Feb	Early writers on Management thought Neo Classical Management & Human School	Prof Ebohon
3 13 Feb	Systems Theory & Contemporary Management	Prof Ebohon
4 20 Feb	Assignment 2 & Change Management	Dr Bisi Ige
5 27 Feb	Change Agents , Power & Culture	Dr Bisi Ige
6 05 Mar	Leadership v Management , Leadership Theory	Dr Bisi Ige
7 12 Mar	Individuals , Groups & Roles	Dr Bisi Ige

8 19 Mar	Human Resource Management	Dr Bisi Ige
9 26 Mar	Human Resource Management	Dr Bisi Ige
10 2 Apr	Industrial relations. Unions and Staff Organisations. National Working Rule Agreement for the Building Industry.	Dr Bisi Ige
11 30 Apr	Presentation of Assignment 1	Dr Bisi Ige
12 7 May	Presentation of Assignment 1	Dr Bisi Ige
13 14 May	Presentation of Assignment 1 & Submission of work place analysis 21st May Noon via Moodle only	Dr Bisi Ige

Student Directed Learning:

Students will read and make their own notes upon the following subjects and complete the coursework requirements.

Week No	Exercises and Tutor Directed Reading	Source Books
	Industrial Relations	UCAS and Union Web Sites March C. Chapter 8
	Human Resources	March C. Chapter 8
	Recruitment / Dismissal	March C. Chapter 8
1, 2 3	Writers on Management Thought	March C. Chapter 1 Naoum S. Calvert & Coles Pugh D.
3	Motivation	Handy C. Kakabadse A Naoum S.
4	Groups Roles	March C Chapter 7 and 11 Handy C. Kakabadse A Naoum S. Calvert & Coles
5	Leadership	March C Chapter 6 and 11 Handy C. Kakabadse A Naoum S. Calvert & Coles
6	Culture	Handy C. Kakabadse A Naoum S. Calvert & Coles
7	Power	Handy C.

			Kakabadse A Naoum S. Calvert & Coles
	4, 6	Organisation Structures	March C. Chapter 2 Handy C. Naoum S. Kakabadse A
	8 & 10	Training Pay Policy	March C. Chapter 8

Note: Chris March 2011 Business Organisation is very much an over view and requires to be supplemented with other sources.

8.0 LEARNING RESOURCES

8.1 CORE MATERIALS

The lecture topics identify essential reading material to support lectures.

There is considerable overlap of the material in each book e.g. leadership appears in all except Cowling, aspects of culture appears in all texts.

Basic Introduction texts:

March C. 2011, Organisational Management, Spon Press.

Calvert R.; Bailey G.; Coles D; 1995, Building Management, Butterworth Heinemann

In the "popular" paper back series:

Handy, C (1993), Understanding Organisations. 4th Edition. Penguin.

Kakabadse, A (2004), Working in Organisations. Gower.

In the more academic texts:

Dainty, A & Loosemore, M (2012) , Human Resource Management in Construction: Critical Perspectives. Routledge, Oxon, UK.

Naoum S. 2011, People and Organisational management, Ice Publishing.

Mullins L.J. (2007) Management and Organisational behaviour. Pearson Publishing.

Also see texts on Human Resource Management e.g.

Torrington D.;2011, Human Resource Management, Financial Times/Prentice Hall

8.2 OPTIONAL MATERIALS

Adair J. 2009, Effective Teambuilding, Pan Books.

Also the author of Books on Effective Leadership and Effective decision taking.

Kliem Ralph & Lodin Lieum (1994) People Side of Project Management, Gower.

Mintzberg H. (1983) Structure in 5's, designing effective organisations.

An in depth examination of the factors affecting organisational design

Pugh D.S. and Hickson D.J. (1989), Great Writers on Organisations. 2nd Omnibus Ashgate

ACAS Codes of Practice

The National Working Rule Agreement for the Building Industry

Publications of the TUC and applicable Unions

9.0 OTHER INFORMATION

9.1 ACADEMIC REGULATIONS

Late submission of coursework or presentation will be actioned according to the current Academic Regulations.

9.2 MOODLE SUPPORT

The Blackboard will provide basic notes on certain topics, the Module Guide and other supporting information.

The Blackboard site will be used to send Module related e-mails to student's LSBU E-mail addresses – these should be checked regularly.

The Blackboard site for this Module is an essential tool.

9.3 STUDENT MODULE EVALUATION

This Module has run in a similar format for many years.

Most students appreciate and enjoy the module. A very few feel that it is not relevant and management theory is not applicable for them.

9.4 NATIONAL STUDENT SURVEY

Students will be asked by Course Directors to complete the on-line National Student Survey. This provides National data upon which university provision is assessed.

In very general terms good feedback underpins the public view of the quality of a university and thereby the quality of its courses. This may be taken into account when assessing the worth of a student's degree.

Support your university nationally and attend to any problem areas within your Course Boards where they may be directly addressed.

10.0 COURSEWORK

Assignment 1 – Presentation Topics

- 1) "Human Resources Management is to some extent the responsibility of every manager". Discuss in relation to the management function of both middle and senior management.
- 2) Explain why the staff in Human Resource departments in modern organisations should be more specialised and more highly trained than, perhaps, has been the case before. (Look at current employment changes and practices).

- 3) Discuss the purpose of induction programmes giving examples from outside firms.
- 4) "Interviewing as a method of selection is unreliable". Discuss this statement with regard to the advantages and disadvantages of alternative methods of selecting people.
- 5) Explain some of the relative advantages and disadvantages of being self-employed relative to being directly employed.
- 6) Explain what is meant by counseling and consider the role of the manager as counsellor to his/her subordinates.
- 7) Explain with examples the following terms; unfair dismissal, constructive dismissal. What advice would you offer to the prospective manager to avoid disputes.
- 8) Outline the functions of the TUC and discuss the role of trade unions in work organisations.
- 9) Explain the purpose of human resources planning and variants of method, state the major benefits to the organisation of this activity.
- 10) Identify and discuss the broad reasons for performance appraisal noting advantages and disadvantages of each.
- 11) Discuss the importance to the organization, the individual and to Professional Institutions of training and CPD.
- 12) Discuss the various approaches to remuneration of employees, managers and directors and how this is influenced by organisational policy and culture.
- 13) Examine the role of ACAS in settling industrial disputes.
- 14) Explain, giving examples, the difference between "disciplinary" and "grievance" procedures.
- 15) How might the management of Innovation and / or research differ from the management of production.
- 16) Explain the legal position with regard to Equal Opportunities in the Work Place.
- 17) Discuss the personal and professional problems of women who are Managers in contrast to those of men in similar positions – e.g. the possible existence of a glass ceiling on promotion and pay; managing and disciplining male employees; demands of job, children and home etc.
- 18) Discuss the opportunities for Women to progress in the Careers of the Built Environment.

- 19) In construction, the client often uses a design and construction team comprising of consultants and construction managers drawn from different firms. Do the principles of managing teams still apply? and to what extent can these people be expected to form a cohesive supportiveteam.
 - 20) Explain how different procurement routes may call for different cultures (cultural attitudes in particular) and differing views on how to work in projectteams.
 - 21) Are the classical views of leadership theory too limited to be applied to construction project teams?
 - 22) Explain the basic pre-planning that is necessary to be a successful negotiator and the skills to be mastered to successfully negotiate a commercial agreement on behalf of your client.
 - 23) How important is paying attention to internal and inter-group politics when leading a project team in obtaining definedobjectives.
 - 24) Discuss the role of Trade Unions in the UK Construction industry.
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Assignment 2 – Work Place Analysis

A separate document will be issued.