Unit Outline 2013
Faculty of Business, Government and Law

Organisational Performance
Unit Number 7079

This Unit Outline must be read in conjunction with:
a) UC Student Guide to Policies, which sets out University-wide policies and procedures, including information on matters such as plagiarism, grade descriptors, moderation, feedback and deferred exams, and is available at (scroll to bottom of page)
http://www.canberra.edu.au/student-services
b) UC Guide to Student Services, and is available at (scroll to bottom of page)
http://www.canberra.edu.au/student-services
c) Any additional information specified in section 6.
1: General Information

Unit title: Organisational Performance

Unit number: 7079

Semester and year offered: Semester 1 2013

Credit point value: 3

Unit level: 2

Name of Unit Convener and contact details:

Dr Chris Sadleir
chris.sadleir@canberra.edu.au
Room: 6D2
Telephone: 6201 2621
Fax: 6201 5239
Mail Box: #59 (located outside room 6B01)

Please see the moodle site for contact details of your Tutors.

Administrative contact details:
Room: 6C38
Telephone: 6206 8810
E-mail: BGLAdminEnquiries@canberra.edu.au

E-mail communication
The University provides you with a student e-mail address. The University uses this address for official correspondence and it is used for Moodle access. Use of non-student e-mail addresses to communicate will lead to delay or non-response. You are strongly advised to check your student email account regularly for new messages. Information on how to access your student e-mail and how to re-direct it to your private e-mail account is available at: http://www.canberra.edu.au/itm/student-support/communication/email

Prerequisite: Completion of 24 credit points in any course or permission of unit convener. Assumed knowledge: General knowledge of organisational behaviour, mid high-school mathematics
2: Academic Content

Unit description, learning outcomes and generic skills
In this Unit, students are introduced to the concepts and practices of organisational performance which assist managers, shareholders, governments and others with an interest to better answer the question: how is this organisation performing?

The Unit is designed to provide a theoretical basis to assist in understanding why organisational performance is an important aspect of contemporary management in private, not-for-profit and public sectors. Stakeholders, including government, are no longer satisfied that senior managers only adopt a stewardship role with regard to the resources they manage, that is, it is necessary but not sufficient to use resources efficiently and economically. These stakeholders are demanding the most effective use of those resources, that is, that they are accountable for producing outcomes that are part of the strategic intention of the organisation. It is this higher demand which has made organisational performance management a part of the management framework.

The Unit examines concepts used to assess the performance of organisations in public, not-for-profit and private sectors, such as efficiency, effectiveness, productivity and their meaning. In the private sector there is reliance on financial accounting measures, such as profit, and ratios, such as return on funds employed, and management accounting concepts, such as unit cost, concepts which you will probably have covered in Units like Accounting for Managers. In the public and not-for-profit sectors more use is made of indicators such as efficiency and effectiveness, and of benchmarking or comparing performance between organisations. In all sectors increasing use is being made of composite indicators, such as the Triple Bottom Line and the Balanced Scorecard. Because they are widely-used these techniques are explained and their use discussed as is the use of information systems to develop performance indicators, for analysis over time and for comparison with the performance of other organisations.

But we need also to understand the limitations of performance indicators. We need to be clear about how performance concepts, measures and indicators are constructed, what assumptions underlie their development, and how they are only ever partial insights into an organisation’s performance. Organisations can be thought of as systems existing within wider systems, and organisations themselves are composed of sub-systems. Consequently, the second part of the Unit covers aspects of managing the performance of systems. It will consider how systems interrelate and how the performance of one part of a system often affects the performance of other parts, in ways that may not be intuitively obvious.

This Unit integrates skills drawn on the disciplines of management, social psychology, economics, accounting, and engineering. The Unit also complements the content of Organisational Behaviour (OB); note that while OB is concerned with the behaviour of individuals and groups within organisations, Organisational Performance is concerned with the behaviour of organisations themselves.
On successful completion of this Unit students will:

1. have a strong understanding of performance measures and their meaning as applied to organisations;
2. be in a position to construct mechanisms to monitor organisational performance including service delivery effectiveness and efficiency;
3. be able to demonstrate competencies in researching and presenting findings, both in writing and orally;
4. be able to demonstrate good team work skills in researching, analysing, assessing and presenting arguments on organisational performance.

**Generic skills**

On completing this unit students will have further developed the following generic skills:

1. Communication (eg through written report, essay, class presentation and discussion);
2. Information literacy and numeracy (eg through research for assignments and case studies);
3. Use of information and communication technology (eg use of electronic resources for assessment items);
4. Problem solving (eg through discussion, case studies and exploration of alternative approaches in class);
5. Working with others (eg through group work in tutorials and the group assignment);
6. Effective workplace skills (eg presentation skills, collaboration, critical thinking, and discussion);
7. Professional ethics (eg through consideration of issues relating to the design, collection and use of performance information);
8. Social responsibility (eg through discussions and assignments considering the role of governance in organisational performance measurement);
9. Lifelong learning (eg through a range of individual and group activities, encourage the maintenance of interest in innovation in organisational performance); and
10. Personal attributes (eg independent thinking, reflection and challenging orthodoxy in class exercises and written assignments).

### 3: Delivery of Unit and Timetable

**Delivery mode**

Lectures are held on Thursday afternoons from 16:30 to 18:20 in weeks 1-7 and 9-14 in Room 9A1. Lectures are an important way for the Unit Convener to map key issues covered in the Unit and to provide examples to clarify main points. While powerpoint slides of the lectures will be posted on Moodle, they will only contain the ‘sign posts’ of the lecture and are in no way substitutes for lecture notes and will have little real meaning unless you actually attend and participate in lectures.

In this Unit, many of the lectures will be interactive and based on in-lecture exercises and real world cases. The lecturer may well move discussion aside from what has been planned and, again, Powerpoint slides may not always reflect what has been covered in class. While
lectures will be available on audio recordings via the Moodle site discussions within lectures will follow the Chatham House Rule where that which is discussed in class stays in class. This is designed to encourage students (and lecturers) to contribute their ideas even if they have yet to be fully formed.

In addition to lectures there will be eight formal tutorials, each of one and a half hours, with tutors in attendance in weeks 2, 3, 4, 5, 9, 10, 11, 13 - note that Week 12 is a public holiday on Thursday 25 April so no tutorials or lectures will be held on that day.

Tutorials provide the opportunity to work through specific exercises to do with organisational performance measurement. Tutorials require preparation by reading and working through an exercise prior to the tutorial. The tutorial will provide the space and time to discuss findings from these exercises.

Timetable of lecture topics and tutorials

<table>
<thead>
<tr>
<th>Week</th>
<th>Lectures</th>
<th>Tutorials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(7 February) Welcome and Introduction to the Unit Measuring performance – organisational success and failure</td>
<td>No Tutorial</td>
</tr>
<tr>
<td>2</td>
<td>(14 February) Organisations, measurement and control</td>
<td>Tutorial: Who are we? Rules, rights and responsibilities</td>
</tr>
<tr>
<td>3</td>
<td>(21 February) Measuring performance in the private sector</td>
<td>Tutorial: Using performance information - the case of the Horizon Yum Cha Restaurant</td>
</tr>
<tr>
<td>5</td>
<td>(7 March) Composite Indicators: the Balanced Scorecard and the Triple Bottom Line</td>
<td>Tutorial: Performance indicators: - Kids basketball as an example</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Lecture Topic</td>
</tr>
<tr>
<td>------</td>
<td>---------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>6</td>
<td>(14 March)</td>
<td>Revisiting the language of organisational performance: performance concepts, indicators and measures</td>
</tr>
<tr>
<td>7</td>
<td>(21 March)</td>
<td>Systems theory and the understanding of performance</td>
</tr>
<tr>
<td>8</td>
<td>Mid-Semester Break (No Lecture)</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>(4 April)</td>
<td>Systems theory and its application to organisational performance</td>
</tr>
<tr>
<td>10</td>
<td>(11 April)</td>
<td>Applying systems theory: Case study from economics</td>
</tr>
<tr>
<td>11</td>
<td>(18 April)</td>
<td>Teams and performance in the creative knowledge economy</td>
</tr>
<tr>
<td>12</td>
<td>(25 April)</td>
<td>Public Holiday – No Lecture or Tutorials</td>
</tr>
<tr>
<td>13</td>
<td>(3 May)</td>
<td>Using and abusing performance information</td>
</tr>
<tr>
<td>14</td>
<td>(10 May)</td>
<td>Unit Review</td>
</tr>
</tbody>
</table>
Tutorial times and locations
Tutorials are held in Weeks 2 to 5 and 9, 10, 11 and 13. It is important you participate in tutorials. Please only attend only the tutorial that you have signed up to in your timetable. If you are unable to attend a tutorial please let your Tutor know.

<table>
<thead>
<tr>
<th>Tutorial Code</th>
<th>Day</th>
<th>Time</th>
<th>Room Number</th>
<th>Tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Thursday</td>
<td>9:00-10:30</td>
<td>02B03</td>
<td>To be Advised (TBA)</td>
</tr>
<tr>
<td>02</td>
<td>Thursday</td>
<td>10:30-12:00</td>
<td>05C59</td>
<td>TBA</td>
</tr>
<tr>
<td>03</td>
<td>Thursday</td>
<td>13:30-15:00</td>
<td>2B03</td>
<td>TBA</td>
</tr>
<tr>
<td>04</td>
<td>Thursday</td>
<td>13:30-15:00</td>
<td>20A02</td>
<td>TBA</td>
</tr>
<tr>
<td>05</td>
<td>Thursday</td>
<td>15:00-16:30</td>
<td>2B03</td>
<td>TBA</td>
</tr>
<tr>
<td>06</td>
<td>Thursday</td>
<td>15:00-16:30</td>
<td>02C07</td>
<td>TBA</td>
</tr>
<tr>
<td>07</td>
<td>Thursday</td>
<td>18:30-20:00</td>
<td>9C18</td>
<td>TBA</td>
</tr>
</tbody>
</table>

Staff consultation
Your Tutor should be the first person you contact for queries regarding academic matters (such as assignments). Tutors will be able to attend to most queries, or be able to refer students to the appropriate person for assistance. Tutors will advise of their contact arrangements in the first tutorial sessions in Week 2. Students need to attend the same designated tutorial throughout the semester and may not move out of a tutorial without permission from the unit convener.

Dr Chris Sadleir (Unit Convener) is available for student consultation between 14:00-16:00 on Wednesdays or via appointment.

4: Unit Resources

Text
In this Unit, there is no set text. Extracts from texts and articles will be posted on the Moodle site and will be used in lectures and in tutorials.

It is most important that you read widely if you wish to gain a good grasp of the unit. If you do not already read a daily newspaper, start doing so (all are online). Further reading is given below and additional suggestions will also be provided on Moodle.

Additional Texts and Readings
Other materials on short loans in UC Library


Also you may find the IBM Endowment for the Business of Government website useful for their many relevant reports on aspects of performance management: [www.businessofgovernment.org](http://www.businessofgovernment.org).

**Moodle**

Moodle is an integral part of the way that this Unit is delivered. Aside from the regular notices to students which are posted on the Unit home page, the Unit will be progressively built over the semester with readings, assignment details and feedback and additional materials. It is strongly advised that you adopt some working strategies to ensure that you keep in continual contact with the website over the semester.
### Assessment overview

<table>
<thead>
<tr>
<th>Assessment Item (including exams held in the exam period)</th>
<th>Due Date of Assignments</th>
<th>Weighting (total to equal 100%)</th>
<th>Addresses learning outcome(s)</th>
<th>Addresses generic skill(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online lecture review and professional vocabulary</td>
<td>Weekly from Week 2 to 14</td>
<td>10%</td>
<td>1-4</td>
<td>1-10</td>
</tr>
<tr>
<td>Research Skills and Organisational Performance problem-solving</td>
<td>Hand in of hard copy Tutorial exercises in Weeks 3, 4, 5, 9</td>
<td>20%</td>
<td>1-4</td>
<td>1-8, 10</td>
</tr>
</tbody>
</table>
| Assessing Organisational Performance – school performance | Group presentation and discussion Weeks 10 and 11  
Hand in of your individual report May 1 (Week 13) | 15%  
15% | 1-4 | 1-8, 10 |
| Exam                                                     | Date to be advised by the University of Canberra Examinations Office | 40% | 1-4 | 1, 2, 4, 6, 10 |

### Details of each assessment item

**Online lecture review and professional vocabulary (10% of semester marks)**
10% of marks for online participation for lecture reinforcement via online quizzes. Weekly quizzes consist of a series of language oriented exercises which are designed to help you revise and learn the vocabulary and concepts taught in this unit. Completion of the weekly exercises will count 10% towards the final grade. You will have multiple attempts to complete each activity. These must be completed by the end of week 14.

**Research Skills and Organisational Performance problem-solving (20% of semester marks)**
For each of the 8 tutorials will be asked to complete a task or set of tasks on organisational performance. These tasks will concern developing your research and presentation skills (including writing, researching, recording and presenting data and information on organisational performance).
For tutorials in Weeks 3, 4, 5, and 9 details of questions for each week will be provided separately in the Thursday lecture and with the week’s task to be completed for the tutorial in the following week. Your work will form the basis for discussion and review in the tutorial and the weekly lecture. These exercises will be loaded on line on Thursday evenings.

This assessment will start in Week 2 and continue up to and including Week 9. Students will be deemed to have met the criterion for a given week only if they provide written answers to all the tutorial questions for that week. Tutors will check this in each tutorial. If no contribution is made in a given week, the marks for that week are lost. Students who contribute more than one week’s tutorial questions in a week will not receive any extra marks.

**Assessing Organisational Performance – Schools in Australia (30% of semester marks)**

30% for a 1000 word essay prepared by each student and group presentation in the later half of the semester. 15% of your semester grade will be for your individual report and 15% for group work-in progress discussion and presentations in Weeks 10 and 11, **Weeks 10 and 11**.

Your school will be allocated to you on Friday 15 March (the end of Week 6).

**Essay**

Your essay will explain how well you think your school performed as an organisation. The question you will be answering your essay is:

*Based on what you have learnt this semester about organisational performance, how well do you think your school performed?*

You will need to think and plan out how you think your essay should be structured, and identify sources of information to help you in your task. *This is a university level assignment and you need to think about and identify what your research on the performance of the school tells you about the value of the theories used to understand organisational performance.*

In preparing your essay you should be referring to at least 5 other sources introduced in lectures, unit readings and your own research, as well as the Myschool site. A marking rubric for this assignment will be posted to Moodle showing that better assignments will include a range of references and draw on theories on how organisational performance can be measured and assessed.

As a minimum guide your essay should have an introduction, and then answer the question of how well you think your school performed, using the Harvard Author-date referencing system and provide a reference list of those sources actually cited in the text. In terms of presentation of the report the minimum font size should be 12, double spaced, on single sided pages, pages should be numbered and any diagrams, illustration or tables included should be suitably labelled and referenced. Your essay may include sub-headings. A list of references used and cited in your response is a requirement for each paper and Harvard-style author date referencing should be used.
1. The Assignment, to be completed by each student as an individual, will be introduced during the lecture in Week 6.

2. The purpose of this assignment is to demonstrate your skills in research and presenting your findings in an academic essay. In doing so you will be developing your skills in research and in writing – two key skills expected by employers of university level graduates.

3. The Assignment is to be lodged electronically via Moodle by Tuesday 30 May Wednesday 1 May (Week 13) by 5pm and must have a Faculty of Business, Government and Law cover sheet attached (see the unit’s Moodle site for this attachment).

4. Late submissions will be penalised at the rate of 5% per day from the due time. Extensions will only be granted where students have made a reasonable effort to meet the deadline but have been prevented from doing so by circumstances out of their control such as illness or misadventure. Students seeking an extension must provide supporting documentation (e.g. original doctor’s certificate, counsellor’s certificate or equivalent). All applications for extension should be made to your Tutor. Please note that work commitments are not considered exceptional circumstances and requests for extensions on this basis will not be granted.

5. Assessment criteria
   - Ability to follow instructions
   - Content
   - Structure
   - References
   - Presentation, spelling and grammar.

**Work-in progress discussion and presentations in Weeks 10 and 11**
While you will be writing your essay as an individual, tutorials in Weeks 11 and 12, Weeks 10 and 11 are the opportunity to discuss and then present your findings on the schools you are investigating – this will provide you with feedback on how well you are tackling the problem of assessing performance through a peer review process.

At the end of the Week 9 Tutorial you will be asked to form into groups within your tutorial of 3 to 4 people based on the kinds of schools you are working on. Your group will have an opportunity to compare the research you have undertaken so far, with the goal of being able to discuss and present your initial findings in Week 10 and more developed ideas in Week 11.

In week 10 the coverage is:
   - What sources of information are you using? That is, what sources of information are you using to understand your assigned schools as organisations?
   - What issues are you discovering about your assigned schools?
   - What perspective or perspectives are you using to understand the performance of the schools? For example are you using a structural-scientific view; a power-political view; or a systems theory view?
In Week 11 the update you and your group are providing should answer the following questions:

- How well do you think your schools are performing?
- What information do you base your views on?
- How will you write up your findings? That is, you will all be using an essay format, but what are the main points you will be making?

In weeks 10 and 11 you, as group, can simply explain to the tutorial group what you are finding. Or you can make use of diagrams or graphs or tables to set out your findings and explain those. Or you can include views in a short (very short!) powerpoint presentation (or some other way of projecting your findings on a screen).

Assessment criteria for these Weeks 10 and 11 are:

- Demonstrated knowledge and competent application of relevant concepts and ideas from the unit and the literature;
- Capacity to engage with the audience in the topic area, and stimulate and facilitate class discussion;
- Capacity to present material to the class: the content is structured in a clear and logical manner, and the presentation is well organized for the time allocated;
- Demonstration of effective group work including equitable division of tasks; and
- For visual aids such as diagrams or slides: presentation and expression including succinct writing with accurate spelling, punctuation, grammar and referencing.

Exam (40% of semester mark)

A formal examination organised by the University of Canberra’s Examinations Office will be held during the examination period. This will comprise of a case study response and a series of multiple choice questions on professional vocabulary. Dictionaries and calculators are not permitted in the examination.

Note that arrangements for deferred examinations are only available in exceptional circumstances (e.g. illness or extenuating personal circumstances). Such examinations are organised through the University of Canberra’s Examinations Office.

Examinations cannot be scheduled to accommodate personal travel plans – please do not request individual arrangements to suit your travel plans.

Assessment related matters

Assignment standards and referencing

At the university level, students are required to write assignments to a high academic standard. This includes correct referencing, spelling, grammar and presentation. Students must use quotations and citations correctly – failure to do so may result in reduced marks or a fail grade (see below). See the Library’s site below for more information on referencing http://canberra.libguides.com/referencing.

Note: This subject requires the use of the Harvard Author-Date system as set out in the above link.
**Academic dishonesty**

Deliberate breaches of academic honesty constitute a serious offence. These breaches include:

- Plagiarism
- Recycling previously submitted material
- Misconduct during supervised assessments
- Assisting another student to commit an act of academic dishonesty e.g. engaging someone else to complete an assignment on one’s behalf.

Where academic dishonesty is detected the matter will be referred to the Associate Dean (Education) in the Faculty of Business, Government and Law who will decide on the penalty that will be applied. The penalty could result in a fail for the assignment and/or the unit.

Students have a responsibility to uphold University standards on ethical scholarship. Good scholarship involves building on the work of others and use of others work must be acknowledged with proper attribution made. Cheating, plagiarism, and falsification of data are dishonest practices which contravene academic values. Text-matching software may be used for the electronic checking of plagiarism.

**Due dates for assessment**

All assignments are required to be submitted by the due date.

There is no requirement for lecturers to mark assessment items that are submitted late. However in this unit the following practice will be followed.

- Late assessment which is submitted within 7 days of the specified submission date and time will be accepted for marking. However, 5% of the total marks allocated for that item of assessment will be deducted for each day the assessment is overdue.

- Late assessment submitted more than 7 days after the prescribed date and time will not be accepted for marking. In this case a student will not receive any marks for the relevant piece of assessment.

If for any reason you are unable to do an assignment by the due date you must submit, to the lecturer, a request for an extension in writing before the due date (unless impossible) setting out in detail the genuine and exceptional reason for requesting the extension. If there is a medical or counselling reason for the extension request it must be accompanied by a medical or counselling certificate which clearly states:

- that you were unfit to complete the assignment;
- the date of the medical or counselling consultation; and
- the period for which you were / are / will be unfit to complete the assignment.
**Grades**

The following descriptors are used as a guide for grades.

<table>
<thead>
<tr>
<th>Designated grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Distinction (HD) 85-100</td>
<td>Work of outstanding quality on the learning outcomes of the unit, which may be demonstrated in areas such as criticism, logical argument, interpretation of materials or use of methodology. This grade may also be given to recognise particular originality or creativity.</td>
</tr>
<tr>
<td>Distinction (DI) 75-84</td>
<td>Work of superior quality on the learning outcomes of the unit, demonstrating a sound grasp of content, together with efficient organisation and selectivity.</td>
</tr>
<tr>
<td>Credit (CR) 65-74</td>
<td>Work of good quality showing more than satisfactory achievement on the learning outcomes of the unit, or work of superior quality on a majority of the learning outcomes of the unit.</td>
</tr>
<tr>
<td>Pass (P) 50-64</td>
<td>Work showing a satisfactory achievement of the learning outcomes of the unit.</td>
</tr>
<tr>
<td>Fail (NW, NX, NC, NS or NN)* &lt;49</td>
<td>Work showing an unsatisfactory achievement of one or more learning outcomes of the unit, and not qualifying for the grade of pass.</td>
</tr>
</tbody>
</table>

**Assessment appeals**

Under the rules of the University of Canberra there is no right of appeal against assessment results on the basis of academic judgment (i.e. that the student believes their answer merited a higher mark). The only grounds for appeal are that the procedures in this unit outline or the rules of the University gave insufficient guidance to students or were not followed.

**Marking, marks and moderation**

Your assessment item may be marked by a member of staff other than the unit convener. Assessment items will also be moderated in accordance with University policy and this involves more than one marker. If marks are visible in the Moodle gradebook they must be treated as indicative only until the moderation process is complete. As a result of moderation a first mark given to an assessment item may be adjusted up or down.

**Supplementary assessment**

Supplementary assessment is offered to students who fail this unit provided the student is in his/her final semester, this unit is required for course completion and the student has gained a final mark for this unit between 45 and 49%.

**Special assessment requirements**

Students registered with UC AccessAbility (formerly the Disabilities Office) may request special consideration regarding the completion of assessment.
6: Student Responsibility

Workload
The amount of time you will need to spend on study in this unit will depend on a number of factors including your prior knowledge, learning skill level and learning style. Nevertheless, in planning your time commitments you should note that for a 3cp unit the total notional workload over the semester or term is assumed to be 150 hours. These hours include time spent in classes. The total workload for units of different credit point value should vary proportionally. For example, for a 6cp unit the total notional workload over a semester or term is assumed to be 300 hours.

Special needs
Students who need assistance in undertaking the unit because of disability or other circumstances should inform their Unit Convener or UC AccessAbility as soon as possible so the necessary arrangements can be made.

Withdrawal
If you are planning to withdraw please discuss with your unit convenor. Please see this link for further information on deadlines.

7: Student Feedback

All students enrolled in this unit will have an opportunity to provide anonymous feedback on the unit at the end of the Semester via the Unit Satisfaction Survey (USS) which you can access by logging into MyUC via the UC homepage: http://www.canberra.edu.au/home/. Your lecturer or tutor may also invite you to provide more detailed feedback on their teaching through an anonymous questionnaire.

8: Authority of this Unit Outline

Any change to the information contained in Section 2 (Academic content), and Section 5 (Assessment) of this document, will only be made by the Unit Convener if the written agreement of Head of Discipline and a majority of students has been obtained; and if written advice of the change is then provided on the unit site in the learning management system. If this is not possible, written advice of the change must be then forwarded to each student enrolled in the unit at their registered term address. Any individual student who believes they are disadvantaged by a change is encouraged to discuss the matter with the Unit Convener.

All references to University Policy and URLs are correct at the time this unit outline is prepared. Where subsequent changes are made to these the updated policies and URLs apply.