



Course Code:	1101IBA
Course Name:	Management Concepts
Trimester:	Trimester 1, 2019
Program:	Associate Degree in Commerce & Business
	Diploma of Commerce
	Diploma of Hotel Management
Credit Points:	10
Course Coordinator:	Aaron Ruutz
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Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal.

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Staff Consultation

Your lecturer/tutor is available each week for consultation outside of normal class times. Times that your lecturer/tutor will be available for consultation will be given in the first week of lectures. A list of times and rooms will be published on the Griffith College Portal under the "myTimetable" link.

Prerequisites

There are no prerequisites for this course

Brief Course Description

Management Concepts is a 10 Credit Point course within the Associate Degree in Commerce & Business Diploma of Commerce and the Diploma of Hotel Management. The course is situated within the second trimester of each of these programs. The Associate Degree in Commerce & Business, Diplomas of Commerce and Hotel Management are designed to provide students with a pathway to:

- * further university studies in Commerce, Business and related degrees or
- * direct employment.

Management Concepts is an introductory course that is designed to provide students with knowledge of management theory and practice. Students will gain an understanding of broad management concepts and their inter-relationships in a global context. This course provides students with a general introduction to organisations and the functions of management. Topic areas will address issues related to organisations, management, and society. The course will cover the core management functions of leading, planning, controlling and organising.

Rationale

In the course of their organisational roles, managers' decisions and behaviours have the potential to impact on the effectiveness and efficiency of other organisational staff, other key stakeholders, as well as on overall organisational productivity and further outcomes. As graduates, students are likely to work in organisations where interaction with managers is required, either as an employee or potentially as a manager themselves. Recognising and understanding the issues and concerns faced by managers can assist students in their organisational and professional roles. As potential future managers, students can enhance their own effectiveness through developing an understanding of factors that impact on individual and organisational effectiveness. These factors include ethical behaviour and social responsibility, communication, both written and verbal, as well as collaboration, group and teamwork.

Aims

This course has two distinct but inter-related aims. These are outlined below.

First, the course seeks to ensure that all students have an understanding of broad management concepts and their inter-relationships in a global context. Effective management is essential for the success of all private, not-for-profit and public organisations no matter where in the world they are located. A pre-requisite for effective management is an understanding of the origins of management and its main theoretical perspectives; how to plan and make decisions, organise, lead and control, how to motivate staff, and manage change in different business environments.

Second, the course aims to instil in students the principles of management research. As graduates of a Griffith College business course, employers will expect from you a capacity to apply knowledge of management through the following steps - identify a management issue (either problem, challenge or opportunity) and critically evaluate how to solve the issues using management theory and research. In this course students will be asked to identify an issue or potential issue from nominated case studies, and propose a recommendation to the issue. Students should support their argument using management theory and research. Through this activity students will build skills in decision-making, communication, and teamwork that will be further developed through future management studies and work.

Learning Outcomes

After successfully completing this course you should be able to:

- 1 Outline the major origins of management
 - 2 Explain the main theoretical perspectives of management
 - 3 Identify and explain the main functions of management (eg planning, organising, leading and controlling) in a global environment
 - 4 Outline how to best manage diverse workplaces (including facilitating effective collaborative work and employee motivation)
 - 5 Identify, analyse, reflect on and evaluate a management related research issue
 - 6 Present research findings in the form of a report delivered via different modes of communication while upholding academic integrity
 - 7 Communicate understanding of the principles of social responsibility and ethical behaviour in global business
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Texts and Supporting Materials

Required Reading

Schermerhorn, J. R., Davidson, P., Factor, A., Woods, P., Simon, A. & McBarron, E. (2017). *Management: Asia-Pacific Edition*, 6th Edition. Wiley: Milton Qld.

The text can be purchased in eText version, for study with your own a suitable tablet (iPad or Android device), or laptop, or also by print version. Fixed terminal computers can also be used for the eText version, however, it is suggested that you acquire your own mobile device. Details for purchase will be made available via the Course portal site and in the Week 1 Lecture.

Schermerhorn et al. (2017) forms the reference basis for the course. This text contains the essential content relevant to the course. Lectures and assessments are based on the content of this text, and tutorial and workshop activities may use case applications and other exercises contained within it.

Purchase of the text provides you with access to a range of further on-line resources to assist you with your learning.

Additional Resource

1101IBA Management Concepts Work Book Exercises and Management Case activity (Griffith College), Version 34, February, 2019

The Management Concepts Work Book contains a range of weekly exercises and activities that link to the course content addressed in each week and contribute to your learning. You will be required to complete these activities and your efforts will contribute to your assessment outcomes.

Selected Management Related Journals

* *California Management Review* – Per HD28.C33

* *Journal of General Management* – Per HD28.J6

* *Management International Review* – E-journal – ISSN 1861-8901, 1966

* *Academy of Management Perspectives* - E-journal - ISSN 1943-4529, 2006

Please note: In the Griffith University Library, and at all other libraries using the Library of Congress system, management journals are found around HD28. Many articles relating to motivation, performance, human resources management are found in HRM or psychology journals. Please also note: This list is NOT exhaustive and there are many other refereed management journals that you can use. HOWEVER, material found on the web may NOT be refereed, even where found through ProQuest or other such databases. We will discuss some ways to tell the difference in class.

Organisation and Teaching Strategies

The course material may be covered through the use of lectures, texts, videos, practical exercises, self-directed and peer assisted learning. Course delivery involves four (4) formal contact hours per week incorporating the following components as suited to each weekly topic: Lectures typically occupy two hours; Tutorials and Workshop activities fill the remaining two hours. You are also provided with lecturer/tutor contact through consultation times.

In Lectures you will be introduced to the essential areas of the course content through an active flipped learning model. You will receive information about, and explanations of, the principal topics, theories and models that are relevant to achieving the learning objectives of the course. You will also participate in discussions and activities relating to management cases designed to draw on your knowledge and experiences with management practice. Lectures are your opportunity to gain knowledge of important course content. Thus, you will be encouraged to be an active listener and to interact with your lecturer by asking questions and contributing your ideas.

Prepare for your Lectures by printing and reading the Lecture Notes before class.

Tutorials are intended to enhance your understanding of course content. While your lecturer/tutor will have prepared tutorial activities to assist you with your learning, tutorials are also an opportunity for you to raise any questions or concerns you may have with understanding course material. The content of tutorials and workshops will generally relate to the topic areas presented to you in the previous weeks lecture.

You are required to prepare each week for Tutorials through completing the relevant sections of your assessed Work Book. It is important that you complete such tasks so that the Tutorial sessions can maximise the use of the available time to enhance your learning.

Workshops present you with the opportunity to develop a range of skills that will support learning objectives and foster certain generic skills that are helpful to completing your assessment and your professional development. You may undertake exercises that develop your academic skills in areas such as case and issue analysis, research, critical thinking, or promote your confidence in individual and interpersonal activities through participation in writing activities, group work and presentations.

The course uses a range of web-based resources that you need to access. Lecture notes and Lecture Capture podcasts are available on the Griffith College portal for each week of trimester and you are advised to retrieve these for use at lectures and for guidance in your study program. Links are provided to other resources, including the Wiley text resources that may help you in your learning activities. You should access the Griffith College portal regularly to stay up to date with course information.

You can also access additional study and learning aids via the web site of the textbook publisher. This resource is a useful supplement to the more traditional contact delivery methods discussed above.

Class Contact Summary

Attendance

You will greatly advance your chances of success in the course by fully using the contact time you have available with your lecturers and tutors. The contact time provided in lectures, tutorials, workshops and consultation is for your benefit; it is your opportunity to have any questions about course content or requirements clarified.

Participation in Class

You are expected to actively participate in classes each week.

Consultant Times

Attendance during consultation times is optional but you are encouraged to use this extra help to improve your learning outcomes.

Course Materials

Lecture notes will be made available to you on the Learning@Griffith College site on the student portal and you are advised to print these out and bring them to each class so that extra notes can be added.

Independent Learning

You are expected to reinforce your learning gained during contact time by undertaking sufficient independent study. For this 10 CP course, you will need to spend approximately 15 hours per week engaged in activities that will help your learning and fulfil the course objectives. Thus, provided you have well used the 4 hours per week of formal contact, you would then complete approximately 9 hours per week of independent study.

Program Progression

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at

equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - Program Progression Policy - for more information].

Content Schedule

Lectures and supporting tutorial and workshop sessions are designed to progressively build your understanding of organisations and the concerns of management in that environment. Early lectures and tutorials serve to establish the foundations: from them you will become familiar with fundamental concepts and principles and learn to distinguish the academic role. As you proceed through the trimester, you should increasingly see the interdependency of topics discussed and begin to integrate concepts into both theoretical and practical spheres.

Weekly Teaching Schedule

Week	Topic	Activity	Readings
1	Course introduction, organisations and management – The contemporary workplace	Lecture	Text Ch 1
	Introduction to the course and assessment	Workshop	
2	Historical foundations - Management approaches	Lecture	Text Ch 2
	Course introduction, organisations and management – The contemporary workplace; WB exercises	Tutorial	Text Ch 1
	Case work: Issue identification	Workshop	WB Exercise 1
3	Environment and diversity	Lecture	Text Ch 3
	Management approaches and historical foundations; WB exercises	Tutorial	Text Ch 2
	Case work: Issue identification/ Introduction to Management Research - Using journal articles	Workshop	WB Exercise 2
4	International dimensions of management	Lecture	Text Ch 4
	Environment and diversity; WB exercises	Tutorial	Text Ch 3
	Case work: Critical discussion and referencing - Using journal articles	Workshop	WB Exercise 3
5	Leading	Lecture	Text Ch 13
	International dimensions of management; WB exercises/Using journal articles	Tutorial	Text Ch 4

	Case work: Identifying research issues/key search terms - Case discussion	Workshop	WB Exercises Week 4
6	Controlling	Lecture	Text Ch 11
	Leading; WB exercises/Using journal articles	Tutorial	Text Ch 13
	Case work: Maximising your marks using the marking criteria - Case discussion	Workshop	WB Exercises Week 5
7	Planning and strategic management	Lecture	Text Ch 8 & 9
	Controlling; WB exercises	Tutorial	Text Ch 11
	Case work: Case discussion	Workshop	WB Exercises Week 6
8	Organising	Lecture	Text Ch 10
	Planning and strategic management; WB exercises	Tutorial	Text Ch 8 & 9
	Case work: Case discussion	Workshop	WB Exercises Week 7

9	Leading and managing change Organising; WB exercises	Lecture Tutorial	Text Ch 18 Text Ch 10
10	Case work: Case discussion Ethical behaviour and social responsibility	Workshop Lecture	WB Exercise 8 Text Ch 5 & 6
11	Leading and managing change WB exercises CR2: Review of final requirements Motivation and rewards	Tutorial Workshop Lecture	Text Ch 18 WB Exercise 9 Text Ch 15
12	Ethical behaviour and social responsibility: WB exercises WB Exercises/ CR2: supplementary exercise and reflection Revision Lecture	Tutorial Workshop Lecture	Text Ch 5 & 6 WB Exercise 10
	Motivation and rewards: WB exercises review Final Exam preparation	Tutorial Workshop	Text Ch 14 WB Exercise 11

Assessment

This section sets out the assessment requirements for this course.

Summary of Assessment

Item	Assessment Task	Weighting	Relevant Learning Outcomes	Due Date
1	Case Report 1 (CR1)	10%	1,2,5,6	5
2	Team Class Leadership	15%	2,3,5	6, 7, 8, 9, or 10
3	Workbook (WB)	10%	1,2,3,4,5,6,7	10
4	Case Report 2 (CR2)	30%	2,3,4,5,6	11
5	Final Examination	35%	1,2,3,4,5,7	Exam Period

Assessment Details

Case Report 1 (CR1) (10% of course) requires you to identify and discuss one management issue in a selected case scenario (same as Case Report 2, the second and major assignment component). General instructions for completing the report (including the case) will be provided on the Management Concepts course text/website. You are required to use the course text and assigned journal article to support your discussion, as well as locate further Journal articles to use in Case Report 2 (CR2). The Marking Rubric criteria on which marking will be applied to your Case Report 1 will be provided to you on the Griffith College course website. Students are to submit Case Report 1 to the relevant Moodle Assignment link (incorporates Turnitin) on the course website. Case Report 1's allocated marks and feedback will be provided through the Moodle Assignment (Turnitin). This assessment item will be useful in developing your issue identification and written communication skills as required for your major Case Report. Details of the assessment topic and other expectations will be provided on the course website at MyStudy (portal) and discussed in tutorials.

Team Class Leadership (15% of course) requires students in teams to consider theories/models of management from the content of the prior week's lecture topic/ readings, and applications to the Part A question from the Work Book. The discussion may also have a link to a selected organisation/ case scenario. Teams will design and lead a discussion and activity in the allocated Tutorial/ Workshop. Each team will lead the discussion only once during the trimester (either in Week 6, 7, 8, 9 or 10). It is important that students analyse the weekly content prior to the session, have designed a suitable class activity, and be prepared to lead the class discussion. Students will be assessed based on their preparation, discussion leadership and participation in supporting the class discussion. Students must follow the guidelines on this assessment item provided on the course website, further, all students in the team must participate in the application of theory/knowledge relating to the topic/question, the development of the class activity, and the discussion on the day of class leadership. The process of discussion leadership will be discussed with students in the first week of classes, and in the lead-up to the assessment items delivery. Further details on this assessment item are available on the portal.

The Work Book (WB) (10% of course) requires completion of a range of activities which relate directly to course content. These activities require you to investigate relevant content, but will also require demonstration of your understanding of important concepts and their relationships. Some of the activities require responses to a series of case scenarios. You must complete the specified weekly activities by the start of the following tutorial to earn marks for the WB assessment component.

The activities for each week include a) activities that assess your understanding of the management concepts presented in the previous weeks lecture, structured around the supporting theories and models of management; b) a series of management journal articles that will require reading and interpretation, building your deeper knowledge of management; and c) a series of cases which are intended to develop your skill in case and issue identification and analysis and help you towards completing the Case Reports.

The Case Report 2 (CR2) (30% of course) requires you to write a 1500 word academic report based on a management issue related to a specific management topic that you identify in a selected case scenario (same as Case Report 1, and builds on this first assignment component). General instructions for completing the report (including the case) will be provided on the Management Concepts course text/website. There are a number of issues/potential issues within the case scenario, but a good manager is always looking for ways to improve even a good organisation. You will be asked to identify one issue OR potential issue, explain why it is a management issue worthy of further research, present an argument that will guide your analysis of the issue, and present a feasible solution in the form of a recommendation/s that could be adopted. To manage the Case Report 2 (CR2) effectively, select only ONE Management issue to research. Part of the submission of the Case Report 2 (CR2) involves completing a supplement in your Tutorial in the week of submission, and will require you to complete an exercise related to your report.

In writing your Case Report 2 (CR2), there is NO need for detailed research about the particular organisation in the case story. What we want you to focus on is research on the ISSUE you identify. It will be one of planning, strategy, organising, leadership, or controlling, as assigned in the CR2 Guidelines. While you are free to choose and research on any topic in these areas, you WILL need to briefly explain why you picked the research issue you did.

For your report you will be expected to clearly link your discussion to relevant academic sources which will include a combination of chosen journal articles and your textbook.

You will be required to use five (5) refereed journal articles (academic sources) for this assessment. Your Textbook is not considered as one of these 5 refereed journal articles. Failure to do this will result in you not achieving more than a pass for this assessment.

The Marking Rubric criteria on which marking will be applied to your Case Report 2 will be provided to you on the Griffith College course website. Students are assessed on their analytical, reflective and evaluative skills, while upholding academic integrity. Students are to submit Case Report 2 to the relevant Moodle Assignment link (incorporates Turnitin) on the course website. Case Report 2's allocated marks and feedback will be provided through the Moodle Assignment (Turnitin).

This assessment item is designed to enable students to develop their skills in the following:

- Identifying, researching and understanding a chosen topic
- Identifying and providing recommendation/s for issues
- Report writing

The Final Examination (FE) (35% of course) is closed book, and may require the completion of a section of multiple choice questions, and a section of case-based short answer questions. Although the exam, could cover the content of the course, there will be a strong focus on ethical behaviour, social responsibility, and the management functions. Further information of the examination structure will be provided in the second half of the trimester. The Final Examination (FE) will be two (2) hours in length.

Submission and Return of Assessment Items

Normally you will be able to collect your assignments in class within fourteen [14] days of the due date for submission of the assignment.

Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

Extensions

To apply for an extension of time for an assignment, you must submit an Application for Extension of Assignment form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. Griffith College Medical Certificate]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

Assessment Feedback

Marks awarded for in-trimester assessment items, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final assessment item in this course (marks for this item will be provided with the final course result).

Generic Skills

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

Generic Skills	Taught	Practised	Assessed
Written Communication	Yes	Yes	Yes
Oral Communication		Yes	Yes
Information Literacy	Yes	Yes	Yes
Secondary Research	Yes	Yes	Yes
Critical and Innovative Thinking	Yes	Yes	Yes
Academic Integrity		Yes	Yes
Self Directed Learning		Yes	
Team Work		Yes	Yes
Cultural Intelligence	Yes		
English Language Proficiency	Yes	Yes	

Additional Course Information

Teacher and Course Evaluations

Students commented that the course was well-organised, they received helpful feedback on assessment work, and that they were satisfied with the teaching in the course. In particular positive student comments focused on an effective and supportive teacher approach, explanation of topics, content and assessment activities and requirements, assisting with their understanding. Further, students enjoyed the professional and practical focus of the course, commenting that they felt they had developed worthwhile skills in organisation, case, and management issue analysis, and research and report writing. Students identified possible improvements in the content design, and clarity of the Lecture PowerPoint resources, and also explanation of complex theoretical content. Further, students suggested improvements in how the assessments are presented, explained, and how they link together, particularly in relation to support and feedback provided. The Course Coordinator and teaching team are reviewing the Lecture-based resources and lecturing approach, and are also designing a more consistent and effective process for the provision and explanation of the different assessment items.

Your feedback is respected and valued by your lecturers and tutors. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your lecturer and tutor or by completing course and lecturer evaluations via Griffith College's online evaluation tool whenever these are available.

Academic Integrity

Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of any allegation of academic misconduct made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the Griffith College Academic Integrity Policy; this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Academic Integrity Policy Located here:
<http://policy.griffithcollege.edu.au/print.php?vdoc=tree-Students/Assessment%20and%20Examinations/Academic%20Integrity>

Risk Assessment Statement

There are no out of the ordinary risks associated with this course.

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