



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	FND108
<b>Course Name:</b>	Introduction to Management
<b>Trimester:</b>	Trimester 1, 2025
<b>Program:</b>	Foundation Program
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Alastair Mcwhir
<b>Document modified:</b>	

### 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
Alastair Mcwhir	<a href="mailto:Alastair.Mcwhir@griffithcollege.edu.au">Alastair.Mcwhir@griffithcollege.edu.au</a>

## 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 it to real world problems.



### 2.2 Learning Outcomes

After successfully completing this course, you should be able to:

1. Understand, explain and 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 can 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 are available on the portal.

### 3.2 Recommended Learning Resources

For further research, students can purchase a eBook:

Stephen Robbins, David De Cenzo, Mary Coulter, Megan Woods (2015) Management: The Essentials, 4<sup>th</sup> 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

#### Preparation and Participation in 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** = Learning Activities and **Assessment** = Evidence of Learning. We have therefore included both in the below information.

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 After Class (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. Attendance will be recorded by your teacher in each learning experience to ensure you are meeting the requirements of the program you are studying and/or your visa conditions. You are expected to engage with the Before Class and After Class outside of timetabled class times. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook.

#### Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' This time is critical for you to use to seek assistance from your teacher. You must book these consultation sessions as part of your weekly learning to assist you to succeed in your studies.

#### 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), After Class (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.

## 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%. You will be notified should your attendance fall below this, and required to enter into a Return to Study Plan. Students are engaged in their learning and to maintain a GPA equal or greater than 3.5 not to be at risk of exclusion [please see Griffith College Policy Library - [Program Progression Policy](#) – section 2.3 and 2.4 for more information on progress to avoid probation and exclusion.

## 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.

## Expected Course Workload

No. of timetabled Hours per Week*	No. Personal Study Hours per week**	Total Workload Hours per week
4	6	10

\*Total time spent per week in Direct Class Contact time

\*\*Minimum Total time students are expected to spend per week on studying, completing assignments, and/or Consultation time (which should be booked with your teacher directly)

## Academic Communication Skills 1 (FND101) & Academic Communication Skills 2 (FND102)

No. of timetabled Hours per Week*	No. Personal Study Hours per week**	Total Workload Hours per week
5	5	10






\* Total time spent per week in Direct Class Contact time

\*\*Minimum Total time students are expected to spend per week on studying, completing assignments, and/or Consultation time (which should be booked with your teacher directly)



#### 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
					
<b>Module 1 – Basic Management Principles</b>					
1	<p><b>Before class:</b> Online vocabulary activities</p> <p><b>In class topics:</b> Course Introduction Basic Business Concepts Diversification</p>	<ul style="list-style-type: none"> <li>• Getting to know you exercise</li> <li>• Brainstorming activity about business basics</li> <li>• Padlet – Key business concepts</li> <li>• Effective vs Efficient</li> <li>• McDonalds &amp; Diversification activity</li> </ul>	Students participate in individual and team activities about basic business concepts and diversification.		1, 2
2	<p><b>Before class:</b> Online vocabulary activities</p> <p><b>In class topics:</b> Planning &amp; Organising</p>	<ul style="list-style-type: none"> <li>• Brainstorming activity on planning</li> <li>• SMART goals video and activity</li> <li>• What are planning goals &amp; mission statements and Padlet activity</li> <li>• 3 levels of planning</li> </ul>	Students learn how businesses plan and organise their long and short terms goals.		1, 2
3	<p><b>Before class:</b> Online vocabulary activities</p> <p><b>In class topics:</b> Organising</p>	<ul style="list-style-type: none"> <li>• What is organising? activity</li> <li>• Griffith College Organisational chart activity</li> <li>• Organisation Kahoot activity</li> </ul>			1, 2
4	<p><b>Before class:</b> Online vocabulary activities</p> <p><b>In class topics:</b> Control</p>	<ul style="list-style-type: none"> <li>• What is control? Team activity</li> <li>• Why is control important? Activity</li> <li>• What do managers control?</li> <li>• The control cycle – SMEC – video and activity</li> <li>• Organisational control theory – team activity</li> <li>• Control variations – Drag and drop activity</li> </ul>	Students learn what control is and how it is used in the workplace.	In Class Quiz 1 20%	1, 2
5	<p><b>Before Class:</b> Online vocabulary activities</p> <p><b>In class topics:</b> Leadership</p>	<ul style="list-style-type: none"> <li>• Famous faces activity</li> <li>• Manager Vs Leaders video and activity</li> <li>• Positional vs Personal power brainstorm activity and short answer questions</li> <li>• Trait theory of leadership and poll</li> <li>• Transformational vs transactional game</li> </ul>	Students reflect upon their own leadership skills and how to apply them in the workplace		1, 2, 3

<b>Module 2 – Analysing the Business Environment</b>					
<b>6</b>	<p><b>Before class:</b> Online vocabulary activities</p> <p><b>In class topics:</b> The Environment Organisational culture</p>	<ul style="list-style-type: none"> <li>• What is the business environment? brainstorming activity</li> <li>• Macro environment</li> <li>• Task Environment</li> <li>• The Environment game</li> <li>• The internal environment</li> </ul>	Students look at the environment inside and outside the business and see how they impact each other.		1, 2, 3
<b>7</b>	<p><b>Before class:</b> Online vocabulary activities</p> <p><b>In class topics:</b> International management</p>	<ul style="list-style-type: none"> <li>• What is international management?</li> <li>• How to make a business international?</li> <li>• International business &amp; culture</li> <li>• Hofstede's Cultural Dimensions</li> <li>• International Management &amp; McDonalds activity</li> </ul>	Students learn what is an international business and how to make a business global.	In Class Quiz 2 20%	1, 2, 3
<b>8</b>	<p><b>Before class:</b> Online vocabulary activities</p> <p><b>In class topics:</b> Management Ethics CSR</p>	<ul style="list-style-type: none"> <li>• What is ethics?</li> <li>• Moral/amoral/immoral</li> <li>• Ethics in Business</li> <li>• How to make ethical decisions</li> <li>• Ethical leadership</li> <li>• CSR</li> </ul>	Students reflect on their own ethical perspectives and how to apply ethics in business.		2, 3, 4
<b>Module 3 – Application of Business Principles</b>					
<b>9</b>	<p><b>Before class:</b> Online vocabulary activities</p> <p><b>In class topics:</b> Managing People</p>	<ul style="list-style-type: none"> <li>• Introduction to people management</li> <li>• Human resource management</li> <li>• Performance Management</li> <li>• Skills vs abilities</li> <li>• Managerial skills</li> </ul>	Students learn about how organisations hire, train and develop their employees.		2, 3, 4
<b>10</b>	<p><b>Before class:</b> Online vocabulary activities</p> <p><b>In class topics:</b> Motivation</p>	<ul style="list-style-type: none"> <li>• What motivates you?</li> <li>• Needs theories</li> <li>• Process theories</li> <li>• Positive &amp; negative reinforcement</li> </ul>	Students reflect on their own motivational levels and see how motivation is used in the workplace.	In Class Quiz 3 20%	2, 3, 4
<b>11</b>	<p><b>Before class:</b> Online vocabulary activities</p> <p><b>In class topics:</b> Groups Vs Teams</p>	<ul style="list-style-type: none"> <li>• Group vs Team</li> <li>• Team activity</li> <li>• Team conflict resolution</li> <li>• How to make a group into a team</li> <li>• Tuckman's group development</li> </ul>	Students use their own experiences to learn about group and team environments.		2, 3, 4
<b>12</b>	Oral exam			Oral Exam 40%	2, 3, 4



## 5. Assessment (Evidence of Learning)

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

	Assessment	Weighting	Learning Outcome	Due Date
1	In Class Quiz 1	20%	1, 2	Week 4
2	In Class Quiz 2	20%	1, 2, 3	Week 7
3	In Class Quiz 3	20%	2, 3, 4	Week 10
4	Oral 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)

You are required to **submit your own work** for marking. All planning, notes and drafts need to be retained so they can be presented to your teacher if requested.

Please note that generative artificial intelligence (GenAI) applications are not permitted to be used for assessment content creation, translation or extensive language assistance unless specifically identified in the assessment guidelines. Where permission is given for the use of GenAI applications for assessment content creation, appropriate referencing must occur.

Students should follow all teacher directions about the use of Generative Artificial Intelligence (GenAI) tools in relation to formative and summative assessment tasks (including how to cite GenAI tools, if relevant). It should be noted that Turnitin provides teaching staff with a GenAI percentage indicator as well as an Originality Report which detects plagiarism.

#### 1. Evidence of Learning Task 1: In Class Quiz 1 (20%)

**Task Type:** Short answer quiz

**Due Date:** **Week 4 date to be confirmed on course site**

**Weight:** 20%; mark out of 20

**Duration:** 1 hour

**Task Description:**

This in class quiz consists of 4-5 short answer questions that ask students to demonstrate their own understanding of the concepts learned in class. This quiz covers the topics from weeks 1-3.

**Criteria and Marking:** Students are assessed on their ability to understand, explain apply the concepts of diversification, planning, organising and basic business concepts

**Submission:** In class quiz / exam

#### 2. Evidence of Learning Task 2: In Class Quiz 2 (20%)

**Task Type:** Short answer quiz

**Due Date:** **Week 7 date to be confirmed on course site**

**Weight:** 20%; mark out of 20

**Duration:** 1 hour

**Task Description:**

This in class quiz consists of 4-5 short answer questions that ask students to demonstrate their own understanding of the concepts learned in class. This quiz covers the topics from weeks 4-6.

**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:** In class quiz / exam



### 3. Evidence of Learning Task 3: In Class Quiz 3 (20%)

**Task Type:** Short answer quiz

**Due Date:** Week 10 date to be confirmed on course site

**Weight:** 20%; mark out of 20

**Duration:** 1 hour

**Task Description:**

This in class quiz consists of 4-5 short answer questions that ask students to demonstrate their own understanding of the concepts learned in class. This quiz covers the topics from weeks 7-9

**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:** In class quiz / exam

### 4. Evidence of Learning Task 4: Oral Exam (40%)

**Task Type:** Oral Exam

**Due Date:** Week 12

**Weight:** 40%; mark out of 40

**Task Description:**

The Oral Exam focuses on the concepts in Module 3. It will focus on the 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.

**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:** In class Oral 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 Assessment Tasks

1. Marks awarded for in-trimester assessment tasks will be available on the course site within fourteen [14] days of the due date. This does not apply to the final assessment 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 of enrolment.
3. Marks for **all assessment** tasks including the final exam will be recorded on the Course Site and made available to students through the Course Site.

*The sum of your marks of assessment 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 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 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.

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