



1. General Course Information

1.1 Course Details

Course Code:	1101IBA
Course Name:	Management Concepts
Trimester:	Trimester 2, 2021
Program:	Associate Degree in Commerce & Business Diploma of Commerce Diploma of Hotel Management
Credit Points:	10
Course Coordinator:	Alastair McWhir
Document modified:	22 June 2021

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 teacher can be contacted via the email system on the portal.

Name	Email
Martin Soden	maso@portal.griffithcollege.edu.au
Alastair McWhir	alastair.mcwhir@staff.griffithcollege.edu.au

1.3 Staff Consultation

Your teacher is available each week for consultation outside of normal class times. Times that your teacher will be available for consultation will be found on the Moodle Course Site.

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 Critically evaluate how to manage diversity at work (including facilitating effective collaborative work, change, and employee motivation)



2.3 Generic Skills and Capabilities

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 and Capabilities		Taught	Practised	Assessed
Acquisition of discipline knowledge and skills with critical judgement		√	√	√
Communication and collaboration		√	√	√
Self-directed and active learning			√	
Creative and future thinking		√	√	√
Social responsibility and ethical awareness		√	√	√
Cultural competence and awareness in a culturally diverse environment		√	√	√



3. Learning Resources

3.1 Required Learning 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 suitable mobile device i.e. a tablet (iPad or Android device), or laptop, or there is also an option to purchase a printed Text 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 classes.

Schermerhorn et al. (2017) forms the reference basis for the course. This text contains the essential content relevant to the course. Classes and evidence of learning are based on the content of this text, and class 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.

1101BA Management Concepts eWork Book Exercises and Management Case activity (Griffith College), Version 39, October 2020.

The Management Concepts eWork 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 Evidence of Learning (assessment) outcomes.

3.2 Recommended Learning Resources

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.

Griffith College is committed to ensuring academic integrity is understood and maintained by all staff and students. All students learn about academic integrity through engagement with the weighted Epigeum modules within the suite of Academic and Professional Studies courses.

Services and Support provides a range of services to support students throughout their studies including academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.

[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 Information about your Learning

Attendance

You are expected to actively engage in all learning experiences and learning activities which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to 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 Learning

In order to enhance your learning, you need to prepare before participating in the learning experiences. Absorb the learning content and complete the learning activities that are provided online before you attend the scheduled learning experiences. Make sure you complete the learning activities set each week, they are designed to support your learning. Active participation in your learning will enhance your success. 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 Learning Materials

Learning materials are made available to you in MyStudy on the Griffith College Portal. The learning materials are arranged in Modules. In each Module you will find Learning Content, Learning Experiences and Learning Activities. **Learning Content** will be engaged with prior to the scheduled **Learning Experience (your weekly class)**. This will ensure you are prepared for the scheduled Learning Experience by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning tasks (assessment) in the course.

In addition, **Anytime Anywhere** learning material is provided in the course. This learning material provides support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled Learning Experience (either in person or on Zoom) perhaps due to illness or other commitments. The Anytime Anywhere learning material should also be used in conjunction with Learning Content and Learning Activities resources.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course learning content even when you are not specifically asked to do so by your lecturer or tutor. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information to evidence your learning (assessment) beyond that given to you, 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 Content, Learning Activities and Learning Experiences

4.1 Modules for Learning and Weekly Learning Content, Learning Activities and Learning Experience

	 Learning Content	 Learning experiences	 Learning activities	 Evidence of learning	 Learning outcome
Module 1: Organisations and management – Management Approaches					
1	Course introduction, organisations and management – The contemporary workplace	Welcome, Icebreakers, Peer learning	Introduction to the course and assessment; WB exercises	eWork Book (WB) (includes Case Report Plan)	1
2	Historical foundations - Management approaches	Case work: Issue identification	Organisations and management – The contemporary workplace; WB exercises	eWork Book (WB) (includes Case Report Plan)	1
3	Environment and diversity	Case work: Issue identification/ Introduction to Management Research - Using journal articles	Management approaches and historical foundations; WB exercises	eWork Book (WB) (includes Case Report Plan)	1
4	International dimensions of management	Case work: Critical discussion and referencing - Using journal articles	Environment and diversity; WB exercises	eWork Book (WB) (includes Case Report Plan)	1
Module 2: Management Functions in a global environment					
5	Planning and strategic management	Case work: Identifying research issues/key search terms – Peer case discussion	International dimensions of management; Finalising WB for submission + WB exercises/Using journal articles	Moodle Assignment - Case Report Assignment (CRA)	2
6	Organising	Case work: Maximising your marks using the marking criteria – Peer case discussion	Planning and strategic management; Finalising WB for submission + WB exercises/Using journal articles	Moodle Assignment - Case Report Assignment (CRA)	2
7	Leading	Case work: Peer Case discussion	Organising; Finalising WB for submission + WB exercises	Moodle Assignment - Case Report Assignment (CRA)	2
8	Controlling	Case work: Peer Case discussion	Leading; WB exercises	Moodle Assignment - Case Report Assignment (CRA)	2
Module 3: Modern trends in management – Managing diversity at work					
9	Leading and managing change	Case work: Peer Case discussion	Controlling; WB exercises	Final Moodle Quiz + Moodle Assignment (QA)	3
10	Ethical behaviour and social responsibility	CR: Review of final requirements	Leading and managing change WB exercises	Final Moodle Quiz + Moodle Assignment (QA)	3
11	Motivation and rewards	CR: supplementary exercise and reflection + Final Assessment preparation	Ethical behaviour and social responsibility: WB exercises	Final Moodle Quiz + Moodle Assignment (QA)	3
12	Revision and Final Assessment Preparation	Final Assessment preparation	Motivation and rewards: WB exercises + Final course review	Final Moodle Quiz + Moodle Assignment (QA)	3

5. Evidence of Learning (Assessment Plan)



5.1 Evidence of Learning Summary

	 Evidence of learning	 Weighting	 Learning outcome	 Due Date
1	eWork Book (WB) (includes Case Report Plan)	30%	1, 2	7
2	Case Report Assignment (CRA)	30%	1, 2	11
3	Final Assessment - Quiz + Case Question Assignment (QA)	40%	1, 2, 3	Final Assessment Period

5.2 Evidence of Learning Task Detail

1. eWork Book (WB)

The eWork Book (WB) (30% of course) requires completion of a range of activities which relate directly to course content. The eWork Book is an online Moodle Assignment submission. 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 and submit the specified weekly activities by the start of the following classes to earn marks for the WB assessment component. The eWork Book Evidence of Learning item (assessment), will focus on the first module (Week's 1-4), and predominantly assess Learning Outcome 1. The eWork Book will continue throughout the course but will not be formally assessed further.

The activities for each week include a) activities that assess your understanding of the management concepts presented in the previous weeks learning content, 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. A Case Report Planning activity will be provided for students to complete as part of the eWork Book. This activity will support initial identification of a Management Issue, conducting research, developing an assignment structure, will provide practice with writing an Introduction, that will support the second assessment, the Case Report Assignment.

2. Case Report Assignment (CRA)

The Case Report Assignment (CRA) (30% of course) is an online Moodle Assignment submission, and 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. 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 Assignment (CRA) effectively, select only ONE Management issue to research. Part of the submission of the Case Report Assignment (CRA) involves completing a supplement in your class time in the week of submission, and will require you to complete an exercise related to your report. The Case Report Assignment will focus on the second module, and predominantly assess Learning Outcome 2.

In writing your Case Report Assignment (CRA), 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 CRA 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 a minimum of 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 Assignment 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 Assignment to the relevant Moodle Assignment link (incorporates Turnitin) on the course website. The Case Report Assignment'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*

3. Final Assessment - Quiz + Assignment (QA)

The Final Assessment – Quiz + Case Question Assignment (40% of course) is open book, is an online Moodle Quiz and Assignment submission, and may require the completion of a section of multiple choice questions, and a section of case-based questions. The Moodle Quiz + Moodle Case Question Assignment will focus on the final module and predominantly assess Learning Outcome 3. Further information of the Moodle Quiz + Moodle Case Question Assignment structure will be provided in the second half of the trimester. The Moodle Quiz + Moodle Case Question Assignment will be two (2) hours in length.

5.3 Late Submission

An evidence of learning (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. Evidence of learning 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 Information about Evidence of Learning

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 evidence of learning item, 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 Evidence of Learning Items

1. Marks awarded for in-trimester evidence of learning 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 evidence of learning 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 final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.
3. Marks for **all** evidence of learning 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 of evidence of learning 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 Sitings](#), [Medical Certificates](#), [Academic Integrity](#), [Finalisation of Results](#), [Review of Marks](#), [Moderation of Assessment](#), [Turn-it-in Software Use](#). These policies can be accessed 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 within 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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