



1. General Course Information

1.1 Course Details

Course Code:	1101IBA
Course Name:	Management Concepts
Trimester:	Trimester 3, 2019
Program:	Associate Degree in Commerce & Business Diploma of Commerce Diploma of Hotel Management
Credit Points:	10
Course Coordinator:	Lorna Clark
Document modified:	9 October 2019

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.

Assumed Knowledge

There are no assumed knowledge requirements for this course

1.2 Teaching Team

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

Name	Email
Lorna Clark	lorna.clark@staff.griffithcollege.edu.au
Martin Soden	martin.soden@staff.griffithcollege.edu.au
Alastair McWhir	alastair.mcwhir@staff.griffithcollege.edu.au
Dr Evelyn Anderson	evelyn.anderson@staff.griffithcollege.edu.au

1.3 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 "Support and Services/Teacher Consultation Times" link.

1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device.

2. Aims, Outcomes & Generic Skills

2.1 Course Aims

The aims of this course is for students to:

First, understand 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, learn 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. This course provides you with the foundation knowledge in this activity.

2.2 Learning Outcomes

After successfully completing this course you should be able to:

- 1 Explain the major origins of management and their influence on contemporary management
- 2 Explain the main functions of management (planning, leading, organising, controlling) in a global environment
- 3 Demonstrate functional academic skills, including referencing conventions in a management context
- 4 Describe how to manage diversity at work (including facilitating effective collaborative work and employee motivation)
- 5 Critically evaluate a management related research issue to consider recommendations

2.3 Generic skills

For further details on the Generic Skills please refer to the Graduate Generic Skills and Capabilities policy.

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	Yes	Yes
English Language Proficiency	Yes	Yes	

3. Learning Resources

3.1 Required Resources

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.

3.2 Recommended Resources

1101IBA Management Concepts Work Book Exercises and Management Case activity (Griffith College), Version 35, June, 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.

3.3 College Support Services and Learning Resources

The College provides many facilities and support services to assist students in their studies. Links to information about College support resources that are available to students are included below for easy reference.

[Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.

MyStudy – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of breaches of academic integrity, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

Services and Support provides a range of services to support students throughout their studies including personal support such as Counselling; Academic support; and Welfare support.

Jobs and Employment in the [Student Hub](#) can assist students with career direction, resume and interview preparation, job search tips, and more.

[IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

3.4 Other Learning Information

Attendance

You are expected to attend all lectures and tutorials and to actively engage in learning during these sessions. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you may BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

Preparation and Participation in Class

In order to enhance learning, prepare before lectures and tutorials. Read the relevant section of your text book before a lecture, and for a tutorial read both the textbook and the relevant lecture notes. If you have been given tutorial exercises, make sure you complete them. Active participation in lectures and tutorials will improve your learning. Ask questions when something is unclear or when you want to bring some issue to your lecturer or tutor's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time 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 in MyStudy on the Griffith College Portal and you are advised to either print these out and bring them to each class so that extra notes can be added or BYOD (bring your own device) and add extra notes digitally.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and learn the course content even when you are not specifically asked to do so by your lecturer or tutor. This involves revising the weekly course material. It also means you will need to find additional information for some assessment items beyond that given to you in textbooks and lecture notes, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

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].

Teacher and course Evaluation

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 evaluation tool whenever these are available.

4. Learning and Teaching Activities

4.1 Weekly Learning Activities

Weekly Teaching Schedule

Week	Topic	Activity	Readings	Learning Outcomes
1	Course introduction, organisations and management – The contemporary workplace	Lecture	Text Ch 1	1,2
	Introduction to the course and assessment	Workshop		
2	Historical foundations - Management approaches	Lecture	Text Ch 2	1,3
	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	1,3,4
	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	1,3
	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	2,3,5
	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	2,3,5
	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	2,3,5
	Controlling; WB exercises	Tutorial	Text Ch 11	
	Case work: Case discussion	Workshop	WB Exercises Week 6	
8	Organising	Lecture	Text Ch 10	2,3,5
	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	Lecture	Text Ch 18	3,4,5
	Organising; WB exercises	Tutorial	Text Ch 10	
	Case work: Case discussion	Workshop	WB Exercise 8	
10	Ethical behaviour and social responsibility	Lecture	Text Ch 5 & 6	4
	Leading and managing change WB exercises	Tutorial	Text Ch 18	
	CR2: Review of final requirements	Workshop	WB Exercise 9	
11	Motivation and rewards	Lecture	Text Ch 15	4
	Ethical behaviour and social responsibility: WB exercises	Tutorial	Text Ch 5 & 6	
	WB Exercises/ CR2: supplementary exercise and reflection	Workshop	WB Exercise 10	
12	Revision Lecture	Lecture		1,2,4,5
	Motivation and rewards: WB exercises review	Tutorial	Text Ch 14	
	Final Exam preparation	Workshop	WB Exercise 11	

5. Assessment Plan

5.1 Assessment Summary

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

5.2 Assessment Detail

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.

5.3 Late Submission

An assessment item submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Assessment items submitted more than five working days after the due date are awarded zero marks.

Please refer to the Griffith College website - Policy Library > Assessment Policy for guidelines and penalties for late submission.

5.4 Other Assessment Information

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.

Requests for extension

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 Student Medical Certificate](#)]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

Return of Assessment Items

1. 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).
2. Students will be advised of their final grade through the Student Portal. Students can review their exam papers after student grades have been published (see relevant Griffith College Fact Sheet for allocated times at Support> Factsheets). Review of exam papers will not be permitted after the final date to enrol.
3. Marks for **all** assessment items including the final exam (if applicable) will be recorded in the Moodle Course Site and made available to students through the Moodle Course Site.

The sum of your marks overall assessment items in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.

6. Policies & Guidelines

Griffith College assessment-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

Assessment Policy, Special Consideration, Deferred Assessment, Alternate Exam Sitting, Medical Certificates, Academic Integrity, Finalisation of Results, Review of Marks, Moderation of Assessment, Turn-it-in Software Use. These policies can be accessed using the 'Document Search' feature within the [Policy Library](#)

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 an allegation of a breach of academic integrity being 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 Griffith College website - Policy Library > Academic Integrity Policy

Reasonable Adjustments for Assessment – The Disability Services policy

The Disability Services policy (accessed using the Document Search' feature with the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to assessment for students with disabilities while maintaining academic robustness of its programs.

Risk Assessment Statement

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

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