INTRODUCTION TO MANAGEMENT
Session 1, 2016
Course Overview
# COURSE OVERVIEW

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We welcome ideas to improve these course materials. Please email suggestions to coursematerials@agsm.edu.au.
## Course schedule

### Session 1 2016

### Introduction to Management

<table>
<thead>
<tr>
<th>Week no</th>
<th>Week begins</th>
<th>Unit</th>
<th>Assessment due (% weighting)</th>
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</thead>
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<tr>
<td>1</td>
<td>8 February</td>
<td>1</td>
<td>Participation is assessed throughout the session (15% + contribution to a summary 5%)</td>
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<tr>
<td>2</td>
<td>15 February</td>
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<td>3</td>
<td>22 February</td>
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<td>4</td>
<td>29 February</td>
<td>4</td>
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<tr>
<td>5</td>
<td>7 March</td>
<td>5</td>
<td>Assignment 1 due on Thursday 10 March by 9.30am Sydney time – essay (15%)</td>
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<tr>
<td>6</td>
<td>14 March</td>
<td>6</td>
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<tr>
<td>7</td>
<td>21 March*</td>
<td>7</td>
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<td>8</td>
<td>28 March**</td>
<td>8</td>
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<td>9</td>
<td>4 April</td>
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<td>10</td>
<td>11 April</td>
<td>10</td>
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<td>11</td>
<td>18 April</td>
<td>11</td>
<td>Assignment 2 due on Thursday 21 April by 9.30am Sydney time – essay (30%)</td>
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<tr>
<td>12</td>
<td>25 April***</td>
<td>12</td>
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<tr>
<td>13</td>
<td>2 May</td>
<td>Examination week</td>
<td>Examination**** – Thursday 5 May (35%)</td>
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* 25 March is Good Friday
** 28 March is Easter Monday
*** 25 April is Anzac Day
**** Examination is 2 hours, open book
Course information

Course-level aims and learning goals

This course provides students with a broad introduction to the study of business and management, while at the same time helping them develop important academic and study skills that are required of students engaged in postgraduate business education.

Many students who have been away from study for a period of time and/or are new to the area of business studies may benefit from the course.

This course examines the broad context of business and organisations, and considers issues at the level of an organisation, as well as the role of the individual in an organisation. We will explore some seminal works and those of some of the most widely acknowledged scholars of management theory, as well as more recent works.

The course presents students with the opportunity/environment to question some of our commonly held (and possibly hidden) assumptions about business and organisations.

The broad aim of this course, therefore, is to encourage students of business and technology to critically evaluate commonly held assumptions and practice about organisations, while developing important study skills, both of which will be important to successfully completing your studies.

Course learning outcomes

After you have completed this course you should be able to:

1. explain a number of theoretical and practical perspectives on organisations at the macro, organisational and individual levels, and have developed a working knowledge of the key concepts and debates in this area
2. engage in critical reflection both of our own experiences of work, management and organisations, and of business education and popular management theories
3. determine the benefits and risks to any solution by application of theories and frameworks from across the course
4. develop research and communications skills necessary for work and further study
5. strengthen key competencies in online participation, written communication and persuasion, critical thinking, problem-solving, information processing and planning
6. write an informed commentary about management problems
7. apply ethical frameworks to management problems
8. demonstrate an informed response to diversity and associated issues.
Structure

Each Unit in the course is divided into three parts:

- **Part 1**: Conceptual/topic content
- **Part 2**: Study skills
- **Part 3**: Self-reflection.

**Unit 1: Introduction to business management.** We begin the course by examining the world of business education and introducing your degree program. Students are introduced to foundation concepts in adult learning that inform the development not only of this course but also other courses in the program. The study-skills section of the Unit provides students with a self-assessment questionnaire to assess their personal learning style preferences, as well as a discussion of the differences between ‘traditional’ university environments and those encountered in online education.

**Unit 2: Developing management skills.** In this Unit, we continue our exploration of managerial development by focusing on the way in which self-awareness impacts on our ability to learn. We pay particular attention to the areas of mindfulness and self-reflection as a tool that we can use in both our professional and student lives. In the study-skills section, we start developing skills needed to complete the first assignment by discussing the process of academic research.

**Unit 3: Communication by individuals in organisations.** While we have all been communicating since birth (in different ways) we often don’t stop to consider communication as a vital tool in successful business practice. In this Unit, we look at the choices we make in terms of communication models and the impact these have on the message being communicated, as well as other barriers to communication. Online communication is also explored. We continue the development of our academic skills in this Unit, looking specifically at essay-style assignments (the format of your first assignment).

**Unit 4: The organisation.** We encounter organisations on a daily basis – most typically as a customer/client and/or employee. But why are organisations structured as they are? What factors influence the design of an organisation? We consider these questions in this Unit. Our study-skills section continues the development of skills necessary to complete the first assignment by focusing on the importance of referencing.

**Unit 5: Development of management thought.** In this Unit, we examine the major theories and approaches that have informed our understanding of management over the past 100 years. We actively challenge the idea that ‘new’ management approaches are automatically ‘better’ than preceding ones. As your first assignment is due at the end of this week, in the study-skills section we cover those important last-minute processes that you should undertake before submitting your assignment.
**Unit 6: Business strategy.** We’ve all heard about business strategy – but what exactly do we mean by the term ‘strategy’, and how do organisations develop them? This Unit introduces us to the key concepts and ideas that inform the development of strategies in modern organisations. As our half-way point, in our study-skills section for this week we take time to reflect on how you are coping with your studies (reflecting on those ideas and skills discussed in Unit 1).

**Unit 7: Business and technology.** In this Unit, we discuss the central role that all forms of technology have in modern organisations. In our study-skills section this week, we start focusing on the second assignment, looking at report writing as a form of assessment.

**Unit 8: Workplace diversity.** Diversity is a key feature of modern workplaces. In this Unit, we look at the most common forms of diversity and both the opportunities and issues workplace diversity presents members of these organisations. Our study-skills section continues our exploration of important skills for successful study at a postgraduate level by developing our knowledge of critical thinking.

**Unit 9: Career management.** In this Unit, we consider the concept of a career – how the concept has changed over time and the impact this has had on the relationship between organisations and individual employees. We also consider the impact of ‘life cycle’ factors on our career decisions. We continue our study-skills development, looking at ways we can develop our written communication focusing on writing persuasively.

**Unit 10: Business and society.** In Unit 10, we turn our attention to the relationship between business and society, and the important issue of corporate social responsibility. This Unit provides a foundation for the remaining two Units of the course. In the study-skills section we introduce the important skill of group and team work in online education.

**Unit 11: Business ethics.** Building on Unit 10, this Unit presents a number of ethical frameworks that can be used in ethical decision-making situations. The focus of the study-skills section is on finalising your second assignment, presenting a checklist to be used when doing so.

**Unit 12: Business roles in a complex world.** The final Unit in the course continues our exploration of the complexity of the modern business environment, focusing on stakeholder approaches to decision-making and the conflicts that individuals experience in the workplace due to the multiple roles and identities we each have. Our final study-skills section provides information on university exams and the different formats these exams take.
Program quality assurance

A number of international standards are embedded in the program to ensure the courses you study are high quality. At present this includes specific design to meet AACSB accreditation standards (through measurement of students’ program-level learning outcomes), and the United Nations Principles for Responsible Management Education (UNPRME). EQUIS accreditation is also held by UNSW Business School.

Program-level learning goals and outcomes assessed for AACSB accreditation

The Course Learning Outcomes are what you should be able to do by the end of this course if you participate fully in learning activities and successfully complete the assessment items.

The Course Learning Outcomes will also help you to achieve at least some of the overall Program Learning Goals that are set for all postgraduate coursework students in AGSM programs.

However, course-level learning outcomes are not sufficient to fully describe a student’s skills as they complete the qualification, and so we add an additional set of Program Learning Goals. These specify what we want you to have achieved by the time you successfully complete your degree. As an example, for the Teamwork learning goal we specify: ‘Our graduates will be effective team participants’.

You demonstrate that you have met these Program Learning Goals by achieving specific Program Learning Outcomes that are directly related to each goal. These indicate what you are able to do by the end of your degree. In the case of the Teamwork goal, the related outcome includes: ‘participate collaboratively and responsibly in teams’. Note that the ability to meet these program-level learning goals and outcomes will be measured in each capstone course for your degree program.

The Program Learning Goals (and related outcomes) used across the three MBAX streams of Change, Social Impact and Technology are as follows.

1. **Knowledge:**
   
   Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts.
   
   Learning outcome: Students should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.

2. **Critical thinking and problem-solving:**
   
   Our graduates will have critical thinking and problem-solving skills applicable to business and management practice or issues.
   
   Learning outcome: Students should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.
3. Communication:

Our graduates will be effective communicators in professional contexts.

Learning outcome for 3a – Written Communication: Students should be able to produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.

Learning outcome for 3b – Oral Communication: Students should be able to produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.

4. Teamwork:

Our graduates will be effective team participants.

Learning outcome: Students should be able to participate collaboratively and responsibly in teams, and to reflect on their own teamwork, and on the team’s processes and ability to achieve outcomes.

5. Ethical, social and environmental responsibility:

Our graduates will be aware of ethical, social, cultural and environmental implications of business issues and practice.

Learning outcome for 5a – Ethical, social and environmental responsibility: Students should be able to identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice.

Learning outcome for 5b – Social and cultural awareness: Students should be able to consider social and cultural implications of business.

6. Leadership:

Our graduates will have an understanding of effective leadership.

Learning outcome: Students should be able to reflect upon their own personal leadership style and on the leadership needs of business and of teams.

Associated standards committees and accreditation agencies

AACSB: http://www.aacsb.edu
Association to Advance Collegiate Schools of Business

EQUIS: https://www.efmd.org/accreditation-main/equis
European Quality Improvement System

UNPRME: http://www.unprme.org
UN Principles of Responsible Management Education
Resources

Learning resources

You have four major resources to help you learn:

1. The course materials, comprising the weekly study units with readings, references, insights and commentary. You will do much of your learning outside the classroom by working through the course materials, and by completing the exercises as they arise.

2. Your online or face-to-face classes with your facilitator. The facilitator’s job is to guide your learning by conducting class discussion, answering questions that might arise after you have done the week’s work, providing insights from their practical experience and understanding of theory, providing you with feedback on your assignments, and directing discussions and debates that will occur between you and your co-participants in the classroom.

3. Your co-participants. Your colleagues in the classroom are an invaluable potential source of learning for you. Their work and life, and their willingness to question and argue with the course materials, the facilitator and your views, represent a great learning opportunity. They bring much valuable insight to the learning experience.

4. In addition to course-based resources, please also refer to the AGSM Learning Guide (available in Moodle) for tutorials and guides that will help you learn more about effective study practices and techniques.

Course materials

The course materials comprise this Course Overview, the Assessment Details and 12 Units. Each Unit has a number of associated readings.

Readings

Specific readings are prescribed throughout the Units and are available via active hyperlinks or URLs. Please note that you may be required to enter your UNSW zID and zPass in order to access these hyperlinked articles.

If you experience any problems in accessing the readings, please try the following:

- Search directly for the article on the UNSW Library home page (https://library.unsw.edu.au/) by placing the name of the article in the Search box.

- Search directly for the book excerpt on the UNSW Library home page (https://library.unsw.edu.au/) by placing your course code into the Search box. When you do this all the course readings that are excerpts from books will appear.
Recommended reading

The following texts represent a collection of recommended sources only. They should not be considered to be compulsory reading. The course materials provided, as well as further research of the online journal databases available via the UNSW Library website, will provide you with enough information to achieve success in the course.

Management and Business (either the listed edition, or a more recent edition)


Study Skills


Journals

The following journals are a sample of relevant and useful sources of academic information for this course content:

*Academy of Management Perspectives*

*Academy of Management Review*

*Australian Journal of Public Administration*

*Business Communication Quarterly*

*Harvard Business Review*

*Human Relations*

*Journal of Business Ethics*

*Journal of Management*

*Journal of Management Studies*

*Leadership Quarterly*

*Sloan Management Review*

*Work, Employment and Society*
Other resources

BusinessThink is UNSW's free, online business publication. It is a platform for business research, analysis and opinion. If you would like to subscribe to BusinessThink, and receive the free monthly e-newsletter with the latest in research, opinion and business then go to http://www.businessthink.unsw.edu.au.

eLearning

To access Moodle, go to: https://moodle.telt.unsw.edu.au/login/index.php
Login with your student zID (username) and zPass (password).

Moodle eLearning support

Should you have any difficulties accessing your course online, please contact the eLearning support below:
For login issues:

UNSW IT Service Centre

Hours: Monday to Friday: 8am – 8pm
Saturday and Sunday: 11am – 2pm
Email: ITServiceCentre@unsw.edu.au
Phone: Internal: x51333
External: 02 9385 1333
International: +61 2 9385 1333

For help with technical issues and problems:

External TELT Support

Hours: Monday to Friday: 7.30am – 9.30pm
Saturdays and Sundays: 8.30am – 4.30pm
Email: externalteiitsupport@unsw.edu.au
Phone: Internal: x53331
External: 02 9385 3331
International: +61 2 9385 3331
Administrative and eLearning support

Student Experience
If you have administrative queries, they should be addressed to Student Experience.

Student Experience
AGSM MBA Programs
UNSW Business School
SYDNEY NSW 2052
Phone: +61 2 9931 9400
Email: studentexperience@agsm.edu.au

Additional student resources and support

The University and the UNSW Business School provide a wide range of support services for students, including:

- **Business School Education Development Unit (EDU)**
  [https://www.business.unsw.edu.au/students/resources/learning-support](https://www.business.unsw.edu.au/students/resources/learning-support)
  The EDU provides academic writing, study skills and maths support specifically for Business students. Services include workshops, online resources, and individual consultations.
  EDU Office: Level 1, Room 1033, Quadrangle Building.
  Phone: +61 2 9385 5584; Email: edu@unsw.edu.au

- **UNSW Learning Centre**
  [http://www.lc.unsw.edu.au](http://www.lc.unsw.edu.au)
  Provides academic skills support services, including workshops and resources, for all UNSW students. See website for details.

- **Library training and search support services**
  [http://info.library.unsw.edu.au/web/services/services.html](http://info.library.unsw.edu.au/web/services/services.html)

- **UNSW Counselling and Psychological Services**
  Provides support and services if you need help with your personal life, getting your academic life back on track or just want to know how to stay safe, including free, confidential counselling.
  Office: Level 2, East Wing, Quadrangle Building;
  Phone: +61 2 9385 5418.

- **Student Equity & Disabilities Unit**
  [http://www.studentequity.unsw.edu.au](http://www.studentequity.unsw.edu.au)
  Provides advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning.
  Office: Ground Floor, John Goodsell Building;
  Phone: +61 2 9385 4734; Email: seadu@unsw.edu.au
Continual course improvement

Our courses are revised each time they run, with updated course overviews and assessment tasks. All courses are reviewed and revised regularly and significant course updates are carried out in line with industry developments.

The AGSM surveys students via the UNSW CATEI system each time a course is offered. The data collected provides anonymous feedback from students on the quality of course content and materials, class facilitation, student support services and the program in general. This student feedback is taken into account in all course revisions.

Student evaluations from the last presentation of the course

Overall, the feedback on ITM is positive, with students finding it relevant and providing valuable information across a broad range of topics. Students commented on the supportive learning environment provided in online classrooms for those who have never studied in a university environment before. The flexibility to study from electronic notes allowed people to learn from a variety of locations. Students enjoyed the focused nature of the course discussions and found they could also develop these discussions to a work context. Students also commented that the pace of the information enabled them to balance their study commitments. However, extra time beyond the stated 10 hours per week had to be allowed to complete assignments. Most students commented that they were pleased to have taken this subject first or wished they had taken it first, as it provides a clear path and introduction to studying at a postgraduate level in management.

Coordinator’s response

The course is designed to teach introductory management skills and develop academic skills and, as such, the activities are designed to teach these skills. There is also a Moodle coffee shop forum for those who want to discuss other matters and areas of interest. Students are encouraged to learn through both Introduction to Management-specific materials and UNSW resources. It is also acknowledged that the assignment writing time is in addition to the study time, just as it would be for face-to-face classes.
Course staff

Course coordinator

Each course has a Course Coordinator who is responsible for the academic leadership and overall academic integrity of the course. The Course Coordinator selects content and sets assessment tasks, and takes responsibility for specific academic and administrative issues related to the course when it is being offered. Course Coordinators oversee Class Facilitators and ensure that the ongoing standard of facilitation in the course is consistent with the quality requirements of the program.

The Course Coordinator is:

Dr Lynn Gribble
PhD, MLLR, MEd(T&D)
Grad Dip Tourism Mgmt
Email: l.gribble@unsw.edu.au

Lynn is a Sessional Lecturer in the School of Management at UNSW Business School, teaching a range of subjects across management studies, human-resources management and organisational behaviour, in addition to running a full-service human-resources consulting firm.

Prior to working with UNSW, Lynn held senior learning and management roles in the telecommunications and human-services sectors. Lynn was awarded the Australian Journal of Career Development Research Award in 2010, received both the MBT and Vice-Chancellor’s Award for Teaching Excellence in 2011, and the Outstanding Technology-enabled Teaching Innovation Award in the 2014 UNSW Business School Excellence Awards.

Class facilitator

The role of your Class Facilitator is to support the learning process by encouraging interaction amongst participants, providing direction in understanding the course content, assessing participant progress through the course and providing feedback on work submitted. Class Facilitators comprise academics and industry practitioners with relevant backgrounds.

You will be notified of your Class Facilitator’s name and contact details in your class confirmation email sent by AGSM Student Experience. Details will also be available in the gallery section of your online class for face-to-face and online classes.
Course authors

This course was recently revised by Dr Lynn Gribble, further developing the materials written by:

Dr Janis Wardrop

Janis is Program Director, MBA (Executive), at the AGSM, and Chair of the Learning & Teaching Committee and Lecturer at the UNSW Management School, teaching a range of subjects across management studies, HRM and organisational behaviour. Prior to her appointment at UNSW, Janis spent a number of years working as a business analyst in both professional service and investment-banking industries, focusing particularly on risk-management solutions. She has received the Vice-Chancellor’s Award for Teaching Excellence.

Dr Tracy Wilcox

Tracy is a lecturer in human-resource management and organisation studies at the UNSW Management School in the UNSW Business School, and has taught in a number of AGSM programs. Tracy is the Course Coordinator for Managing for Organisational Sustainability. Her current research interests revolve around strategic human-resource management, legitimisation strategies and ethics.

She has contributed publications on organisational change and performance management for the Federal Department of Industrial Relations in Australia and the UNSW Industrial Relations Research Centre, and has published internationally on teaching sustainability and ethics to management students. Tracy has consulted to manufacturing and service organisations in the areas of strategic human-resource management, management development and total quality management and received the Vice-Chancellor’s Award for Teaching Excellence.

Dr Sarah Gregson

Sarah is a lecturer in human-resource management and organisation studies at the UNSW Management School in the UNSW Business School. Her current research interests revolve around diversity management, racism, management strategy and labour history. She has published articles on racism in the mining industry in the early 20th century.

Dr Nancy Kohn

Nancy is a lecturer at the UNSW Management School, teaching in the areas of negotiation skills both at UNSW and the Australian Graduate School of Management in Hong Kong, as well as lecturing on communication skills and groups and teams in Business Communication, Ethics and Practice, a core Master of Commerce course. Nancy received the ‘Excellence in team teaching award’ from the UNSW Business School in 2007 and the Vice-Chancellor’s Award for Teaching Excellence.
Craig Tapper
Craig is an Associate Professor MBA Programs and Executive Education and a Fellow of the Australian Graduate School of Management. He is also the Executive Director of Tapper Consulting Pty Limited, and has consulted to major companies and government departments. He has worked in senior management positions in major industrial, retail and public-sector organisations in Australia and the UK. Craig has been closely involved with the AGSM for a number of years and is Course Coordinator for Strategic Management of Business and Technology and Development of New Products and Services. He lectures in a range of postgraduate programs in the areas of strategy, business planning, marketing and management in Australia, Singapore and Hong Kong.

Senia Kalfa
Senia’s research examines the transferability of skills from university to the workplace. She has a PhD in Organisation Studies from UNSW and Master of Human Resource Management from Aston Business School, Birmingham (UK). Her research interests include career management, teamwork, employability and cross-cultural management.

Noa Erez-Rein
Noa holds a Bachelor of Arts (Psychology and Sociology) from the University of Tel Aviv and a Master of Science (Organisational Psychology) from Technion Institute of Technology in Israel. She has previously worked in education, training and development and in consulting. Her research interests include international mergers and acquisitions and applied business ethics. She has taught postgraduate students at both AGSM and the Management School while pursuing her PhD in organisational behaviour.