Course outline of managing organisation course assignment

Education

Law Theatre (604) Wednesday 16: ooh- 18: 00 Thursday g: ooh- al: ooh

Friday 14: 00 – 16: 00 You are also required to attend ONE (1) one hour

tutorial per week. There are a number of tutorial options for students. Please

see the NUNS enrolment system for details of tutorial times. Tutorials start in

Week 2 (to Week 13). A full list of tutorials, times and tutors will be on the

Course Website. 2. 2 Units of Credit The course is worth 6 units of credit.

There is no parallel teaching in this course. 2. 3 Summary of Course

Managing Organizations and People is a foundational core course offered in

the main bachelor degree programs.

This course introduces students to the knowledge and skills required to

successfully manage organizations and people in a global economy, based

on contemporary research and practice. The course is designed to provide

strong foundations for the development of future organizational leaders and

managers who will be able to successfully respond to complex and turbulent

environments, promote and sustain competitive advantage, ensure ethical

and social responsibility in business practice and decision making, and

manage changing social, increasingly global and diverse workplace.

Topics include: the role of organizations in odder societies, sustainability and

corporate social responsibility, the importance of organizational leadership,

power and networks, sources of conflict, problem solving, group motivation

and behavior, as well as professional skills. 2. 4 Course Aims and

Relationship to Other Courses The aim of MOTION is to provide you with an

introduction to principles, practices, issues and debates that are relevant to

the management of organizations.

You will study concepts and theories that help explain the attitudes and behaviors of employees and managers. As a core course in the Bachelor of Commerce degree, the activities, materials and assessments have been designed to provide students with the opportunity to develop skills relevant to their studies and employment. 2. 5 Student Learning Outcomes 2. 1 Student Learning Outcomes By the end of this course, you should be able to: Content outcomes: 1 . Explain the central role of organizations in society 2. Evaluate the value and importance of the human side of organizations 3. Scribe the interconnections between individual(s), team(s) and organization(s) 4. Understand the language of organizations and management Skills outcomes: 5. Acquire foundational academic research skills 6. Monster familiarity with the process of critical analysis 7. Enhance your effectiveness in working in groups and teams 8. Learn independently and assume responsibility for the learning process ASP Undergraduate Program Learning Goals and Outcomes 1 . Knowledge: Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts.

You should be able to select and apply disciplinary knowledge to business situations in a local and global environment. 2. Critical thinking and problem solving: Our graduates will be critical thinkers and effective problem solvers. You should be able to identify and research issues in equines situations, analyses the issues, and propose appropriate and well-justified solutions. 3. Communication: Our graduates will be effective professional communicators. You should be able to: and presentation for the intended audience, purpose and context, and b.

Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner. 4. Teamwork: Our graduates will be effective team participants. You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team's processes and ability to achieve outcomes. . Ethical, social and environmental responsibility: Our graduates will have a sound awareness of the ethical, social, cultural and environmental implications of business practice.

You should be able to: a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and b. Identify social and cultural implications of business situations. The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be developed in tutorials and other activities): Program Learning Goals and Outcomes, and indicates where these are assessed.

Program Learning Goals and Outcomes Course Learning Outcomes Course Assessment Item This course helps you to achieve the following learning goals for all ASP undergraduate students: On successful completion of the course, you should be able to: This learning outcome will be assessed in the following items: 1 Knowledge Tutorial activities Assignment 1 Assignment 2 Critical thinking and problem solving 5. Demonstrate familiarity with the process of critical analysis Tutorial activities Exam Written communication 6. Enhance your effectiveness in working in groups and teams 7. Earn

independently and assume responsibility for the learning process team activity Spot quiz b Oral communication 8. Learn independently and assume responsibility for the learning process Tutorial participation mark 4 Teamwork 7. Enhance your effectiveness in working in groups and teams Tutorial participation mark Ethical, environmental and sustainability responsibility 2. Evaluate the value and importance of the human side of organizations Spot quiz b. Social and cultural awareness 3. Describe the interconnections between individual(s), team(s) and organization(s) 4. 1 Approach to Learning and Teaching in the Course MOTION has been designed to provide you with a complete learning experience that incorporates interactive teaching and learning and provides a strong foundation for successful studies in your Bachelor's degree. We encourage student contributions, through discussion and questioning that draw upon your reading and life experiences. 3. 2 Learning Activities and Teaching Strategies Role of Lectures – The lectures provide a forum to introduce students to the main issues, theories and conceptual frameworks for each topic.

Lecture notes for each seeks topic will be available on the course website on the preceding Sunday. For example, the Week 4 lecture handout will be available to you on the Sunday before the lecture week. There will be specific information provided in the lectures to assist you in the spot quizzes Role of the Tutorial – The tutorials use a variety of experiential learning activities which encourage active engagement in the tutorials. The weekly tutorials provide you with an interactive environment to enhance your formal and informal learning in the course.

The more conscientiously you participate, the more you will enjoy and learn from the tutorials. The tutorials also provide you with opportunities to improve important interpersonal skills by working with other students in groups and teams, building relationships and networks, and being exposed to the opinions and values of others. Role of Everest Simulation – The Everest Simulation provides students with a hands-on experience of concepts taught in this course.

Abele S, & Starters G, 2008, Coordination Success and Interpersonal Perceptions: Matching Versus Mismatching, Journal of Personality and Social Psychology, Issue: Volume 95(3), September, p 576-592 Brother D A, 2012, Self-Monitoring Tools and Student Academic Success: When Perception Matches Reality, Journal of College Science Teaching. 5 Mammon: 26-32. AND 2. You must find at least TWO (2) and a maximum of FOUR (4) academic articles in the allowing library databases: ABA Inform; Business Source; Web of Science that are relevant to support your analysis. Note: websites and books are not valid sources for this assignment.

Marking criteria: Development of a consistent, clear and well-supported answer to the question Overall quality of analysis, depth of reflection/ thinking in terms of the key themes and issues raised in the question Quality of academic research (sourced from appropriate Journals/ databases, appropriate number of sources, relevance of sources to your argument) Appropriate structure (logical sequence; transitions teens parts; well-developed paragraphs) Clarity of expression & grammar Correct format of in-text citations and bibliography using Harvard style .

DUDE Harvard Guide) Appropriate document formatting as per requirements on section 4. 6 of the Course Outline and length (1, 000 words +1- 10%) 4. 3. 2 Assignment 2 Requirements: Report – 30% of final mark Due date: At WEEK 11 in the tutorial. You must also upload an identical copy via " Turn-it-in" on or before your due date or your assignment will not be marked. Submission procedure: See section 4. 4 " Assignment Submission Procedure" in this ours outline Weighting: 30% of your total course mark Length: 2, 500 words +1- 10% The word count must be disclosed on the coversheet of your report.

Report Focus: Critically analyses your individual and team's experiences in a virtual world and as a physical team by using the results in the Everest simulation using the following three course concepts 1) Communication (including distribution effect) ; 2) groups and teams; and 3) leadership The report must address the following areas: Included in word limit Assignment cover sheet: No Title page: Executive summary: Table of contents: Introduction: Yes (approve 250 words) Body: Critically analyses your individual and team's experiences and results in the two Everest simulations using the following three course concepts: 1 .

Communication including distribution effect 2. Groups and teams including virtual teams 3. Leadership Yes (approve 2100 words) Conclusion (Briefly summarizing what you have learnt from the experience) Yes (approve 1 50 words) List of references / bibliography Compulsory appendices: All students who were " participants" (not " observers") in Everest must attach a copy of

the " Goals on Track" page from the simulation All students (participants & observers) must attach a copy of team contract No

Reference requirements: You must use a minimum of six (6) academic references to support your analysis Marking criteria: and issues raised in the Everest experience Quality of academic research (appropriate number of academic sources, relevance of sources to your argument) Appropriate structure (logical sequence; transitions between parts; well-developed paragraphs) Clarity of expression & grammar Correct in-text citations and bibliography format using Harvard style . DUDE Harvard Guide) Correct document formatting as per requirements in section 4. 6 of the Course Outline, length (2, 500 words +1- 10%), and inclusion of compulsory appendices.

More information about the Everest Simulation can be found in the Student Workbook, and guidance will be provided to students during the semester via the course website. 4. 3. 3 Individual Participation – 20% of final mark Tutorial Attendance and Participation: (5%) Preparation for, and active participation in, your lectures and seminars is a vital component of the learning in this subject and as such students who prepare and participate in the classroom will be rewarded. Participation may involve small group discussion, short informal presentations to the class, answering questions, participation in class discussion.

Participation marks are based on the degree to which students make an informed contribution to class and small group discussion. Simply attending tutorials without getting involved in class discussion is of little value to you

or your classmates and will result in a minimal participation mark. To be eligible for the Tutorial Attendance and Participation mark students must attend a minimum of nine(9) tutorials. Students must ensure their attendance is taken. If students have a valid reason to be absent, documentary evidence (e. G. Medicate certificate) must be presented to the tutor in the next tutorial. Grading: