



BMA101

Introduction to Management

Semester 1, 2014

THIS UNIT IS BEING OFFERED IN:
HOBART, LAUNCESTON, BURNIE
& BY DISTANCE

Teaching Team:

Dr Mark Wickham

&

Dr Gemma Lewis

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Contact Details

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Unit Description

This unit provides students with an introduction to management concepts, functions and practices and serves as a basis for further detailed study of the elements that contribute to successful management.

In addition to the content outlined above, this unit will also include a strong focus on developing skills in conducting literature research and communicating effectively in an academic setting. The skill-based component of the unit provides an opportunity for students to gain a solid grounding in the research and writing skills that are critical for successful undergraduate academic study.

Prior Knowledge &/or Skills OR Pre-Requisite Unit(s)

None

Enrolment in the Unit

Unless there are exceptional circumstances, students should not enrol in this unit after the end of week two of semester, as the Tasmanian School of Business and Economics (TSBE) cannot guarantee that:

- any extra assistance will be provided by the teaching team in respect of work covered in the period prior to enrolment; and
- penalties will not be applied for late submission of any piece or pieces of assessment that were due during this period.

Intended Learning Outcomes and Generic Graduate Attributes

Intended Learning Outcomes		Assessment Methods	Graduate Attribute Outcomes
<i>In this unit you will learn:</i>	<i>In assessing this unit I will be looking at your ability to:</i>		
...to critically apply a broad and coherent knowledge of foundational management theories, concepts, practical principles and processes.	1) Identify theories and concepts related to given situations.	Online tests Exam	<p>The assessments and teaching activities in this unit have been designed to develop the following graduate attributes in students:</p> <p>Knowledge - Basic, broad management knowledge and a limited ability to apply knowledge to simple management situations. - An understanding of the concept and process of lifelong learning.</p> <p>Communication - Written communication skills, including the ability to use clearly articulate management information.</p> <p>Problem solving - The ability to think logically and use simple management related theories, models and methods. The ability to locate and utilise information in a timely manner.</p> <p>Social responsibility - The ability to apply the ethical requirements of University study. - An awareness of societal expectations of management and manager's responsibilities to society.</p>
	2) Describe and explain various management theories and practices.	Essay Exam	
	3) Use the concepts and language of management.	JARE Essay Exam	
	4) Apply management theories to practical situations.	Online tests Exam	
...to exercise judgement and recommend appropriate solutions for routine management problems.	5) Identify and analyse environmental influences and determine their implications for managers and organisations.	Exam Essay	
...to effectively communicate an argument supported by academic literature:	6) Search for and use an academic journal article.	JARE Essay	
	7) Review and critically analyse an academic journal article.	JARE	
	8) Present an argument using written expression.	JARE Essay Exam	
	9) Use and referencing of academic sources of information to support an argument.	JARE/Essay	

Learning Expectations and Teaching Strategies/Approach

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

- identify and describe the FOUR (4) key management functions and explain how they contribute to organisational performance;
- apply core management theories to organisational scenarios and determine how managers should respond;
- identify and discuss contextual factors that influence management practice;
- present an academic argument supported by academic literature.

In order to achieve these learning outcomes, the unit will comprise a 13-week lecture series and a 12-week tutorial program. The assessment of the learning outcomes will occur through the following pieces of assessment: FOUR (4) Multiple Choice Tests, ONE (1) Journal Article Review Exercise, TWO (2) OPTIONAL online enterprise reports, ONE (1) Essay, and ONE (1) Examination.

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.

Occupational Health and Safety (OH&S)

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 policy at: <http://www.utas.edu.au/work-health-safety/>

Learning Resources

Prescribed Text

Robbins, S, DeCenzo, D, Coulter, M & Woods, M 2014, *BMA101 Introduction to Management: The Essentials* (2nd Edition), Pearson, Frenchs Forest (Custom Text).

Recommended Texts

There are a large number of general introductory texts for management studies, many of them emanating from the United States. See for example:

Bateman, TS, & Snell, SA 2002, *Management*, 5th ed., Irwin, Chicago.

Daft, RL 2000, *Management*, 5th ed., Dryden, Fort Worth.

Kreitner, R 2001, *Management*, 8th ed., Houghton Mifflin, Boston.

Schermerhorn, JR 2001, *Management*, 6th ed., Wiley, New York.

Bartol, K, Martin, D, Tein, M & Matthews, G 2001, *Management. A Pacific Rim focus*, 3rd edn, McGraw-Hill, Sydney.

Collins, R & McLaughlin, Y 1996, *Effective management*, 2nd ed., CCH Australia, Sydney.

Davidson, P & Griffin, RW 2003, *Management. An Australian perspective*, 2nd ed., Wiley, Brisbane.

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

Robbins, SP, Bergman, R, Stagg, I & Coulter, M 2003, *Management*, 3rd ed., Pearson, Frenchs Forest.

Schermerhorn, J R, Campling, J, Poole, D & Wiesner, R 2003, *Management: An Asia-Pacific perspective*, Wiley & Sons, Queensland.

Samson, D & Daft, R 2003, *Management. Pacific Rim edition*, Thomson, Victoria.

Journals and Periodicals

For your studies in management it is essential that you become familiar with some academic journals in the discipline such as ***Management and Organisations*** (the Journal of the Australian and New Zealand Academy of Management), ***Harvard Business Review*** and the ***Academy of Management Journal***. Note that not all periodicals and journals are available from the University of Tasmania libraries. Many journals are now available electronically.

It is also very useful to read regularly popular business publications such as ***Business Review Weekly*** (BRW) and articles on business in the daily newspapers, especially those dedicated to business such as the ***Australian Financial Review***.

Useful Websites

<http://www.utas.edu.au/business-and-economics/>

My Learning Online (MyLO)

This unit is web dependent and access to the online MyLO unit is required. Log into MyLO at: <http://www.utas.edu.au/learning-teaching-online> and then select BMA101 from the list of units. For help using MyLO go to <http://www.utas.edu.au/learning-teaching-online/new-mylo/home>.

Technical requirements for MyLO

For help and information about setting up your own computer and web browser for MyLO, see: <http://uconnect.utas.edu.au/>

You can access the University network and MyLO via a laptop computer or other mobile device. See: <http://uconnect.utas.edu.au/uana.htm>

MyLO can be accessed in the Library computers and in computer labs. See: <http://www.utas.edu.au/it/computing-distributed-systems/computer-labs-facilities-and-locations>

For further technical information and help, contact the UTAS Service Desk on 6226 1818 or at <http://www.utas.edu.au/service-desk/>

MyLO Expectations

1. Students are expected to maintain the highest standards of conduct across all modes of communication, either with staff or with other students. Penalties may be imposed if the Unit Coordinator believes that, in any instance or mode of communication, your language or content is inappropriate or offensive. MyLO is a public forum. Due levels of respect, professionalism and high ethical standards are expected of students at all times.
2. Submission of assessment tasks via MyLO presumes that students have read, understood and abide by the requirements relating to academic conduct, and in particular, those requirements relating to plagiarism. All work submitted electronically is presumed to be “signed-off” by the student submitting as their own work. Any breach of this requirement will lead to student misconduct processes.
3. MyLO is an Internet service for teaching and learning provided by the University. It is expected that at least once a day students will check MyLO.

Student Feedback via eVALUate

At the conclusion of each unit students will be asked to provide online responses to a number of matters relating to the learning and teaching within that unit. All students are asked to respond honestly to these questions, as all information received is used to enhance the delivery of future offerings.

Changes to this Unit Based on Previous Student Feedback

1. The Enterprise Module (Week 3) is now an optional lecture and assessment task for students to attempt. Students that do not complete the Enterprise Module tasks will be required, instead, to attempt one additional short answer question in the Final Examination

Details of Teaching Arrangements

Lectures

There will be a series of 13 lectures held weekly throughout the semester.

Tutorials

There will be a series of 12 tutorials held weekly throughout the semester. The tutorial program will commence in Week 2. All students are required to enrol in a tutorial for this unit. Tutorial enrolments will be completed through MyLO during the first week of semester.

Online Activities

Students are required to attempt FOUR (4) on-line tests, worth 5 marks each. The tests will be available from Monday morning until the following Sunday evening of the relevant week that it is due.

English Assist

Students that have difficulty with English expression have the opportunity to seek support from student advisers as per the advice available from Student Administration. Alternatively, students can access support at the following web-site: <http://www.utas.edu.au/student-learning/learning-resources>

Communication, Consultation and Appointments

Email Correspondence:

Students are also expected to check their UTAS email site on a regular basis (at least three times a week). Students submitting requests or queries to staff via email should provide very clearly their: *Family name; Preferred name; Student ID; Unit code (i.e. BFA103)* and allow teaching staff at least **two (2) business days** to reply. Staff are not required to respond to emails in which students do not directly identify themselves, which are threatening or offensive, and that come from external (non-UTAS) email accounts. Students are advised not to have their UTAS email forwarded to an external email service (such as Gmail or Hotmail). In the past there have been significant issues where this has occurred, resulting in UTAS being blacklisted by these email providers for a period of up to one month.

MyLO News:

Students must ensure they log into MYLO at least twice a week to ensure they receive any announcements about unit arrangements.

Consultation and Appointment:

Lecturers will be available for consultation during their specified consultation times and may be available at other times by appointment. Teaching staff will respond to email communication within 2 business days.

Assessment

Assessment Schedule

In order to pass this unit you must achieve an overall mark of at least 50 per cent of the total available marks. Details of each assessment item are outlined below.

Assessment Items	Due Date	Value/Weighting
Multiple choice tests (COMPULSORY)	Weeks 4, 7, 9, 11	20 marks
Enterprise Module (OPTIONAL)	Part A: TBA Part B: TBA	10 marks
Journal Article Review (JAR – COMPULSORY)	Monday, 24th March at 2pm	10 marks
Essay (COMPULSORY)	Monday, 5th May at 2pm	20 marks
Examination (COMPULSORY)	Exam Period	40 marks or 50 marks (depending on whether the Enterprise Module is completed by the student or not)

Assessment Item 1 – Online Multiple-Choice Tests

Task Description: Students are required to complete FOUR (4) online multiple choice tests. Each test will be randomly constructed for every student.

The test must be taken at a time of your choice during the designated week (between Monday 12am and Sunday 12pm of the relevant week). Students will need to log on to MyLO using their University electronic mail username and password. **A time limit of 10 minutes will apply.**

Task Length 10 multiple-choice questions per test

Link to Unit's Learning Outcomes: 1, 2, 3

Due Date:

Test 1: Week 4
Topics: What is Management?; The External Environment; Foundations of Decision-Making

Test 2: Week 7
Topics: Foundations of Planning; Organising Structure and Culture

Test 3: Week 9
Topics: Ethics & Social Responsibility; Leadership and Trust

Test 4: Week 11
Topics: Communication and Interpersonal Skills; Managing Change and Innovation

Value: 20 marks (5 marks per test)

Assessment Item 2 – Enterprise Module (OPTIONAL)

Task Description: Students have the *option* to attend a 2 hour workshop during **Week 3**. You will have a choice as to the timing of the workshop, and further information about the timing and focus of the workshop is available at:
<http://www.learning-entrepreneurship.com/u-learn.html>

The aim of this exercise is to provide students with an opportunity to develop an enterprising mindset that can be applied to all aspects of your current studies and life endeavours.

Task Length 2 hour workshop followed an online reflection process (Part A) and a Learning Statement (Part B).

The process of learning, assessment and the nature of your required participation is explained at:
<http://www.learning-entrepreneurship.com/u-learn.html>

Link to Unit's Learning Outcomes: 4, 5, 8

Due Date: Part A – TBA, Part B – TBA.

Value: 10 marks (Part A is worth 6 marks, and Part B is worth 4 marks)

If students attempt this optional task, the final examination will be worth 40 marks (i.e. they will be required to attempt ONE less essay question).

If students do not wish to attend this optional assessment task, the final examination will be worth 50 marks.

****NOTE: ALL correspondence relating to this enterprise module MUST be directed to Dr Colin Jones (Colin.Jones @utas.edu.au).**

Assessment Item 3 – Journal Article Review Exercise (JARE)

Task Description: The aim of this assignment is to develop the knowledge, skills, and abilities you need to conduct academic research in management. These are core skills required in the academic study of management, and they are of practical importance to managers.

Requirements:

To complete the Journal Article Review Exercise, you will need to do each of the following:

1. Find an academic journal publication

It is recommended that you use the ProQuest database (available on the UTAS Library webpage) to find an **academic publication** relating to ONE (1) of the essay topics.

2. Correctly reference the academic journal publication

You will need to use the Harvard Referencing Guidelines (available at: <http://utas.libguides.com/content.php?pid=27520&sid=219177>) to provide correct in-text and reference list citations for the article you selected.

3. Review and critically analyse the journal publication

You are required to critically review the content and usefulness of your selected academic article. Your review will have THREE (3) sections. The first section should provide a brief overview of the article content, summarising the article topic, the ideas or research it reports and the author's key conclusions. The second section should identify the strengths and weaknesses of the author's research or argument. The third section should evaluate the article's usefulness for answering your essay question.

Important Information on Completing the Journal Article Review Exercise:

Undertaking the review

Before you begin your review, download and complete the self-paced learning activity "Completing your JARE" which is available through MyLO. This will ensure you have all the skills you need to complete your review.

Writing up your review

You should complete this assignment by filling in the Journal Article Review Exercise response sheet available on MyLO ("Journal Article Review Exercise" folder). The response sheet contains instructions and space for you to complete the assignment tasks. Upload an electronic version of the response sheet from MyLO, and use MS Word to complete the assignment.

Submitting the assignment

You must submit **an electronic copy only** of your JARE through the JARE drop-box link on MyLO. The JARE must be submitted by 2.00pm on the due date.

The submitted JARE should include the following:

- a copy of your selected article;
- a completed JARE Response Sheet;
- a copy of a Harvard Referencing Guidelines (summary pages only required);

Task Length 700 words (maximum) – **no 10% leeway!**

Assessment Criteria: Specified on the following page

Link to Unit's Learning Outcomes: 1, 2, 3, 4, 6, 7, 9

Due Date: Monday, 24th March at 2pm (Week 5)

Value: 10 marks

Journal Article Review Exercise (JARE) Evaluation Rubric

Criteria	HD (High Distinction) 80%- 100%	DN (Distinction) 70% - 79%	CR (Credit) 60% - 69%	PP (Pass) 50% - 59%	NN (Fail) 0% - 49%	Mark
Correctly apply School of Management referencing protocols	A Harvard Referencing Guide has been included				A Harvard Referencing Guide has not been included	/ 0.5
	In-text citations provide all the required information. All information in correct order and format.	In-text citations provide most of the required information. All information in correct order and format	In-text citations provide most of the required information. Minor errors in the order of information or in formatting.	In-text citations provide most of the required information. Major errors in the order of information or in formatting.	No in-text citation of reference/s. In-text citation does not provide required information. Citation is incorrectly formatted.	/ 0.5
	The full reference contains all required information in correct order and format for the Harvard style of referencing.	The full reference contains all of the information required by the Harvard system, and is in the correct order. Some minor formatting errors are apparent.	The full reference contains most of the required information. Some errors in the order of information and/or formatting are apparent.	The full reference contains some of the required information. Major errors in the order of information and / or formatting are apparent.	Full reference contains less than half of the required information. Major errors in the order of information and / or formatting are apparent.	/ 1
Find appropriate academic article	The article is an <i>academic</i> article relating to one of the two topics; a copy of article included				The article is not an academic article; the article does not relate to an essay topic; a copy of the article has not been included	/0.5
Identify article topic	Key concepts are identified. Research method or central argument is accurately defined. Key findings or conclusions are explained in detail.	Key concepts are identified. Research method or central argument is Defined broadly. Key findings or conclusions are explained broadly.	Key concepts are identified. Some description about the research method or central argument. Some details about key findings or conclusions.	Key concepts are identified. Very little detail about research design or central argument. Incorrect or no discussion of key findings and conclusions.	Key concepts are incorrectly or not identified. Incorrect or no detail about research design or central argument. Incorrect or no discussion of key findings and conclusions.	/ 2
Critical evaluation of Strengths & Weaknesses	One or more strengths identified Detailed explanation of how it affected the value of the work	One or more strengths identified Broad explanation of how it affected the value of the work	One or more strengths identified Unclear explanation of how it affected the value of the work	One or more strengths identified No or incorrect explanation of how it affected the value of the work	No strengths identified	/ 1
	One or more weaknesses identified Detailed explanation of how it affected the value of the work	One or more weaknesses identified Broad explanation of how it affected the value of the work	One or more weaknesses identified Unclear explanation of how it affected the value of the work	One or more weaknesses identified No or incorrect explanation of how it affected the value of the work	No weaknesses identified	/ 1
Evaluation of usefulness for answering essay question	Element of essay question to which article is relevant is specifically identified		Relevance to essay question is identified in broad terms		Element of essay question to which article is relevant is not identified	/ 1
	Information from article which will be used to address the essay question component is clearly described		Information from article which will be used to address the essay question component is described in broad terms		Information from article which will be used to address the essay question component is not specified	/ 1
Write using academic language and structure.	Writing style is clear; A concise well developed argument in fluent discipline-specific academic language. No spelling or grammatical errors.	Writing style is clear; Mostly logical flow and structure A coherent and concise argument in discipline-specific academic language. Minor spelling or grammatical errors.	Writing style is mostly clear Argument is generally logical, concise and coherent, and mostly in discipline specific academic language. Some spelling or grammatical errors.	Writing style lacks some clarity; some flaws in logical flow and structure; some use of discipline-specific academic language. Spelling or grammatical errors.	Writing style is unclear; lacks logical flow and structure; substantial grammatical errors	/ 1.5
Assessment Submission Rules:						Total
Rule 1: Failure to acknowledge sources will lead to an overall fail grade.						/ 10
Rule 2: Incoherent English writing will lead to a fail grade and writing that is difficult to understand will result in reduced marks because it inhibits understanding of written material.						

Assessment Item 4 – Essay

Task Description: The essay assignment develops the research, analysis, and writing skills you gained from completing the Journal Article Review Exercise 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 SEVEN (7) academic sources in your essay to demonstrate the range of sources from which you derived your knowledge.

Requirements:

This assignment requires you to construct an essay response to ONE (1) of the following questions:

Topic 1: Planning

Describe the types of planning that occur in an organisational setting of your choice (e.g. not-for-profit, government agencies, charities etc.). What types of issues undermine effective *strategic* planning processes in this organisational setting, and what measures can be taken to minimise their occurrence.

Topic 2: Organisational Culture

Identify and define the elements that comprise an organisation's culture. Using examples to illustrate, describe how the elements of an organisation's culture can provide it with a competitive advantage in its industry setting.

Completing the assignment

Before you begin your essay, download and complete the self-paced learning activity "Completing your essay" which is available through MyLO. This will ensure you have all the skills you need to complete your essay.

Submitting the assignment

You must submit **an electronic copy only** of your essay through the essay drop-box link on MyLO. The essay must be submitted by 2.00pm on the due date.

Task Length 2000 words (Maximum) – no 10% leeway!

Assessment Criteria: Specified on the following page

Link to Unit's 1, 2, 3, 5, 6, 7, 8, 9

Learning Outcomes:

Due Date: Monday, 5th May at 2pm (Week 10)

Value: 20 marks

Essay Evaluation Rubric

Criteria	HD (High Distinction) 80% - 100%	DN (Distinction) 70% - 79%	CR (Credit) 60% - 69%	PP (Pass) 50% - 59%	NN (Fail) 0% - 49%	Score
Introduction.	Explicit and detailed statement of essay aims and essay scope.	Detailed statement of essay aims and essay scope.	States essay aims and essay scope.	States essay aims or essay scope.	Does not state essay aims or scope.	/1
Coverage of key concepts.	Comprehensive discussion of all parts of the essay question. All key concepts are identified and clearly defined.	Detailed discussion of all parts of the essay question. All key concepts are identified and defined.	Discusses all parts of the essay question. Most key concepts are identified and defined.	Discussion fails to address one part of the essay question. Identifies and defines about half of the key concepts.	Discussion fails to address two or more parts of the essay question. Identifies and defines less than half of the key concepts.	/5
Review of relevant theory and research.	Argument supported by comprehensive discussion of relevant theory and research sourced from significantly more than 7 academic sources.	Argument supported by detailed discussion of relevant theory and research sourced from significantly more than 7 academic sources.	Argument supported by broad discussion of relevant theory sourced from academic literature. Relevant research acknowledged but not discussed. Cites more than 7 academic sources.	Argument supported by basic discussion of relevant theory sourced from more than 7 academic sources. Little if any discussion of relevant research.	Argument supported by theory sourced from non-academic literature. No discussion of academic research. Cites less than 7 academic sources.	/6
Use of examples.	Provides detailed and highly relevant examples that clearly illustrate key points.	Provides detailed and relevant examples that clearly illustrate key points.	Provides relevant examples that clearly illustrate key points.	Provides examples that illustrate key points.	Fails to provide examples. Examples are irrelevant.	/2
Conclusion.	Explicit and detailed statement of essay aims and review of main issues covered in essay.	Detailed statement of essay aims and review of main issues covered in essay.	States essay aims and broadly reviews main issues covered in essay.	States essay aims or reviews main issues covered in essay.	Incorrect or no statement of essay aims. Incorrect or no review of main issues covered.	/1
Write using academic language and structure.	Writing style is clear; logical flow and structure; Fluent use of discipline-specific academic language. No spelling or grammatical errors.	Writing style is clear; Mostly logical flow and structure; Correct use of discipline-specific academic language. Some minor spelling or grammatical errors.	Writing style is mostly clear; Generally logical flow and structure; Mostly written in discipline specific academic language; Some spelling or grammatical errors.	Writing style lacks some clarity; some flaws in logical flow and structure; some use of discipline-specific academic language. Spelling or grammatical errors.	Writing style is unclear; lacks logical flow and structure; numerous spelling grammatical errors.	/2
Adhere to referencing conventions and acknowledge sources.	Acknowledged all sources in text and reference list. All references in correct format.	Acknowledged all sources in text and reference list. All references in correct format.	Acknowledged most sources in text and reference list. Most references in correct format.	Acknowledged most sources in text and reference list. Some references in correct format.	>3 sources are unacknowledged. Major errors in format of references.	/2
Adhere to presentation conventions.	Meets all presentation requirements (12 size font, 1.5 or double spacing, page numbers included, correct referencing standards).		Meets two of the three presentation requirements (12 size font, 1.5 or double spacing, with page numbers).		Meets one or none of the presentation requirements (12 size font, 1.5 or double spacing, with page numbers)	/1
Assessment Submission Rules:						Total
Rule 1: Failure to acknowledge sources will lead to an overall fail grade.						
Rule 2: Incoherent English writing will lead to a fail grade and writing that is difficult to understand will result in reduced marks due to the impediment it creates in determining whether or not the student has met the above standards.						/20

Exam Essays Evaluation Rubric

Criteria	HD (High Distinction) 80% - 100%	DN (Distinction) 70% - 79%	CR (Credit) 60% - 69%	PP (Pass) 50% - 59%	NN (Fail) 0% - 49%	Score
Introduction.	Explicit and detailed statement of essay aims and essay scope.	Detailed statement of essay aims and essay scope.	States essay aims and essay scope.	States essay aims or essay scope.	Does not state essay aims or scope.	/1
Coverage of key concepts.	Comprehensive discussion of all parts of the essay question. All key concepts are identified and clearly defined.	Detailed discussion of all parts of the essay question. All key concepts are identified and defined.	Discusses all parts of the essay question. Most key concepts are identified and defined.	Discussion fails to address one part of the essay question. Identifies and defines about half of the key concepts.	Discussion fails to address two or more parts of the essay question. Identifies and defines less than half of the key concepts.	/5
Use of examples.	Provides detailed and highly relevant examples that clearly illustrate key points.	Provides detailed and relevant examples that clearly illustrate key points.	Provides relevant examples that clearly illustrate key points.	Provides examples that illustrate key points.	Fails to provide examples. Examples are irrelevant.	/2
Conclusion.	Explicit and detailed statement of essay aims and review of main issues covered in essay.	Detailed statement of essay aims and review of main issues covered in essay.	States essay aims and broadly reviews main issues covered in essay.	States essay aims or reviews main issues covered in essay.	Incorrect or no statement of essay aims. Incorrect or no review of main issues covered.	/1
Write using academic language and structure.	Writing style is clear; logical flow and structure; Fluent use of discipline-specific academic language. No spelling or grammatical errors.	Writing style is clear; Mostly logical flow and structure; Correct use of discipline-specific academic language. Some minor spelling or grammatical errors.	Writing style is mostly clear; Generally logical flow and structure; Mostly written in discipline specific academic language; Some spelling or grammatical errors.	Writing style lacks some clarity; some flaws in logical flow and structure; some use of discipline-specific academic language. Spelling or grammatical errors.	Writing style is unclear; lacks logical flow and structure; numerous spelling grammatical errors.	/1
Total						<u>/10</u>

Assessment Item 4 – Final Exam

Format: The final examination will be “closed book” and comprise THREE (3) Sections.

Section A will require students to attempt THIRTY (30) multiple-choice questions (for a total of 10 marks). The topics covered in Section A will cover the textbook chapters concerning: Foundations of Control; Human Resource Management.

Section B requires students to attempt either TWO (2) or THREE (3) essay questions - depending on whether they have attempted the Enterprise Module or not. **Section B** will offer a choice of at least five alternatives (for a total of 20 or 30 marks). The questions will be based on the tutorial topics in Weeks 1 to 9 inclusive.

Section C requires students to attempt ONE (1) essay question from a choice of two alternatives (for a total of 10 marks). The questions will be based on the MyLO readings for the Marketing and Human Resource Management topics in Weeks 11 and 12.

Duration: TWO (2) hours

Assessment Criteria: See Exam Essay Evaluation Rubric, p15

Link to Unit's Learning Outcomes: 1, 2, 3, 7

Date and Time: TBA

Value: 40 marks (if the student has attempted the Enterprise Module)
50 marks (if the students has not attempted the Enterprise Module)

Your final examination for this unit will be held during the scheduled examination period as indicated by Student Administration in correspondence to you.

Examinations will normally be scheduled Monday to Saturday inclusive. Examinations may be held during the day or evening and students should consult the university information which will be made available towards the end of semester.

You are advised to make any necessary arrangements with employers now for time off during the examination period to sit this examination. Your participation at the scheduled time is not negotiable unless there are exceptional circumstances. **Note** that you will be expected to sit the examination at your recorded study centre. To find out more go to the Exams Office website: <http://www.utas.edu.au/exams/home> .

How Your Final Result Is Determined.

Your overall grade for the unit will be determined by summing the grade achieved for each of the individual assessment items.

Submission of Assessment Items

Lodging Assessment Items

Assignments must be submitted electronically through the relevant assignment drop box in MyLO. **All assessment items must be handed in by 2.00pm on the due date.** Where appropriate, unit coordinators may also request students submit a paper version of their assignments.

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

Late Assessment and Extension Policy

In this Policy

- (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 Faculty of Business 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.
 5. 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.
 6. Assessment items submitted more than five (5) days late will not be accepted.
 7. Academic staff do NOT have the discretion to waive a late penalty, subject to clause 4 above.

Academic Referencing and Style Guide

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 appropriate referencing style for this unit is: the **Harvard style**. For information on presentation of assignments, including referencing styles: <http://utas.libguides.com/referencing>

Review of Assessment and Results

Review of Internal Assessment

It is expected that students will adhere to the following policy for a review of any piece of continuous/internal assessment. The term continuous/internal assessment includes any assessment task undertaken across the teaching phase of any unit (such as an assignment, a tutorial presentation, and online discussion, and the like), as well as any capstone assignment or take-home exam.

Within five (5) days of release of the assessment result a student may request a meeting with the assessor for the purpose of an **informal review** of the result (in accordance with Academic Assessment Rule No. 2 Clause 22 – www.utas.edu.au/university-council/university-governance/rules). During the meeting, the student should be prepared to discuss specifically the marks for the section(s) of the marking criteria they are disputing and why they consider their mark(s) is/are incorrect. The assessor will provide a response to the request for review within five (5) days of the meeting.

If the student is dissatisfied with the response they may request a **formal review** of assessment by the Head of School, with the request being lodged within five (5) days of the informal review being completed. A Review of Internal Assessment Form must be submitted with the formal review (http://www.studentcentre.utas.edu.au/examinations_and_results/forms_files/review_of_assessment.pdf).

Review of Final Exam/Result

In units with an **invigilated exam** students may request a review of their final exam result. You may request to see your exam script after results have been released by completing the Access to Exam Script Form, which is available from the TSBE Office, or at the following link – <http://www.utas.edu.au/business-and-economics/student-resources>. Your unit coordinator will then contact you by email within five (5) working days of receipt of this form to go through your exam script.

Should you require a review of your final result a formal request must be made only after completing the review of exam script process list above. To comply with UTAS policy, this request must be made within ten (10) days from the release of the final results (in accordance with Academic Assessment Rule No. 2 Clause 22 – www.utas.edu.au/university-council/university-governance/rules). You will need to complete an Application for Review of Assessment Form, which can be accessed from www.studentcentre.utas.edu/examinations_and_results/forms_files/review_of_assessment.pdf.

Note that if you have passed the unit you will be required to pay \$50 for this review.

The TSBE reserves the right to refuse a student request to review final examination scripts should this process not be followed.

Further Support and Assistance

If you are experiencing difficulties with your studies or assessment items, have personal or life-planning issues, disability or illness which may affect your study then you are advised to raise these with your lecturer or tutor in the first instance.

If you do not feel comfortable contacting one of these people, or you have had discussions with them and are not satisfied, then you are encouraged to contact the Director of Undergraduate Programs:

Name: Mr David Kronenberg
Room: 409, Commerce Building, Sandy Bay
Phone: +61 3 6226 2280
Email: David.Kronenberg@utas.edu.au

Students are also encouraged to contact their Undergraduate Student Adviser who will be able to help in identifying the issues that need to be addressed, give general advice, assist by liaising with academic staff, as well as referring students to any relevant University-wide support services. Please refer to the Student Adviser listings at www.utas.edu.au/first-year/student-advisers for your advisers contact details.

There is also a range of University-wide support services available to students, including Student Centre Administration, Careers and Employment, Disability Services, International and Migrant Support, and Student Learning and Academic Support. Please refer to the Current Students website (available from www.utas.edu.au/students) for further information. If you wish to pursue any matters further then a Student Advocate may be able to assist. Information about the advocates can be accessed from www.utas.edu.au/governance-legal/students-complaints.

The University also has formal policies, and you can find out details about these policies from the following link – www.utas.edu.au/governance-legal/student-complaints/how-to-resolve-a-student-complaint/self-help-checklist.

Academic Misconduct and Plagiarism

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. 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 the Ordinance of Student Discipline – Part 3 Academic Misconduct, see <http://www.utas.edu.au/universitycouncil/legislation/>.

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; or
- copying another student's work.
- using one's own work from previously submitted assessment items if repeating a unit.

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, and the academic integrity resources on the web at <http://www.academicintegrity.utas.edu.au/> 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 <http://www.utas.edu.au/plagiarism/> or follow the link under 'Policy, Procedures and Feedback' on the Current Students homepage.

Tutorial Program

Note: The tutorial program does not commence until Week 2 of semester.

It is also important for you to note that active participation in these tutorials is highly recommended as preparation for the end-of-semester examination. The short-answer exam questions will draw on your abilities to think critically and apply management concepts to novel business problems. These tutorials are designed to enhance these skills and abilities.

Week 2: Introduction & What is Management?

1. What is an 'organisation' and why are managers important to an organisation's success?
2. Are all effective organisations also efficient? Discuss. If you had to choose between 'being effective' or 'being efficient', which one would you say is more important? Why?
3. Is your lecturer or tutor a manager? Discuss in terms of 'planning, organising, leading and controlling'.

Week 3: The External Environment?

1. Describe the components of external organisational environments.
2. Discuss how changing organisational environments influence managers and organisations.
3. How might a manager go about detecting changes in their external environment?

Week 4: JARE Preparation

1. Select your topic for the JARE due in Week 5.
2. Re-read the text chapter related to the topic you have chosen.
3. Search for, and download 3 – 5 research articles related to your chosen topic, and bring them along to the tutorial along with any questions about how to approach the task.

Week 5: Foundations of Decision-Making

1. Why is decision making often described as the "essence of a manager's job"?
2. Identify and define the type of biases that people might bring to their decision-making. What would be the disadvantages of having such biases in managerial decision-making? Could there be any advantages to having such biases in managerial decision-making? Explain your answer.
3. Why do you think organisations have increased the use of groups for making decisions? When would you recommend using groups to make decisions?
4. Do a Web search on the phrase 'dumbest moments in business'. Choose TWO (2) examples and describe what happened. What is your reaction to each example? How could the managers in each have made better decisions?

Week 6: Foundations of Planning

1. Discuss the nature and purposes of planning in the management context.
2. Describe in detail the six-step strategic management process.
3. What is a SWOT analysis and why is it important to managers?
4. Organisations that fail to plan are planning to fail. Do you agree or disagree with this statement? Explain your position.

Week 7: Organising Structure and Culture

1. Describe what is meant by the term 'organisational design'.
2. Can an organisation's structure be changed quickly? Why or why not?
3. With the availability of information technology that allows employees to work anywhere at any time, is organising still an important managerial function? Why or why not?
4. Researchers are now saying that efforts to simplify work tasks actually have negative results for both companies and their employees. Why might this be happening?

Week 8: Ethics & Social Responsibility

1. Define what you believe the term "Social Responsibility" means in the business context. What does this concept require managers to do?
2. Identify and define the factors that affect employee standards of ethics. How can managers use their understanding of these factors to increase ethical behaviour in the workplace?
3. Describe the THREE (3) levels of moral development. Which level do you believe is the minimum standard required for an organisation to deliver its required level of "social responsibility"?
4. What structural mechanisms can managers put in place to improve ethical behaviour in the workplace?

Week 9: Leadership and Trust

1. Do you think that most managers in real life use a contingency approach to increase their leadership effectiveness? Discuss.
2. Do followers make a difference in whether a leader is effective? Discuss.
3. Imagine you are a newly appointed team leader. You don't personally know the members of your team and they haven't done this kind of work before. How would you apply Fiedler's contingency model to determine your leadership approach? How would you apply Hershey and Blanchard's contingency model to determine your leadership approach?
4. Trust is critical to any working relationship but especially between leaders and followers. What can leaders do to foster trust from their followers? What can followers do to increase a leader's trust in them?

Week 10: Communication and Interpersonal Skills

1. Identify and define the components of the communication model. Describe what managers need to know in order to "communicate effectively" in the workplace.
2. Explain how technology affects managerial communication.
3. Discuss the interpersonal skills that every manager needs.
4. "Ineffective communication is the fault of the sender" – Do you agree or disagree with this statement? Discuss.

Week 11: Managing Change and Innovation & Foundations of Control

1. Why is managing change an integral part of a manager's job?
2. Describe Lewin's three-step change process. How is it different from the change process needed in the white-water rapids metaphor of change?
3. Discuss techniques for stimulating innovation.
4. Define the FOUR (4) functions of management. Using examples, discuss how the functions of 'planning' and 'control' are linked? Using examples, describe how the 'control' function is linked to the 'organising' and 'leading' functions?

Week 12: Human Resource Management

1. Describe the key components of the human resource management process and the important influences on that process.
2. Discuss the tasks associated with identifying and selecting competent employees.
3. Explain how employees are provided with needed skills and knowledge.
4. Describe strategies for retaining competent, high-performing employees.

Week 13: Marketing Management & Unit Review

1. Define what is meant by the terms 'Marketing' and 'Marketing management'.
2. Marketing management requires a consistent review of an organisation's 'marketing mix'. Identify and define each of the elements of the marketing mix, and the kinds of management issues associated with each.
3. What are the customer segmentation variables that can be used to distinguish between consumers in the car market? What are the criteria for determining whether a customer segment is a viable option for an organisation to target?
4. Using the car market as your example, describe what you believe the "needs", "wants" and "demand" would be for customers seeking (a) a family car; (b) a four-wheel drive; and (c) a sports vehicle.

Use this tutorial to ask any questions you may have about preparing for the final examination.

Study Schedule

Week	Start of Week	Text Chapter	Topic	Due Dates
1	24 February	Chapter 1 Video 1.1 & 1.2	Introduction & What is Management?	
2	3 March	Chapter 2	The Managerial (External) Environment	
3	10 March	MyLO & Online	Enterprise Module (with Dr Colin Jones) DATE AND TIME: TBA	
4	17 March	Chapter 3	Foundations of Decision-Making	Online Test 1
5	24 March	Chapter 4	Foundations of Planning	Journal Article Review Exercise
6	31 March	Chapter 5	Organising Structure and Culture	
7	7 April	Chapter 6 Video 7.1	Ethics & Social Responsibility	Online Test 2
8	14 April	Chapter 7	Leadership and Trust	
Mid-semester break: Friday 18 – Friday 25 April inclusive				
9	28 April	Chapter 8	Communication and Interpersonal Skills	Online Test 3
10	5 May	Chapters 9 & 10	Managing Change and Innovation & Foundations of Control	Essay Assignment
11	12 May	Chapter 11 Video 11.1 Exam Section C Reading	Human Resource Management	Online Test 4
12	19 May	Video 11.1 Exam Section C Reading	Marketing Management	
13	26 May	None	Taking Management Further & Unit Review	
Examination Period: 7 – 24 June 2014				