Tasmanian School of Business and Economics

BMA501
FUNDAMENTALS OF MANAGEMENT

Semester 2, 2018
Unit Outline

Dr Desmond Tutu Ayentimi
CONTACT DETAILS

Unit coordinator

Unit coordinator: Dr Desmond Tutu Ayentimi
Campus: Hobart
Email: desmond.ayentimi@utas.edu.au
Phone: +61 3 6226 2627
Room location and number: 414, Level 4 Centenary Building
Consultation hours: by email (other by arrangement)
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NOTICE

This Unit Outline refers to the Unit Outline Essential Information resource which includes information, policies and requirements relevant to this unit. You must read the Essential Information resource as it is considered part of this Unit Outline.

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
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>Assessment Task 1: Online multiple choice test individual work</td>
<td>5pm Friday weeks 4, 8 &amp; 12</td>
<td>15%</td>
<td>1, 2</td>
</tr>
<tr>
<td>Assessment Task 2: Case Study analysis and presentation group work</td>
<td>Workshop sessions Weeks 3 to 7</td>
<td>15%</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Assessment Task 3: Journal Article Review</td>
<td>5pm Friday week 13</td>
<td>20%</td>
<td>3</td>
</tr>
<tr>
<td>Assessment Task 4: Major Essay</td>
<td>5pm Friday week 13</td>
<td>50%</td>
<td>1, 2, 3</td>
</tr>
</tbody>
</table>

Assessment details

Assessment task 1: Online test

Task description

**Online test - individual**

In weeks 4, 8 & 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

Criterion | A Rubric will be provided on MyLO | Measures Intended Learning Outcome: 1, 2 |
Task length | 15 minutes |
Due by date | 5.00pm Friday of week 4, 8 and 12 |
Assessment task 2: Case Study

<table>
<thead>
<tr>
<th>Task description</th>
<th>Case Analysis and presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case studies will be set for our weekly workshops for weeks 3 – 7. For this task you will work in a team of four or five, organised in week 1. In a separate folder on MyLO, entitled case studies, are a set of cases studies. You are to read and consider the case questions before the workshop session. You are also required to support your 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.</td>
<td></td>
</tr>
</tbody>
</table>

**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 they 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 its case presentation live via web conferencing or 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 50 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</th>
<th>Measures Intended Learning Outcome:</th>
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<tbody>
<tr>
<td>A Rubric will be provided to each student</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Task length</td>
<td>On campus students – Make a ten to fifteen (10-15) minutes presentation plus 5 to 10 minutes of questions (if necessary). Off campus students – Make a presentation via web conferencing or a discussion board presentation of ten to fifteen (10-15) minutes duration, plus 5 to 10 minutes of questions (if necessary).</td>
</tr>
<tr>
<td>Due by date</td>
<td>Weeks 3 to 7</td>
</tr>
</tbody>
</table>
Assessment task 3: Journal Article Review

**Task description**

**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 fields. It is recommended that you use the ProQuest database (available on the UTAS Library webpage) or any other database to find SIX (6) academic journal articles relating to the management themes addressed in the unit outline. These articles MUST come from at least THREE (3) different journals. The year of publication of each journal article should be between 2010 and 2018.


Then describe the focus and relevance of EACH academic journal publication in relation to the management discipline. 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 findings to the management discipline (specifying the specific theme in 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>
<th>Criterion</th>
<th>Measures Intended Learning Outcome:</th>
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</thead>
<tbody>
<tr>
<td>Criterion</td>
<td>A Rubric will be provided to each student</td>
</tr>
<tr>
<td>Task length</td>
<td>Maximum 1000 words including the 6 references</td>
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<tr>
<td>Due by date</td>
<td>5.00pm Friday week 9</td>
</tr>
</tbody>
</table>
Assessment task 4: Essay

Essay (major assignment)

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 of 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 have derived your knowledge.

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

The case:

Zenith Systems Ltd provides hardware and software services customized to clients’ requirements. It is a subsidiary of a US company. The UK company is based in Slough and has four major departments: information systems, services, specialized support staff and marketing. The company has grown very rapidly since it was established three years ago, initially with the close guidance and support of the parent firm. There are about 650 employees, most of them recruited during the last two years. Labour turnover so far is fairly low (8 per cent). Extensive use is made of various forms of numerical flexibility. Around 150 employees are on short-term contracts, mainly of between two and three years’ duration; another 100 or so work part-time. In addition the firm has subcontracting arrangements with suppliers to fulfil the client demands that its own project teams are unable to achieve. Overtime and flexible working hours are an accepted feature of the work. The nature of the business means that employees have to be technically adept and highly flexible in response to specifications of what their clients want. They work in project teams that can vary in membership, forming and disbanding as projects require.

The strategic goals of the business are to achieve sustained growth by the development and marketing of innovative systems and the provision of ever-improving levels of service to clients. The nature of the business clearly indicates that competitive success can only be achieved and sustained by developing and maintaining human capital advantage. A high-performance work system (HPWS) based largely on practice in the parent company is being introduced, priority being given to the introduction of rigorous recruitment and selection procedures, extensive and relevant learning and development activities, incentive pay systems and performance management processes.

A comprehensive human resource information system (HRIS) had been installed. The US Chief Executive has overruled the HR
Director’s recommendation that an employee attitude survey should take place on the grounds that it was too soon – there were more pressing priorities. The HR Director was unhappy about this but intended to raise the matter again, making a more powerful business case than in his first attempt.

Three months later the HR Director sat down to think again about how to proceed. He had spent some time researching the concept of human capital management (HCM) in order to consider its relevance to Zenith Systems and, if it were relevant, how it could usefully be applied, what sort of business case could be made for it and how it might be developed, assuming the business case was made and accepted. He examined the data already available from the HRIS, including:

- head count and diversity information;
- a qualification and skills inventory;
- labour turnover and absence figures (but not costed);
- pay data in the form of average pay and compa-ratios;
- training statistics (number of days, costs);
- costs of recruitment.

The HRIS software also incorporated a data warehousing facility that enabled the user to assemble their own data and relate them to benchmarking data and financial information, customer information and other critical business data.

This seemed to provide a good basis for developing an HCM approach. The financial performance data in terms of sales, net profits, return on capital employed and added value were obviously available and the HR Director knew that regular surveys were taking place to measure client satisfaction.

He then spent some time with his colleagues gaining an understanding of the business drivers of the organization. He established that these were: innovation and product development, client acquisition and retention, achieving high levels of service to customers, and meeting the performance expectations of the owners. He also confirmed the list of the key performance indicators (KPIs) used by Zenith, which included financial measures such as added value, income generated, profitability, productivity measures such as added value per employee, operational measures such as successful completion of projects, customers acquired and retained, new products launched successfully and customer service measures such as levels of satisfaction and service levels. He established that the information required to monitor achievements in relation to the KPIs was available and used by management.
He also decided that the while HCM was mainly concerned with measuring business and people performance and using the metrics as a guide to future action, it was also about measuring the performance of the HR function.

He decided therefore that he was in a position at least to start the process of HCM, bearing in mind what could be involved and setting out what metrics might be used, covering both business/people performance and the evaluation of HR. He needed to consider how they would be used and to plan its future development. He would have to produce a persuasive business case for the programme he envisaged.

The task:

Prepare recommendations as to how human capital management could be *introduced* and *developed* in Zenith Systems. As part of your recommendations, develop a *business case* for introducing human capital management at Zenith Systems.

**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 what you consider to be examples of success and seek appropriate literature support for the recommendations you identify on this basis.

**Empirical Connections**

Connect your recommendations with theory or literature. Consider what the theories argue with a view to a successful management practice context.
Presenting your final Write Up

Develop an essay that discusses your recommendations includes the important elements of an academic assignment such as theory and referencing.


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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<thead>
<tr>
<th>Criterion</th>
<th>Measures Intended Learning Outcome:</th>
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<tbody>
<tr>
<td>A rubric will be provided to each student</td>
<td>1, 2, 3</td>
</tr>
</tbody>
</table>

Task length

2000 words (+/- 10%). Does not include title page, contents page, and reference pages if required.

Due by date

5.00pm, Friday week 13

WHAT LEARNING OPPORTUNITIES ARE THERE?

Required readings

You will need the following text:


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

Recommended readings

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 2016, Management: the essentials, 3rd edn, Pearson, Frenchs Forest, NSW.


**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.

**Equipment, materials, software, accounts**

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 and teaching arrangements

Lectures
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 device 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. Class attendance or online discussion sessions for distance students
2. The frequency of MYLO engagement

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.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE BEGINNING</th>
<th>TOPIC/ MODULE/ FOCUS AREA</th>
<th>ACTIVITIES</th>
<th>RESOURCES/ READINGS/ FURTHER INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Monday 16 July</td>
<td>Unit Introduction</td>
<td>Review unit outline: if you have questions please email the instructor. Introduce yourself in the Social Café (See MyLO) Topic 1 Objective: At the conclusion of this topic students will know the definitions of management, and a historical overview of the managerial role, management skills and concepts of management practices and have background information to assist in understanding the development of management</td>
<td>Provided on MYLO</td>
</tr>
<tr>
<td>2</td>
<td>Monday 23 July</td>
<td>Social responsibility in the corporate business environment</td>
<td>Topic 2 Objective: At the conclusion of this topic students will understand the definitions of social responsibility and gain insight into whether Milton Friedman’s theory on Corporate Social Responsibility is workable for business</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Monday 30 July</td>
<td>Decision-making functions of management</td>
<td>Topic 3 Objective: At the conclusion of this topic students will understand the definitions of decision making. Students will evaluate different approaches through the critiquing of various approaches to decision-making and describe decision-making approaches in Discussion Board. Students should take the opportunity to discuss matters from any of the topics 1, 2, or 3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Monday 6 August</td>
<td>Planning, strategy formulation and strategy implementation</td>
<td>Topic 4 Objective: At the conclusion of this topic students will recognise principle concepts involved in planning and strategy. A selection of example approaches to planning and strategy will be offered to support this investigation</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Monday 13 August</td>
<td>Organising and organisational structures</td>
<td>Topic 5 Objectives: At the conclusion of this topic students will understand the principle concepts around Organising.</td>
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</table>
This topic will be offered in a theme of Human Resource management

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<tbody>
<tr>
<td>6</td>
<td>Monday 20 August</td>
<td>Group Case study presentations</td>
</tr>
<tr>
<td>7</td>
<td>Monday 27 August</td>
<td>Motivation</td>
</tr>
</tbody>
</table>

Topic 6 Objectives: At the conclusion of this topic students will understand models of motivation in the workplace. Student will aim to discover what motivates people. This topic will be delivered using examples mostly from tax payer funded organisations. Students should take the opportunity to discuss matters from any of the topics 4, 5 or 6

Mid-semester break (Monday 3 to 9 September)

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<tbody>
<tr>
<td>8</td>
<td>Monday 10 September</td>
<td>Leadership</td>
</tr>
<tr>
<td>9</td>
<td>Monday 17 September</td>
<td>Communication in the group environment</td>
</tr>
<tr>
<td>10</td>
<td>Monday 24 September</td>
<td>Change and conflict management</td>
</tr>
<tr>
<td>11</td>
<td>Monday 1 October</td>
<td>Operations management. Time management</td>
</tr>
</tbody>
</table>

Topic 7 Objectives: At the conclusion of this topic students will understand the concepts around leadership. Approaches to leadership including examples of belief systems, standards of acceptance and the value of leadership will be investigated for the purpose of helping students with developing their leadership style

Topic 8 Objectives: At the conclusion of this topic students will understand what impacts on communication. To support this topic the power of the group will be investigated

Topic 9 Objectives: At the conclusion of this topic students will seek to understand opinion on workplace change and workplace conflict in the behavioural economics context. Students should take the opportunity to discuss matters from any of the topics 7, 8 or 9

Topic 10 Objectives: At the conclusion of this topic students will seek to understand the principle concepts around product operations management and time management in a goods or services context
<table>
<thead>
<tr>
<th>ID</th>
<th>Date</th>
<th>Topic</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Monday 8 Oct</td>
<td>Internationalisation</td>
<td>Topic 11 Objectives: At the conclusion of this topic students will seek to understand the international dimensions of management. Elements to this topic might include things like international business strategies and regulations and laws and cultural differences among countries.</td>
</tr>
<tr>
<td>13</td>
<td>Monday 15 Oct</td>
<td>Future of management</td>
<td>Topic 12 Objectives: At the conclusion of this topic students will explore the future of management in a fuels long term business success context. Gary Hamel’s serial management innovator will be used to help with this exploration. Students should take the opportunity to discuss matters from any of the topics 10,11,or 12</td>
</tr>
</tbody>
</table>

**ACCREDITATION**

**AACSB Accreditation**

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](#).