## 1. General Course Information

## 1.1 Course Details

| | |
|---|---|
| **Course Code:** | FND108 |
| **Course Name:** | Introduction to Management |
| **Trimester:** | Trimester 1, 2023 |
| **Program:** | Foundation Program |
| **Credit Points:** | 10 |
| **Course Coordinator:** | Jeremy Tan |
| **Document modified:** | 22 December 2022 |

## Course Description

Students in this course will learn basic management principles of planning, organising, leading and controlling. This course uses critical thinking skills to help students reflect upon their current knowledge of business and management.  Students will build upon this prior knowledge using skills such as literacy, teamwork and critical thinking to develop a strong foundation of Business Management principles.

## Assumed Knowledge

No prior knowledge is required

## 1.2 Teaching Team

Your teacher/s can be contacted via email as below:

You will also find their email in the Teacher's tile on your Course Site.

| Name | Email |
|------|-------|
| Jeremy Tan | Jeremy.tan@staff.griffithcollege.edu.au |

## 1.3 Meet with your teacher

Your teacher is available each week to meet outside of normal class times. This is called consultation. Times that your teacher will be available for consultation will be found on the Teacher's tile on your Course Site.

## 1.4 Timetable

Your timetable is available on the Griffith College Digital Campus at My Apps, Timetable.

## 1.5 Technical Specifications

All students must have access to a computer or suitable mobile device such as laptop, or tablet (mobile phones are not suitable).  In   addition, up-to-date browser access, a reliable high-speed internet connection with enough upload and download    capacity, a webcam and headset including microphone are needed.

## 2. Aims, Outcomes & Generic Skills

## 2.1 Course Aims

This course aims to give students an overview of management principles.  By using team discussions and real-life scenarios, students will enhance their communicative skills to analyse and apply management concepts.  These tools will help students not only in content driven knowledge but also to expand and build on their current knowledge and apply to real world problems.

## 2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Understand, explain apply the concepts of diversification, planning, organising and basic business concepts
2. Understand, explain and apply the concepts of leadership, business ethics, organisational culture and the business environment
3. Understanding, explain and apply the concepts of international management, ethics, CSR and managing people.
4. Apply the business principles of motivation and team building in a simulated work environment.

## 2.3   Graduate Capabilities and Employability Skills

For further details on the Graduate Capabilities and Employability Skills please refer to the Graduate Generic Skills and Abilities Policy.

Griffith College is committed to producing graduates who are able to demonstrate progress toward the development of a number of generic skills / capabilities that will allow them to successfully continue their studies at the tertiary level. This set of skills includes employability related skills that will ensure graduates are capable in the workplace of the future.
Studies in this course will give you opportunities to begin to develop the following skills:

| Graduate Capabilities and Employability Skills | | | Focus within this course |
|---|---|---|---|
| Interacting with People | Teamwork | | ✓ |
| | Communication | | ✓ |
| | Respect for Culture and Diversity | | ✓ |
| Readiness for the Workplace | Problem Solving | | ✓ |
| | Planning and Organisation | | ✓ |
| | Creativity and Future Thinking | | ✓ |

## 3.   Learning Resources

## 3.1 Required Learning Resources

Online resources available on the portal.

## 3.2 Recommended Learning Resources

For further research, students can purchase an ebook:

Stephen Robbins, David De Cenzo, Mary Coulter, Megan Woods (2015) Management: The Essentials, 4th Edition – online/hardcopy edition

## 3.3 College Support Services and Learning Resources

Griffith College provides many facilities and support services to assist students in their studies. Links to information about 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.

- Study Toolbox – there is a dedicated website for this course on the Griffith College Digital Campus.

- Academic Integrity - 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 Academic Integrity online modules within the Academic and Professional Studies course.

- 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

As you progress from the Foundation program to Diploma studies with Griffith College you will note some changes to the terminology used about your learning.  This includes **Before Class** = Learning Content; **Classwork** = Learning Experiences; **Homework** = Leaning Activities and **Assessment** = Evidence of Learning. We have therefore included both in the below information.

**Preparation and Participation in Learning**

You need to prepare before attending your scheduled learning experience. Work through the **Before Class** (Learning Content) prepared by your teacher which is found on the course site. Make sure you complete the **Homework** (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 teacher's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

**Attendance**

You are expected to actively engage in all **Classwork** (Learning Experiences) which underpin the learnings in this course. You are expected to engage with the Before Class work and Homework 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.

**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 the course site. The learning materials are arranged in Modules. In each Module you will find **Before Class** (Learning Content), **Classwork** (Learning Experiences), **Homework** (Learning Activities) and **Assessment** (Evidence of Learning). **Before Class** work will be engaged with prior to the scheduled **Classwork** (your weekly class). This will ensure you are prepared for the scheduled class by being aware of the content to be covered and therefore will be able to actively participate in the session. **Homework** (Learning Activities**)** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for **Assessment (**Evidence of Learning Tasks) in the course.

In addition, **Missed Class** learning material is provided in the course, providing support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled class (either in person or on Zoom) perhaps due to illness or other commitments. The Missed Class learning material should also be used in conjunction with before class and homework resources.

**Self-Directed Learning**

You will be expected to learn independently. This means you must organise and engage with the course content even when you are not specifically asked to do so by your teacher. The weekly guide (below) will be helpful to organise your learning. This involves revising the weekly course learning material and completing the homework activities. It also means you will need to find additional information to evidence your learning 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%, students are engaged in their learning 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 teachers. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your teacher or by completing course and teacher evaluations via Griffith College's evaluation tool whenever these are available.

4. Weekly Guide: Before Class (Learning Content), Classwork (Learning Experiences) and Homework (Learning Activities) and Assessment (Evidence of Learning)

The information below lays out how your learning will be organised throughout the trimester:

| Week | Before Class (Learning Content) | Classwork (Learning Experiences) | Homework (Learning Activities) | Assessment (Evidence of Learning) | Learning Outcome |
|---|---|---|---|---|---|
| | | | | | |
| | **Module 1 – Basic Management Principles** | | | | |
| 1 | **Before class:** Online vocabulary activities<br><br>**In class topics:** Course Introduction Basic Business Concepts Diversification | • Getting to know you exercise<br>• Brainstorming activity about business basics<br>• Padlet – Key business concepts<br>• Effective vs Efficient<br>• McDonalds & Diversification activity | Students participate in individual and team activities about basic business concepts and diversification. | | 1, 2 |
| 2 | **Before class:** Online vocabulary activities<br><br>**In class topics:** Planning & Organising | • Brainstorming activity on planning<br>• SMART goals video and activity<br>• What are planning goals & mission statements and Padlet activity<br>• 3 levels of planning | Students learn how businesses plan and organise their long and short terms goals. | | 1, 2 |
| 3 | **Before class:** Online vocabulary activities<br><br>**In class topics:** Organising | • What is organising? activity<br>• Griffith College Organisational chart activity<br>• Organisation Kahoot activity | | | 1, 2 |
| 4 | **Before class:** Online vocabulary activities<br><br>**In class topics:** Control | • What is control? Team activity<br>• Why is control important? Activity<br>• What do managers control?<br>• The control cycle – SMEC – video and activity<br>• Organisational control theory – team activity<br>• Control variations – Drag and drop activity | Students learn what control is and how it is used in the workplace.<br><br>Quiz 1 to be completed. | Online Quiz 1 20% | 1, 2 |
| 5 | **Before Class:** Online vocabulary activities<br><br>**In class topics:** Leadership | • Famous faces activity<br>• Manager Vs Leaders video and activity<br>• Positional vs Personal power brainstorm activity and short answer questions<br>• Trait theory of leadership and poll<br>• Transformational vs transactional game | Students reflect upon their own leadership skills and how to apply them in the workplace | | 1, 2, 3 |

| | | Module 2 – Analysing the Business Environment | | | |
|---|---|---|---|---|---|
| 6 | **Before class:** Online vocabulary activities | • What is the business environment? brainstorming activity | Students look at the environment inside and outside the | | 1, 2, 3 |
| | **In class topics:** The Environment Organisational culture | • Macro environment <br>• Task Environment <br>• The Environment game <br>• The internal environment | business and see how they impact each other. | | |
| 7 | **Before class:** Online vocabulary activities | • What is international management? <br>• How to make a business international? | Students learn what is an international business and how to make a business | Online quiz 2 20% | 1, 2, 3 |
| | **In class topics:** International management | • International business & culture <br>• Hofstedes Cultural Dimensions <br>• International Management & McDonalds activity | global. | | |
| 8 | **Before class:** Online vocabulary activities | • What is ethics? <br>• Moral/amoral/immoral <br>• Ethics in Business <br>• How to make ethical decisions | Students reflect on their own ethical perspectives and how to apply ethics in | | 2, 3, 4 |
| | **In class topics**: Management Ethics CSR | • Ethical leadership <br>• CSR | business. | | |
| | | Module 3 – Application of Business Principles | | | |
| 9 | **Before class:** Online vocabulary activities | • Introduction to people management <br>• Human resource management <br>• Performance Management | Students learn about how organisations hire, train and develop their | | 2, 3, 4 |
| | **In class topics:** Managing People | • Skills vs abilities <br>• Managerial skills | employees. | | |
| 10 | **Before class:** Online vocabulary activities | • What motivates you? <br>• Needs theories <br>• Process theories <br>• Positive & negative reinforcement | Students reflect on their own motivational levels and see how motivation is used in the workplace. | Online quiz 3 20% | 2, 3, 4 |
| | **In class topics:** Motivation | | | | |
| 11 | **Before class:** Online vocabulary activities | • Group vs Team <br>• Team activity <br>• Team conflict resolution <br>• How to make a group into a team | Students use their own experiences to learn about group and team environments | | 2, 3, 4 |
| | **In class topics:** Groups Vs Teams | • Tuckman's group development | | | |
| 12 | Final exam | | | Online Final exam (40%) (LO3) | 2, 3, 4 |

## 5.    Assessment (Evidence of Learning)

### 5.1    Assessment Summary (Evidence of Learning Summary)

|   | Assessment | Weighting | Learning Outcome | Due Date |
|---|---|---|---|---|
| 1 | Online Quiz 1 | 20% | 1, 2 | Week 4 |
| 2 | Online Quiz 2 | 20% | 1, 2, 3 | Week 7 |
| 3 | Online Quiz 3 | 20% | 2, 3, 4 | Week 10 |
| 4 | Online Oral Final Exam | 40% | 2, 3, 4 | Week 12 |

### 5.2 Assessment Task Detail (Evidence of Learning)

**_Online Quiz 1, 2, 3 (20%) (LO1, LO2, LO3, LO4)_**

These online quizzes consist of 5 short answer questions.  This task will allow students to demonstrate their understanding and application of basic management principles.  Students should be able to define, explain and give an example to answer questions related to the concepts learned in class.

Please note that web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used

**1.  Evidence of Learning Task 1: Online Quiz 1 (20%)**

**Task Type**: Short Answer online quiz
**Due Date: Week 4 date to be confirmed on course site**
**Weight:** 20%; mark out of 20
**Length: 1 hour**
**Task Description:**
This online quiz consists of 4-5 short answer questions that ask students to demonstrate their own understanding of the concepts learned in class. This Online Quiz covers the topics from weeks 1-3. Please note that web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used.
**Criteria and Marking:** Students are assessed on their ability to understand, explain apply the concepts of diversification, planning, organising and basic business concepts
**Submission:** online quiz/exam

**2.  Evidence of Learning Task 2: Online Quiz 2 (20%)**

**Task Type**: Short Answer online quiz
**Due Date: Week 7 date to be confirmed on course site**
**Weight:** 20%; mark out of 20
**Length: 1 hour**
**Task Description:**
This online quiz consists of 4-5 short answer questions that ask students to demonstrate their own understanding of the concepts learned in class. This Online Quiz covers the topics from weeks 4-6. Please note that web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used.
**Criteria and Marking:** Students are assessed on their ability to understand, explain and apply the concepts of leadership, business ethics, organisational culture and the business environment to basic business concepts.
**Submission:** online quiz/exam

3. **Evidence of Learning Task 3: Online Quiz 3 (20%)**

**Task Type**: Short Answer online quiz
**Due Date: Week 10 date to be confirmed on course site**
**Weight:** 20%; mark out of 20
**Length: 1 hour**
**Task Description:**
This online quiz consists of 4-5 short answer questions that ask students to demonstrate their own understanding of the concepts learned in class. This Online Quiz covers the topics from weeks 7-9. Please note that web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used.
**Criteria and Marking:** Students are assessed on their ability to understanding, explain and apply the concepts of international management, ethics, CSR and managing people.
**Submission:** online quiz/exam

4. **Evidence of Learning Task 4: Final Exam – Oral exam (40%)**

**Task Type**: Oral Exam
**Due Date: week 12**
**Weight:** 40%; mark out of 40
**Task Description:**
The final exam focuses on the concepts in Module 3. The online exam will focus on application of skills and knowledge to various real-world scenarios. This task will allow students to demonstrate application of the key concepts of the theory learned in weeks 9, 10 & 11. Please note that web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used.
**Criteria and Marking:** Students are assessed on their ability to apply the business principles of motivation and team building in a simulated workplace problem. Students work in a group of 3-4 students to find a solution to a real-life human resource problem. This assessment requires fast problem-solving skills, clear and concise oral communication and the ability to work with a diverse range of students.
**Submission:** online quiz/exam

In order to pass this Course, students must:

A. **Attempt all assessment items**
B. **Demonstrate assurance of learning of all learning outcomes through graded Assessment Tasks.**

## 5.3 Late Submission

An Assessment Task submitted after the due date, without an approved extension from the teacher, will be penalised. The standard penalty is the reduction of the mark allocated to the Assessment Task by 5% of the maximum mark applicable for the Assessment Task, for each calendar day that the task is late. Assessment tasks submitted more than seven calendar 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 Assessments (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 task, 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 Evidence of Learning Tasks.

**Return of Evidence of Learning Tasks**

1. Marks awarded for in-trimester evidence of learning tasks, except those being moderated externally with Griffith University, will be available on the course site within fourteen [14] days of the due date. This does not apply to the final evidence of learning task in this course (marks for this task will be provided with the final course result).

2. Students will be advised of their final grade through the Digital Campus. 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 tasks including the final exam (if applicable) will be recorded in the Course Site and made available to students through the Course Site.

   *The sum of your marks of* evidence of learning *tasks 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 Evidence of Learning Tasks-related policies can be found in the Griffith College Policy Library which include the following policies:

Assessment Policy, Special Consideration, Deferred Assessment, Alternate Exam Sittings, 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 teachers 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 Evidence of Learning Tasks – 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 Evidence of Learning Tasks 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.

Note: Griffith College acknowledges content derived from Griffith University in Diploma level courses, as applicable.