Tasmanian School of Business & Economics (TSBE) (School)

College of Business and Economics (College)

BMA501
FUNDAMENTALS OF MANAGEMENT

12.50 Credit points

Semester 1, 2019

Unit Outline

Desmond Ayentimi
CONTACT DETAILS

Unit coordinator

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Consultation hours: By appointment
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WHAT IS THE UNIT ABOUT?

Unit description

This unit offers an investigative insight into the fundamentals of management. Encompassing both leadership and organisation theory, a brief history of management theory will be followed by investigations into different theories of organisations that consider topics like social responsibility, the business environment, decision making functions of management, strategic planning and implementation, organisational structures and human resource management, motivation, leadership, control, communications, group dynamics, culture, conflict, time management, internationalism and changing trends in management.

The topics of this unit aim to advance your understanding of fundamental management principles which can be applied in various organisational settings, ranging from private sector entities to NGOs and other tax payer funded organisations and start-ups. Given the management scope and the linked topics, discussion of them will be entered into by all students. To support discussions assorted readings and other learning material will focus on various management styles and management theories. You will explore management theory, research theory and review case studies for the purpose of strengthening the ability to manage business problems through to solutions, and to determine how to create and sustain a workplace where people can succeed (if the people succeed the business will succeed). The unit will be offered in twelve (12) chapters (each chapter per week). Embedded in each of the 12 units are case studies for discussions during workshop sessions.

Intended Learning Outcomes

On completion of this unit, you will be able to:

1. identify and define management theories, concepts and processes operating in a wide range of contexts.
2. exercise judgement and recommend solutions for complex management issues.
3. communicate written and oral academic arguments supported by appropriate academic literature.
Graduate Quality Statement

Successful completion of this unit supports your development of course learning outcomes, which describe what a graduate of a course knows, understands and is able to do. Course learning outcomes are available from the Course Coordinator. Course learning outcomes are developed with reference to national discipline standards, Australian Qualifications Framework (AQF), any professional accreditation requirements and the University of Tasmania’s Graduate Statement.

The University of Tasmania experience unlocks the potential of individuals. Our graduates are equipped and inspired to shape and respond to the opportunities and challenges of the future as accomplished communicators, highly regarded professionals and culturally competent citizens in local, national, and global society. University of Tasmania graduates acquire subject and multidisciplinary knowledge and skills, and develop critical and creative literacies and numeracies and skills of inquiry. They demonstrate the ability to apply this knowledge in changing circumstances. Our graduates recognise and critically evaluate issues of social responsibility, ethical conduct and sustainability, are entrepreneurial and creative, and are mindful of their own wellbeing and that of the community. Through respect for diversity and by working in collaborative ways, our graduates reflect the values of the University of Tasmania.

Alterations to the unit as a result of student feedback

N/A

Prior knowledge &/or skills

Graduate standing in the Tasmanian School of Business and Economics.
### HOW WILL I BE ASSESSED?

#### Assessment schedule

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Date due</th>
<th>Percent weighting</th>
<th>Links to Intended Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment task 1:</strong> Online Tests</td>
<td>Weeks 4, 8 &amp; 12</td>
<td>15%</td>
<td>LO1</td>
</tr>
<tr>
<td><strong>Assessment task 2:</strong> Presentations</td>
<td>Weeks 6 – 10</td>
<td>15%</td>
<td>LO1, LO2, LO3</td>
</tr>
<tr>
<td><strong>Assessment task 3:</strong> Journal Article Review</td>
<td>Week 9</td>
<td>20%</td>
<td>LO3</td>
</tr>
<tr>
<td><strong>Assessment task 4:</strong> Essay</td>
<td>Week 13</td>
<td>50%</td>
<td>LO1, LO2, LO3</td>
</tr>
</tbody>
</table>

#### Assessment details

**Assessment Task 1: Online Test**

<table>
<thead>
<tr>
<th>Task Description</th>
<th>Criterion Description</th>
<th>Measures ILO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>In weeks 4, 8 &amp; 12 there will be an online test covering the material presented in the previous weeks. The online test will be opened for the week before the due date. Week 4: weeks 1-3 – 10 questions, 5 marks Week 8: weeks 4-7 – 10 questions, 5 marks Week 12: weeks 8-11 – 10 questions, 5 marks</td>
<td>Identify and define theories and concepts related to given situations.</td>
<td>LO1</td>
</tr>
<tr>
<td></td>
<td>Use the concepts and language of management in context.</td>
<td>LO1</td>
</tr>
<tr>
<td>Task Length</td>
<td>15 minutes</td>
<td></td>
</tr>
<tr>
<td>Due by date</td>
<td>During weeks 4, 8 &amp; 12</td>
<td></td>
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</tbody>
</table>
Assessment Task 2: Case Analysis and Presentation

Case studies will be set for the weekly workshops for weeks 6 – 10. For this task students will work in teams of four or five, organised in week 1. In a separate folder on MyLO, entitled case studies, are a set of cases studies will be given. Students are to read and consider the case questions before the workshop session. They are also required to support their analysis with relevant literature. The presentation should consist of a summary of the case, discussion of the case questions and an analysis, supported by relevant literature sources. Those groups randomly chosen to present will be notified six days before their presentation.

On-campus students
The presentation will consist of a 10-15 minute presentation (Power Point) together with a 5 to 10 minute question time. Students not presenting in the workshop are required to ask questions and peer-evaluate the team in order to qualify to receive the mark for their own presentation. During weeks 3-7 of semester all students need to have participated in the preparation and presentation of one case study analysis.

Distance students
The distance cohort will be split into groups according to when folk are able to meet together in discussion boards. From within these groups, teams of 4-5 will be created and the selected team will make their case presentation live in discussion board – to simulate as close as possible an oral presentation. Each member of the team will be required to contribute a minimum of 100 words to the discussion their team is leading. Students not presenting the discussion will be required to ask questions and peer evaluate the team in order to qualify to receive the mark for their own presentation. As with the on-campus students, the discussion will be moderated by the course co-ordinator.

<table>
<thead>
<tr>
<th>Criterion Number</th>
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<th>Measures ILO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identify and define theories and concepts related to given situations</td>
<td>LO1</td>
</tr>
<tr>
<td>2</td>
<td>Critically review, analyse and explain management theories and practices.</td>
<td>LO1</td>
</tr>
<tr>
<td>3</td>
<td>Use the concepts and language of management in context.</td>
<td>LO1</td>
</tr>
<tr>
<td>4</td>
<td>Apply management theories to complex practical situations.</td>
<td>LO1</td>
</tr>
<tr>
<td>5</td>
<td>Identify management theories/models and describe their implications for managers and organisations.</td>
<td>LO2</td>
</tr>
<tr>
<td>Task</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Use independent judgement to provide solutions to complex management problems.</td>
<td>LO2</td>
</tr>
<tr>
<td>7</td>
<td>Search for and reference academic journal articles.</td>
<td>LO3</td>
</tr>
<tr>
<td>8</td>
<td>Review and analyse academic journal articles.</td>
<td>LO3</td>
</tr>
<tr>
<td>9</td>
<td>Present an academic argument using oral presentation and written expression.</td>
<td>LO3</td>
</tr>
<tr>
<td>10</td>
<td>Use and reference academic sources of information to support an academic argument.</td>
<td>LO3</td>
</tr>
</tbody>
</table>

**Task Length**

- On campus students – Make a ten to fifteen (10-15) mins duration, presentation plus 5 to 10 minutes of questions (if necessary).

**Due by date**

- During Weeks 6-10

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**Assessment Task 3: Journal Article Review**

The aim of this assessment is to build your capacity to identify, gather, summarise and reference academic research papers related to the discipline of Management. These are considered core skills required for the effective academic study of management and related disciplines in this and any future postgraduate course. To complete the Journal Article Review, you will need to find SIX (6) academic journal publications relevant to any of the management field. It is recommended that you use the ProQuest database (available on the UTAS Library webpage) to find SIX (6) academic journal article publications relating to the management themes addressed in the unit outline. These articles MUST come from at least THREE (3) different journals. Correctly reference the academic journal publications using the Harvard Referencing Guidelines (available at: http://utas.libguides.com/content.php?pid=27520&sid=329009) to guide your in-text and full reference citations.

Then describe the focus and relevance of EACH academic journal publication for the management discipline for each academic journal article. You need to clearly explain:

(a) The focus of the academic journal article;
(b) The major finding of the academic journal article, and;
(c) The usefulness of the academic journal article, particularly the usefulness of the findings to the management discipline (specifying the specific theme based on the unit outline). You must submit an electronic copy only (on MyLO) of your explanations (see above) plus a copy of each of the SIX (6) journal articles selected.

**Note:** This review assignment must be presented in an essay format. The marking rubric will consider every dimension of an essay.
<table>
<thead>
<tr>
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<th>Measures ILO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Search for and reference academic journal articles.</td>
<td>LO3</td>
</tr>
<tr>
<td>2</td>
<td>Review and analyse academic journal articles.</td>
<td>LO3</td>
</tr>
<tr>
<td>3</td>
<td>Present an academic argument using oral presentation and written expression.</td>
<td>LO3</td>
</tr>
<tr>
<td>4</td>
<td>Use and reference academic sources of information to support an academic argument.</td>
<td>LO3</td>
</tr>
</tbody>
</table>

**Task Length**

Maximum 1000 words including the 6 references.

**Due by date**

Week 9

**Assessment Task 4: Essay**

The essay assignment develops the research, analysis and writing skills you gained from completing the Journal Article Review assignment by applying them to writing an academic essay. The purpose of this assessment task is to develop and assess your knowledge about a key managerial issue. You are expected to cite at least ten (10) academic journal articles in your essay to demonstrate the range of sources from which you derived your knowledge.

The assessment will require students to read the case and answer the question below.

**The case:**

You are the Director of HR at Barsetshire County Council and after extensive discussions with your Chief Executive, members of the Council's Cabinet, other interested parties and your HR colleagues, you drafted a statement for the Chief Executive to issue about the proposed People Strategy. As amended slightly by the Chief Executive, this is set out below.

**The People Strategy statement**

We see the People Strategy as central to the delivery of effective and improving services. We also accept the need for fundamental changes to the way we work and how we work together and with others.

We need to change the organization’s culture, the way we do things round here. This will require not only changing the way we work but also our behaviours and attitudes. We believe we must become an organization that attracts, supports, enables and retains people who are talented, risk taking, innovative and creative. To do this we must break away from our fairly traditional people management practices of the past and become a sharper, more flexible and resilient organization.
We know the broad challenges for us over the next five years are going to be:

- Increasing demands on services through growing customer expectations.
- Working more effectively with other public services.
- Delivering services through a range of public and private sector organizations.
- Resources will get tighter and we will have to do more with less.
- Our discussions have established that our organizational culture reflects the following principal features [...]
  - While we have made some progress on working together across directorates and professional areas, we still work predominantly within professional constraints and to defined job descriptions. We often fall back on professional job demarcation and still rely on detailed job descriptions.
  - We have competent operational middle managers, but many have yet to acquire leadership skills.
  - Our people still rely on their managers for training and development opportunities rather than seek them for themselves.
  - We have a modern salary progression scheme which allows employees to be rewarded for exceptional performance and which is a step in the right direction but pay remains our main method of motivating people.
  - We remain cautious about tackling under-performance.
  - Communication between the Council and its staff is still very traditional with messages and information coming from the top down.
  - We believe that these current ways of working do not encourage the behaviours and approaches we need to change the way we work and often form barriers to innovation, creativity and flexibility.

The task:
The statement by the Chief Executive has been discussed thoroughly and she has now asked you as Director of HR to draft a position paper which briefly describes the approach you recommend to developing a People Strategy as a basis for further discussion. Prepare this paper in an essay format.
Note:
Support your recommendations using Empirical/Peer Reviewed Literature that is dated from 2010 to now.
The literature search can start with the University of Tasmania Library online database.
Google Scholar is a good starting point too.
Find ten (10) peer reviewed literature sources and incorporate their findings into your final write up.

Process - Developing and searching for information:
Using your developing knowledge of management, create a list of issues to consider during the literature search and analysis of the issues of the organisation.

Note: it is assumed that the organization or company want to be ‘successful’ in what they do. Thus, in your analysis determine for ‘success themes’; seek literature support of the recommendations you identify.

**Empirical Connections**
Connect your recommendations with theory or literature. Consider what the theories argue with a view to successful management practice context.

Presenting your final Write Up
Write a report of your recommendations that has all of the elements of an academic essay. Therefore, this must be supported by theory or literature citations in the text.


**Note:** This assignment must be presented in an essay format. The marking rubric will consider every dimension of an academic essay.

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<td>Use the concepts and language of management in context.</td>
<td>LO1</td>
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<tr>
<td>4</td>
<td>Apply management theories to complex practical situations.</td>
<td>LO1</td>
</tr>
</tbody>
</table>
Identify management theories/models and describe their implications for managers and organisations. LO2

Use independent judgement to provide solutions to complex management problems. LO2

Search for and reference academic journal articles. LO3

Review and analyse academic journal articles. LO3

Present an academic argument using oral presentation and written expression. LO3

Use and reference academic sources of information to support an academic argument. LO3

<table>
<thead>
<tr>
<th>Task Length</th>
<th>2000 words (+/- 10%). Does not include title page, contents page, reference pages if required.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Due by date</td>
<td>Week 13</td>
</tr>
</tbody>
</table>

How your final result is determined

To pass this unit, you need to demonstrate your attainment of each of the Intended Learning Outcomes.

Your grade will be determined in the following way:

Your overall mark in this unit will be determined by combining your results from each assessment task. These marks are combined to reflect the percentage weighting of each task. You need to achieve an overall score of at least 50% to successfully complete this unit. It is expected that you will seek help (from the unit coordinator in the first instance), well before the due date, if you are unclear about the requirements for an assessment task.

- PP (pass) at least 50% of the overall mark but less than 60%
- CR (credit) at least 60% of the overall mark but less than 70%
- DN (distinction) at least 70% of the overall mark but less than 80%
- HD (high distinction) at least 80% of the overall mark

All grades are provisional, until confirmation by the Assessment Board at the end of semester.
Submission of assignments

The act of submitting your assignment will be taken as certification that it is your own work.

Assignments must be submitted electronically through the relevant assignment tab in MyLO. You must ensure that your name, student ID, unit code, tutorial time and tutor’s name (if applicable) are clearly marked on the first page. If this information is missing, the assignment will not be accepted and, therefore, will not be marked.

Where relevant, Unit Coordinators may also request you to submit a paper version of your assignment. You will be advised by the Unit Coordinator of the appropriate process relevant to your campus.

Please remember that you are responsible for lodging your assessment items on or before the due date and time. We suggest you keep a copy. Even in a perfect system, items sometimes go astray.

Requests for extensions

In this Policy:

1. (a) ‘day’ or ‘days’ includes all calendar days, including weekends and public holidays;
   (b) ‘late’ means after the due date and time; and
   (c) ‘assessment items’ includes all internal non-examination based forms of assessment

2. This Policy applies to all students enrolled in TSBE Units at whatever Campus or geographical location.

3. Students are expected to submit assessment items on or before the due date and time specified in the relevant Unit Outline. The onus is on the student to prove the date and time of submission.

4. Students who have a medical condition or special circumstances may apply for an extension. Requests for extensions should, where possible, be made in writing to the Unit Coordinator on or before the due date. Students will need to provide independent supporting documentation to substantiate their claims.

Penalties

Late submission of assessment items will incur a penalty of 10% of the total marks possible for that piece of assessment for each day the assessment item is late unless an extension had been granted on or before the relevant due date.

Assessment items submitted more than five (5) days late will not be accepted.

Academic staff do NOT have the discretion to waive a late penalty, subject to clause 4 above.
Review of results and appeals

Review of Assessment is available to all students once the University has released the final result for a unit. If you are dissatisfied with your final result, you may apply to have it reviewed. Applications for a review of assessment are due within 10 working days of the release of the final result in the unit. When applying for a review, you must pay a $50 fee.

If you wish to have a piece of internal assessment reviewed as part of the review process, please state this clearly on the application form referred to above and include that assessment item with your application.

Please read and follow the directions provided by the University at:

Academic referencing

Before starting your assignments, you are advised to familiarise yourself with the following electronic resources.

The first is the Harvard Referencing System Style Guide, which can be accessed from the UTAS library: http://utas.libguides.com/content.php?pid=27520&sid=199808. The Harvard style is the appropriate referencing style for this unit and the guide provides information on presentation of assignments, including referencing styles. In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others and maintain academic integrity.

Failure to appropriately acknowledge the ideas of others constitutes academic dishonesty (plagiarism), a matter considered by the University of Tasmania as a serious offence.

The second is the Tasmanian School of Business and Economics' Writing Assignments: A Guide, which can be accessed at: http://www.utas.edu.au/business-and-economics/student-resources. This guide provides you with useful information about the structure and style of assignments in the TSBE.

In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others, and how to maintain academic integrity.

The University library provides information on presentation of assignments, including referencing styles and should be referred to when completing tasks in this unit.

Please read the following statement on plagiarism. Should you require clarification please see your unit coordinator or lecturer.
Plagiarism

Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own; for example, using an author's words without putting them in quotation marks and citing the source, using an author's ideas without proper acknowledgment and citation, copying another student's work.

If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines. You may also find the Academic Honesty site on MyLO of assistance.

The intentional copying of someone else's work as one's own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University.

The University and any persons authorised by the University may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author's permission is required before a work within the database can be viewed.

For further information on this statement and general referencing guidelines, see the Plagiarism and Academic Integrity page on the University web site or the Academic Honesty site on MyLO.

Academic misconduct

Academic misconduct includes cheating, plagiarism, allowing another student to copy work for an assignment or an examination, and any other conduct by which a student:

a. seeks to gain, for themselves or for any other person, any academic advantage or advancement to which they or that other person are not entitled; or

b. improperly disadvantages any other student.

Students engaging in any form of academic misconduct may be dealt with under the Ordinance of Student Discipline, and this can include imposition of penalties that range from a deduction/cancellation of marks to exclusion from a unit or the University. Details of penalties that can be imposed are available in Ordinance 9: Student Discipline – Part 3 Academic Misconduct.
WHAT LEARNING OPPORTUNITIES ARE THERE?

MyLO

MyLO is the online learning environment at the University of Tasmania. This is the system that will host the online learning materials and activities for this unit.

Getting help with MyLO

It is important that you are able to access and use MyLO as part of your study in this unit. To find out more about the features and functions of MyLO, and to practice using them, visit the Getting Started in MyLO unit.

For access to information about MyLO and a range of step-by-step guides in pdf, word and video format, visit the MyLO Student Support page on the University website.

If something is not working as it should, contact the Service Desk (Service.Desk@utas.edu.au, phone 6226 1818), or Request IT Help Online.

Resources

Required readings

You will need the following text [available from the Co-op Bookshop]:


A series of readings are provided in the Content Section of the MyLO shell for this unit.

Recommended readings

A series of readings are provided in the Content Section of the MyLO shell for this unit.

Reading Lists

Reading Lists provide direct access to all material on unit reading lists in one place. This includes eReadings and items in Reserve. You can access the Reading List for this unit from the link in MyLO, or by going to the Reading Lists page on the University Library website.
Other Required Resources

A range of (mostly undergraduate) textbooks on Management exist and they may help you with basic concepts. For example:


Davidson, P 2009, Management: Core concepts and applications, 2nd Australasian edn, Wiley, Brisbane.

Hitt, MA, Black, JS, Porter, LW & Hanson, D 2007, Management, Pearson, Frenchs Forest. Robbins,

SP, DeCenzo, D, Coulter, M, Woods, M 2013, Management: the essentials, 2nd edn, Pearson, Frenchs Forest, NSW.


In addition to the texts/software recommended above, you are also expected to be familiar with the key academic journals in the discipline from which useful insights may be derived. In particular, you are encouraged to review regularly the relevant papers that are published in the Content Section of the MyLO shell for this unit.

- Academy of Management Executive
- Academy of Management Journal
- Academy of Management Learning and Education
- Academy of Management Perspectives
- Academy of Management Review
- Asia-Pacific Journal of Human Resources
- Asia-Pacific Journal of Management
- Corporate Social Responsibility and Environmental Management
- Cross Cultural Management: An International Journal
- Human Resource Development International
- Human Resource Development Quarterly
- Human Resource Management Journal (UK)
- Human Resource Management Review
- Business Review Weekly
- California Management Review
- Harvard Business Review
- Journal of Management
- Sloan Management Review
Activities

Learning expectations

The University is committed to high standards of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers.

**Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.**

These are some of the expectations we have of you as a student enrolled in this unit:

In week 1 take time to a) review the unit outline so you understand the terms and conditions of this unit and b) get to know others in the class using the Social Café in the BMA 501 MyLO shell Discussion board.

Participate in the discussion board activities (as a leader and as a respondent) (particularly online students). Collaborative learning will be fostered through working in small teams on assorted topics. The interactive nature of discussion board will help to improve communication skills. Participate in workshops discussion (particularly on campus students). Submit all assignments on time.

Details of teaching arrangements

**Lecture/Tutorial Mode**

All lectures and readings are available online. Details about tutorials and other face-to-face meetings will be provided in Week 1.

**Blended Learning Mode**

Combination of online and face-to-face meetings.

**Distance Mode**

All communication for this unit is conducted using My Learning Online (MyLO).

To access learning materials please proceed to the BMA 501 MyLearningOnline (MyLO) shell, then go to the Content Section. In the Content Section you will find all learning materials. All learning materials are provided on a week by week basis. Learning materials are released each Monday morning of semester by 7am (and remain available until semester’s end).

Note: Lectures are presented using narrated PowerPoint slides. Depending on the type of machine you are using these narrated presentations may require you to download them from MyLO to your desktop.
Specific attendance/performance requirements

In this unit, your active engagement will be monitored in the following way:

1. Submission of assignments
2. Meeting participation requirements

If you do not demonstrate evidence of having engaged actively with this unit by completing these two activities by Week 4 of semester, your enrolment may be cancelled or you may be withdrawn from the unit.

Teaching and learning strategies

The University is committed to a high standard of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers. The University's Code of Conduct for Teaching and Learning states:

- Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.

During the first four weeks of this semester, your participation and engagement in this unit will be monitored. If you do not demonstrate evidence of having engaged actively with this unit by Week 4 of semester, your enrolment may be cancelled or you may be withdrawn from the unit.

Work Health and Safety (WHS)

The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit you should refer to the University's Work Health and Safety website and policy.

Communication

Keeping up with Announcements for this Unit

Check the MyLO Announcement tool at least once every two days. The unit Announcement will appear when you first enter our unit’s MyLO site. Alternatively, click on the Announcement button (towards the top of the MyLO screen) at any time.

If you have a question

Other students may have the same question that you have. Please go to the Ask the Class Discussion forum on the unit’s MyLO site. Check the posts that are already there – someone may have answered your question already. Otherwise, add your question as a new topic. Students are encouraged to support each other using this forum – if you
can answer someone’s question, please do. We will attempt to respond to questions within 48 business hours. If your question is related to a personal issue or your performance in the unit, please contact the appropriate teaching staff member by email instead.

**If you have an issue that will impact on your studies or the submission of an assessment task**

If you have a personal question related to your studies or your grades, please contact teaching staff by email.

For general questions about the unit, please add them to the Ask the Class Discussion forum on the unit’s MyLO site. This way, other students can also benefit from the answers.

**Concerns and complaints**

The University is committed to providing an environment in which any concerns and complaints will be treated seriously, impartially and resolved as quickly as possible. We are also committed to ensuring that a student may lodge a complaint without fear of disadvantage. If you have a concern, information about who to contact for assistance is available on the ‘How to resolve a student complaint’ page.

**Further information and assistance**

If you are experiencing difficulties with your studies or assignments, have personal or life-planning issues, disability or illness which may affect your course of study, you are advised to raise these with the unit coordinator in the first instance.

There is a range of University-wide support services available to you including Student Learning Support, Student Advisers, Disability Services, and more which can be found on the Student Support and Development page of the University website.

Should you require assistance in accessing the Library, visit their website for more information.
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<thead>
<tr>
<th>WEEK</th>
<th>DATE BEGINNING</th>
<th>TOPIC/ MODULE/ FOCUS AREA</th>
<th>ACTIVITIES</th>
<th>DUE DATE</th>
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<tbody>
<tr>
<td>1</td>
<td>25 February</td>
<td>Unit Introduction</td>
<td>What is Management? Management: History and Concepts</td>
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<tr>
<td>2</td>
<td>4 March</td>
<td>Social responsibility in the corporate business environment</td>
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<td>3</td>
<td>11 March</td>
<td>Decision-making functions of management</td>
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<td>4</td>
<td>18 March</td>
<td>Planning, strategy formulation. Strategy implementation</td>
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<td>5</td>
<td>25 March</td>
<td>Organising and organisational structures (Human Resource Management)</td>
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<td>6</td>
<td>1 April</td>
<td>Group case study presentations</td>
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<td>7</td>
<td>8 April</td>
<td>Group case study presentations</td>
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<td>8a</td>
<td>15 April</td>
<td>Motivation</td>
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<td>Mid-semester break 18 April to 24 April (inclusive)</td>
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<td>8b</td>
<td>25 April</td>
<td>Leadership</td>
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<td>9</td>
<td>29 April</td>
<td>Communication in the group environment</td>
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<td>10</td>
<td>6 May</td>
<td>Change and conflict management</td>
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<td>11</td>
<td>13 May</td>
<td>Operations management</td>
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<td>Time management</td>
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<td>12</td>
<td>20 May</td>
<td>Internationalisation</td>
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<td>13</td>
<td>27 May</td>
<td>Future of management</td>
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Exam Period 8 – 25 June (inclusive)
The Tasmanian School of Business and Economics (TSBE) is currently in the process of applying for business accreditation with the Association to Advance Collegiate Schools of Business (AACSB) – the lead program for accrediting business schools globally. AACSB seeks to connect educators, students, and business to achieve a common goal – to create the next generation of business leaders.

By joining AACSB and going through the accreditation process, TSBE is joining a global alliance committed to improve the quality of business education around the world, and to share the latest innovations in business education. Gaining Business Accreditation with AACSB is a multi-year process involving TSBE demonstrating our performance against the 15 accreditation standards.

Once complete, TSBE will join a select community of accredited business schools, with only 7% of all business schools globally having completed the AACSB process. This will further enhance the reputation of TSBE, and further enhance the global recognition of your qualifications. To find out more about AACSB click here.