



MGT100

The Art & Science of Management

Study Guide

Trimester 2 2022

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Contacts

Program Director Academic and contact details

Kellie Lumsden

klumsden@ichm.edu.au



Subject lecturer and contact details

Dr Gayathri Goonaratne (GG)

ggoonaratne@ichm.edu.au



Subject lecturer

Please direct any questions concerning the teaching of this subject to your subject lecturer.

The lecturer for this subject is:

Dr Gayathri Goonaratne (GG)

ggoonaratne@ichm.edu.au

I like to call myself a hybrid educator who has experience working in both industry and the Higher Education sector as a Senior Academic. I completed my DBA in International Business at the age of 27, making me the youngest Doctorate holder in South Asia. In addition, I obtained a Life Time Achievement Award from the University of Greenwich. I teach multiple courses in the field of Marketing and Management with extensive experience conducting online and face-to-face classes. Given the blend of industry and academic experience, I have excelled in lecturing and held several senior management positions in the Higher education sector in Australia. I currently hold the position of Head of School Sydney and I am a member of the Academic Board and the Disciplinary Committee.

Subject description

Welcome to MGT100 The Art & Science of Management.

Understanding organisational behaviour, politics, dynamics and environments and how they impact on the role and legitimacy of the management function is the core of this subject.

This subject helps the individual understand the constraints they face as managers and emerging leaders and how they can develop strategies to leverage advantages and overcome constraints and barriers in their organisations.

The subject also focusses on developing some of the advanced communication skills necessary in management and leadership roles, and the ability of the individual to influence others. In addition, the subject also focuses on the development of knowledge and skills to enable students to identify, analyse and make effective decisions to resolve people-related issues in organisations, facilitate employee development, and develop and sustain effective teams in complex, diverse, and increasingly global operating environments.

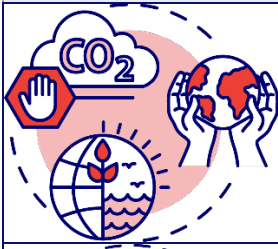
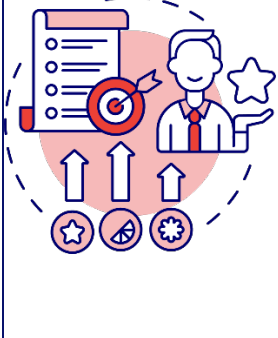
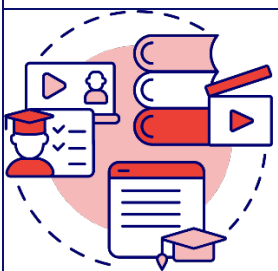

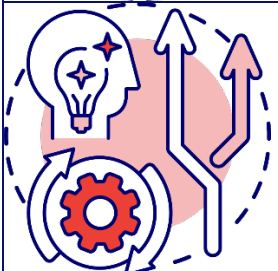
Subject weighting

Subject credit points	Total course credit points
3	72

Student workload

Total No. timetabled hours:	Total No. personal study hours:	Total workload hours:
36	84	120
No. timetabled hours per week	No. personal study hours per week	Workload hours per week
3	7	10

Graduate qualities

ICHM Graduate Qualities (GQ)				
	ID	Graduate Qualities	Description	Graduate will:
	GQ1	Global inclusivity and sustainability	Be responsible and effective global citizens	Critically analyse and reflect upon how society interacts with the environment, its complex nature and how they can influence society as change agents
				Demonstrate a commitment and responsibility to global ethical practices, sustainability and respect for universal cultural diversity
				Develop business approaches that demonstrate value for scalable and sustainable social enterprises
	GQ2	Professional identity and practice	Ability to demonstrate and systematically apply business/ marketing/ entrepreneurship practices	Apply an in-depth body of knowledge relating to the discipline focus area of business practice
				Exhibit ethical values and judgement according to a personal and professional brand
				Develop a sense of self, showing expertise, passion and dedication in the professional world and the ability to connect with a variety of stakeholders in supporting industry outcomes
				Demonstrate a growth mindset that leverages resilience and the ability to manage change in a fluid business environment with expertise, emotional intelligence and empathy
	GQ3	Independent self-management and life-long learning	Be lifelong and applied learners who are open to new ideas, applications and techniques	Demonstrate a commitment to self-directed lifelong learning and intellectual development
				Be lifelong and applied, autonomous learners who are reflective, open to new ideas, applications and techniques
				Develop and draw upon resourceful practices, highlighting an adaptable nature, resilience and wellbeing
	GQ4	Collaboration and skilled communication	Ability to work in a team and develop effective relationships in a diverse environment	Present and transmit complex ideas via a range of mediums that persuade, influence and inform a range of stakeholders
				Work independently, as well as collaboratively in peer communities to creatively understand problems worth solving
	GQ5	Critical thinking and creativity	Apply knowledge and skills to the current business environment	Apply information literacy to creatively impact and solve industry problems
				Lead innovative projects and test new approaches, ideas, products, and services to be adopted by an existing organisation
				Demonstrate the ability to effectively identify, formulate and solve unpredictable and complex problems, to generate ideas and demonstrate a capacity for initiative, judgement, innovation and divergent thinking

Course learning outcomes

On successful completion of this course you will be able to:

Bachelor of Business

CLO 1 - Critically evaluate relevant fundamental business theory in relation to developing best practise management approaches.

CLO 2 - Demonstrate the ability to apply knowledge and develop relevant analytical frameworks and techniques.

CLO 3 - Analyse, evaluate and critique the evolving business landscape to identify opportunities for enterprise and innovation.

CLO 4 - Collaborate with a variety of stakeholders where the problem and its solution are often complex.

CLO 5 - Analyse appropriate data and information to develop business concepts and plan and complete projects in a range of business contexts.

CLO 6 - Apply technical and professional proficiencies that are necessary to operate ethically and efficiently in business environments.

CLO 7 - Reflect on, assess and manage ongoing development of own lifelong learning capabilities and future development needs.

Bachelor of Business (Marketing)

CLO 1 - Critically evaluate relevant fundamental business theory in relation to developing best practice marketing approaches.

CLO 2 - Demonstrate the ability to apply knowledge and develop relevant analytical frameworks and techniques.

CLO 3 - Analyse, evaluate and critique the evolving marketing landscape to identify opportunities for enterprise and innovation.

CLO 4 - Collaborate with a variety of stakeholders where the problem and its solution are often complex.

CLO 5 - Analyse appropriate data and information to develop marketing strategy and concepts, as well as design, plan and implement marketing projects and campaigns in a range of business contexts.

CLO 6 - Apply technical and professional proficiencies that are necessary to operate ethically and efficiently in marketing contexts.

CLO 7 - Reflect on, assess and manage ongoing development of own lifelong learning capabilities and future development needs.

Bachelor of Business (Entrepreneurship)

CLO 1 - Critically evaluate relevant fundamental business theory in relation to developing best practice entrepreneurship approaches.

CLO 2 - Demonstrate the ability to apply knowledge and develop relevant analytical frameworks and techniques.

CLO 3 - Analyse, evaluate and critique the evolving entrepreneurship landscape to identify opportunities for enterprise and innovation.

CLO 4 - Collaborate with a variety of stakeholders where the problem and its solution are often complex.

CLO 5 - Analyse appropriate data and information to develop entrepreneur ventures or ideas, as well as design, plan and complete projects in a range of business contexts

CLO 6 - Apply technical and professional proficiencies that are necessary to operate ethically and efficiently in entrepreneurship.

CLO 7 - Reflect on, assess and manage ongoing development of own lifelong learning capabilities and future development needs.

Threshold Learning Outcomes (Marketing)

Social responsibility - Evaluate relevant ethical and legal considerations in an impartial way for routine marketing tasks.

Analysis - Obtain, analyse and interpret data relevant to making evidence-based decisions for routine marketing tasks in straightforward contexts.

Knowledge - Critically apply a broad and coherent knowledge of foundational marketing theories, concepts, practical principles and processes

Judgement - Exercise judgement to recommend appropriate solutions for routine marketing tasks in straightforward contexts.

Communication - Effectively communicate straightforward marketing ideas in selected personal and group contexts.

Subject details

Subject Learning Outcomes

On successful completion of this subject you will be able to:

- a) Assess the key principles and theories underlying strategic people management and explain how their application enhances organisational and individual performance.
- b) Evaluate the effectiveness of different approaches of leadership and the relationships between effective people management and organisational performance.
- c) Demonstrate effective communication and practical problem-solving skills to effectively manage people in a range of organisational contexts
- d) Reflect on the roles and functions that managers perform in the context of the challenges and risks they experience in the changing environment.

Prescribed texts and recommended reading

The prescribed textbook for this subject is:

University of Minnesota 2015, *Principles of management*, University of Minnesota Libraries, <http://open.lib.umn.edu/principlesmanagement/>

Textbooks:

Cole, K 2018 *Leadership & management: Theory and practice*, 7th edn., Cengage.

Owen, J 2018, *How to lead: The definitive guide to effective leadership*, 5th edn., Pearson.

Daft, RL 2018, *The leadership experience*, 7th edn., Cengage.

Levi, D 2015 *Group dynamics for teams*, Sage.

Journals:

Journal of Management & Organization
Journal of Management

Journal of Human Resources

Journal of Organizational Psychology

Journal of Talent Management
Company Director Magazine

Carton, AM, Murphy, C, & Clark, JR 2015, 'A (Blurry) vision of the future: How leader rhetoric about ultimate goals influences performance', *Academy of Management Journal*, 1015(1):10-36.

Guerrero, B & Hanson, A 2017 'Managing up and down: 5 strategies to excel in middle management', *NACE Journal*, 77(4):48-52.

Hurd, JL 2010, 'The profile of a successful midlevel manager at AstraZeneca proves that great leaders aren't only in the c-suite', *Global Business & Organizational Excellence*, 29(5):52-63.

Lewis, RE & Heckman, RJ 2006, 'Talent management: A critical review', *Human Resource Management Review*, 16(2):139-154.

Sturm, RE & Antonakis, J 2014, 'Interpersonal power: A review, critique, and research agenda', *Journal of Management*, 41(1):136 –163

Shimizu, K 2017, 'Senders' bias: How can top managers' communication improve or not improve strategy implementation?' *International Journal of Business Communication*, 54(1):52-69.

Tummers, LG, & Knies, E 2013, 'Leadership and meaningful work in the public sector', *Public Administration Review*, 73(6):859-868.

Website:

Australian HR Institute, n.d., *AHRI*, AHRI, <https://www.ahri.com.au/>

Australia and New Zealand Academy of Management 2022, *ANZAM*, Australia and New Zealand Academy of Management, Australia and New Zealand Academy of Management

Deloitte Insights, 2018, *2018 Global Human Capital Trends*, Deloitte, <https://www2.deloitte.com/insights/us/en/focus/human-capital-trends.html>

Fjell, S 2017, *The 7 Stages of the Employee Lifecycle and Why They Matter*, Questback, <https://www.questback.com/blog/the-7-stages-of-the-employee-lifecycle-and-why-they-matter/>

Gallup 2017, *Gallup Daily: U.S. Employee Engagement*, Gallup Inc, <http://news.gallup.com/poll/180404/gallup-daily-employee-engagement.aspx>

Johnson, M 2015, *Why your team needs conflict*, Intelligent Performance, http://intelligentperformance.com.au/execfunc.php?q=tXVdcigDS_GRKArDzwnlkRjDI9ydcEfBas4jaX5pYdfN55BOTzGISIZZt05HfaYK7qshODrZhYSwico7-iX6dMIJp5vnDom-Wuct3u3ZNUA-Ebkc4yyx8k4

Mind Tools Content Team n.d., *How Good Are Your Management Skills*, MingTools, https://www.mindtools.com/pages/article/newTMM_28.htm

Library services

Library services can be found via the IHEA Library and provides access to many resources which you will need to complete your studies whilst a student at ICHM. The professional library staff are very helpful and skilled in showing you how to find resources online. You can access our library via the i-campus.

Support information

For additional information relating to ICHM and your course, please refer to ICHM student handbook and Policies and Procedures on the i-campus. Key contacts for the ICHM support team are:

Alex McGee – ICHM Learning Advisor

Email: amcgee@ichm.edu.au

Phone: 61 8 8228 3652

Renata Wilson – Senior Student Counsellor and Wellbeing Advisor

Email: rwilson@ichm.edu.au

Phone: 0419822753

Reasonable Adjustment

Reasonable adjustments may be made to accommodate a student with a disability and reduce the impact of a disability on a student's academic success.

Adjustments may include modifications to the learning environment, teaching method, or assessment conditions to increase the participation of a student without compromising the academic standard or the inherent course requirements.

ICHM does not restrict enrolment on the basis of disability or discriminate against students with a disability. However, ICHM may deny entry based upon reasonable belief of a student's inability to successfully complete the course, based upon potential limitations applied by the disability, and restricted participation within course requirements.

Please refer to the Reasonable Adjustment policy for further information.

If your disability or special circumstance requires the provision of a reasonable adjustment for this subject, please seek advice at the commencement of your subject from the Program Director Academic or Student Support.

Kellie Lumsden

Program Director Academic

klumsden@ichm.edu.au

Alex McGee

ICHM Learning Advisor

amcgee@ichm.edu.au

Student conduct

ICHM seeks to prepare students to meet or exceed the demands and expectations of industry. The highest standards of courtesy and professionalism by staff and students in all aspects of study at ICHM are expected. ICHM students are expected to conduct themselves in a manner which does not impair the functioning of the College and the reasonable freedom of other persons to pursue their studies, research, duties or lawful activities of the College or to participate in the life of the College and to observe the ICHM Student Code of Behaviour. An ICHM student who does not conduct themselves in such a manner may be reported for misconduct under this Personal Conduct Policy.

Definitions of misconduct can be found in the Personal Conduct policy.

In addition, ICHM is committed to ensuring all students are communicated within a reliable, timely, effective, and efficient manner. Students should consider their etiquette, written communication, and verbal communication in accordance with the ICHM personal conduct policy and ICHM communications policy.

Study requirements

It is strongly recommended that you attend and actively participate in all your scheduled seminars and consultation sessions. If unexpected events prevent you from attending your scheduled seminar or consultation session, you can access the recordings via the LMS and by speaking to your lecturer to ensure you have not missed anything important.

Each week, you should read through the subject content and resources, engage with the learning tasks, attend and participate in seminars, and review your understanding of the weekly materials.

Please contact your lecturer for any help you may need with the subject. Please remember to utilise the ICHM student services to assist with any study matters.

Subject requirements

Pass/fail requirements

In order to pass this subject, you must:

- achieve a minimum overall score of 50% for the subject

Refer to Assessment Policy for further information on the pass/fail requirements.

Academic integrity and honesty

Academic Integrity refers to upholding ethical standards in all aspects of learning, teaching, and research at ICHM. All staff and students of ICHM are expected to engage in their scholarly and research endeavours in a responsible and ethical way so that they uphold the virtues of honesty, fairness, trust, respect and responsibility. To this end, all staff and students are required to undertake their own work and ensure that the use of other people's ideas and writing are duly acknowledged.

Contract cheating refers to a form of collusion whereby a student either outsources or asks someone else to produce an academic assessment piece on the student's behalf. Contract cheating is a serious form of academic dishonesty and is a breach of the Academic and Research Integrity policy.

Please familiarise yourself with the ICHM the Academic & Research Integrity policy.

Assessment cover page

- Your assessment submissions must be accompanied by a completed assessment cover page. The cover page should include: Full Name (including all other names if the Assessment is for group work)
- 4 digit ID number

- Title of Assessment
- Word count

Assessment presentation

Your assessments must comply with the assessment format and item table requirements. You can find these under each Assessment Outline.

The Lecturer PowerPoint slides must not be cited as a reference in any type of Assessment. However, the references provided in the Powerpoint slides can be used.

In this subject, assignments may contain a maximum of 5% direct quotation and 20% paraphrasing from references. Assignments that are excessively reproductive and unoriginal will not be assessed and may receive a grade of 0%.

All students are required to follow the version of the CDU Harvard Referencing System as outlined by your lecturer.

All referencing will be in accordance with the Harvard Author Date (CDU) style, which is available at: https://libguides.cdu.edu.au/ld.php?content_id=40338940

Resulting

The below grade descriptors will be used to guide the allocation of your marks for this subject.

Grade	Mark/Grade Point	Definition
HD	85% - 100% Grade Point: 7.0	Evidence that the student has demonstrated outstanding performance on all learning outcomes including considerable additional work in wider areas relevant to the topic and has demonstrated the acquisition of an advanced knowledge/ understanding required for meeting the learning outcomes at the highest level. The student would normally have consistently demonstrated a high level of proficiency at applying a range of major academic debates, approaches, methodologies and conceptual tools and combining knowledge of the subject with original creative thinking.
D	75% - 84.9% Grade Point: 6.0	Evidence that the student has demonstrated a high level of performance on all learning outcomes including considerable additional work in wider areas relevant to the topic and has demonstrated advanced knowledge/ understanding required for meeting the learning outcomes. The student would normally have attained an advanced knowledge of matter beyond that contained in set texts or reading materials and have demonstrated a broad familiarity with the ability to apply a range of major academic debates, approaches, methodologies and conceptual tools.
C	65% - 74.9% Grade Point: 5.0	Evidence that the student has demonstrated a high level of performance on all learning outcomes or an outstanding performance on the majority including additional work in wider areas relevant to the topic and has demonstrated a sound level of knowledge/ understanding required for meeting the learning outcomes. The student would normally have attained a sound knowledge of matter contained in set texts and demonstrated familiarity with the ability to apply a range of major academic debates, approaches, methodologies and conceptual tools.
P1	55% - 64.9% Grade Point: 4.5	Evidence that the student has demonstrated a satisfactory performance on all learning outcomes, or high performance on some learning outcomes that compensates for unsatisfactory performance on others, resulting in an overall satisfactory performance. The student should have demonstrated an adequate knowledge of set texts/readings and demonstrated familiarity with major academic debates, approaches, methodologies and conceptual tools.
P2	50% - 54.9% Grade Point: 4.0	Evidence that the student has demonstrated a satisfactory performance on the majority of learning outcomes. The student should demonstrate an adequate knowledge of set texts/readings and demonstrated familiarity with major academic debates, approaches, methodologies and conceptual tools.
F1	45% - 49.9% Grade Point: 1.5	Evidence that the student has demonstrated unsatisfactory performance on a number of learning outcomes.
F2	00% - 44.9% Grade Point: 1.0	Evidence that the student has demonstrated unsatisfactory performance on the majority of learning outcomes.

Appealing a grade

Students have the ability to discuss individual assignment results with their lecturers. If the student has a concern which is not resolved by the subject lecturer, they can submit an appeal to the Academic Committee. The student must submit the appeal within two weeks of being advised of the final grade. A written submission to the Academic Committee via the [Academic Committee email](#). It is highly advantageous that the student provide evidence to support the appeal. The Academic Committee shall review and approve student results, hear and determine student appeals and relevant student applications for extensions and for supplementary assessments. The Academic Committee shall recommend final grades to the Academic Board. The student may choose to attend the Academic Committee meeting. If the student is not satisfied with the decision of the Academic Committee, they can appeal the decision in line with the Academic Grievance Policy.

Further Assessment Information

Submission dates and extensions

Failure to submit work by the nominated “due time and date” will result in a penalty of 5% of the total available mark for each and every day beyond the due time and date. An extension on the due time and date for an assignment or report may be granted by the subject lecturer for a period of up to two weeks. Written application on the appropriate ‘Extension Request’ form must be made a minimum of 5 days prior to the due date of the assessment, at which point a draft copy of work commenced must be presented to the subject lecturer.

All ICHM students are provided with access to their own dedicated ‘OneDrive’ account. It is the student’s responsibility to use this account to save and backup all written assessment work. Requests for extensions due to the loss of work based upon failing to use OneDrive will not be accepted.

If an extension greater than two weeks is required, an email request must be received by the Chair of the Academic Committee, Kellie Lumsden – Program Director Academic 5 days prior to the due date of the assessment, at which point a draft copy of work commenced must be presented.

If an extension is being sought based on medical grounds, the approved ICHM Medical Certificate form must be used to support this application.

If an extension is granted and the work is not submitted by the new, approved due time and date, a 0% will be recorded for the assessment point.

Supplementary Assessment

A subject lecturer may award a supplementary assessment where a student attains 45% to 49% in an assessment point. The supplementary assessment may be a resubmission of the original assessment piece. This supplementary assessment must be completed within 10 weekdays of the student being notified by the subject lecturer. Where a supplementary assessment has been awarded, the maximum mark achievable for the assessment point is 50%.

The Academic Committee may award a supplementary assessment when considering final results for subjects. Such supplementary assessments could be awarded on medical, compassionate, academic or other special considerations. Where a supplementary assessment has been awarded for the subject, the maximum mark achievable for the subject is 50%. A supplementary assessment must be submitted completed within 10 weekdays of the student being notified by the Academic Committee unless additional provisions have been made by the committee. Failure to submit by the revised due date will result in a fail grade of the supplementary assessment. Failure of the supplementary assessment will result in a fail grade for the subject.

In the granting of a supplementary assessment the full range of grades may be available for situations involving medical, compassionate or special considerations. This must be approved by the Academic Committee.

Submitting assessments

It is the responsibility of all students to safeguard against all potential breaches of Academic and Research Integrity. - Refer to the ICHM Learning Management System (LMS) for information on Assessment submissions. Your assessment will be run through Turnitin and in doing so, students are deemed to have declared that their assessment is entirely their own work upon submission. Furthermore, students are deemed to have declared that the work has not been previously submitted for a subject of the College, or any other educational institution.

Further information on submitting an assignment and checking for academic integrity using Turnitin can be found here <https://help.turnitin.com/feedback-studio/turnitin-website/student/student-category.htm>

Study Schedule

Trimester Overview

Week	Topic	Assessment
1	Topic 1: The Nature of Organisations and Environment	
2	Topic 2: Motivation and Influencing Others: Power & Politics	
3	Topic 3: Communication Conflict Negotiation	
4	Topic 4: Managing and Coping with Change Building Resilience	Assignment 1 due
5	Topic 5: Employee Lifecycle Workplace of the future Recruitment & Selection	
6	Topic 6: Talent Management, Succession Planning Reward & Recognition	
7	Assessment feedback	
8	Topic 7: Managing Performance Building Capability	Assignment 2 due
9	Topic 8: Developing Effective Teams Dynamics	
10	Topic 9: Ethical Leader	
11	Topic 10: Culture and Diversity in Leadership & Management	Assignment 3 due
12	Topic 11: Strategic People Management and Planning Fostering Innovation	Assignment 3 due
13	Assessment feedback	Assignment 3 due

Assessment overview

Assessment tasks								
Type		Weight	When assessed	Subject Learning Outcomes	Course Learning Outcomes			Graduate Qualities
					BBUS	BBUS (MKT)	BBUS (ENT)	
1	Reflective Analysis (Individual) 1000 words	30%	Week 4	a, c & d	2, 3, 4, 5, 6 & 7	2, 3, 4, 5, 6 & 7	2, 3, 4, 5, 6 & 7	1, 2, 3, 4 & 5
2	Case Study (Group) 2000 words	40%	Week 8	a, b, c & d	2, 3, 4, 5, 6 & 7	2, 3, 4, 5, 6 & 7	2, 3, 4, 5, 6 & 7	1, 2, 3, 4 & 5
3	Video Presentation (Individual) 1500 equivalent words	30%	Week 11-13	c & d	2, 4, 5, 6 & 7	2, 4, 5, 6 & 7	2, 4, 5, 6 & 7	1, 2, 3, 4 & 5

Assessment 1 Outline

Assessment title: Reflective Analysis	Assessment weighting: 30%
Assessment type: Individual Assessment	Word limit: 1000
DUE DATE: Week 4	
Assessment instruction	
<p>Congratulations! You have been selected as a candidate to submit a reflective analysis to an interview panel as part of a selection process for a Senior Management position (promotion) in your organisation.</p> <p>Your task is to write an analysis which outlines your understanding of what management is and its purpose in the operation of an organisation.</p> <p>In writing your analysis you must:</p> <ul style="list-style-type: none">• identify the stream (Service sector or Product sector) of work and the organisation you are applying to (eg- Comm Bank, Air Asia)• explain your understanding of the roles and responsibilities of holding a management position. The discussion must be highly specific and relevant to the businesses and where it operates.• reflect and evaluate the importance of fulfilling responsibilities when selected into a higher management and/or leadership position. <p>In writing your paper, you must use appropriate references to support your statements.</p>	

Assessment format
<ul style="list-style-type: none">• Title page: (author's name, who the report is for, the date submitted)• Table of contents (page numbers must match section headings)• Introduction (background, scope of report) (250 words)• Discussion (in-depth analysis of your personal experiences) (1000 words)• Conclusions (a summary of the key discussion points) (250 words)

Item	Required? Y/N	Word count inclusion? Y/N	Lecturer comment
Title Page	Y	N	
Executive Summary	N	N	
Table of Contents	Y	N	
Introduction	Y	Y	100 words approximately
Body	Y	Y	800 words approximately
Conclusion	Y	Y	100 words approximately
Reference List	Y	N	
Appendices	N	N	
Specific line spacing	N	N	
Specific margins	N	N	
Min/max references	Y	N	Minimum of 4 References
Calibre of references	Y	N	A minimum of 1 peer reviewed reference. (Journal articles, books etc)
Template in use	N	NA	

Submission details:

Electronic copies of the assignment must be submitted by 23.59 on the due date. Do not 'E-mail' assignments, as they will not be accepted in this subject.

See the LMS on assessment submission instructions.

Assessment 1 Rubric

CRITERIA	FAIL	PASS	CREDIT	DISTINCTION	HIGH DISTINCTION
Introduction and explanation of business context (20%)	The analysis does not clearly explain the business stream, and/or does not effectively provide a clear business context for discussion.	The analysis partially explains the business stream, and generally provides a clear business context for discussion.	The analysis soundly explains the business stream, and effectively provides a clear business context for discussion.	The analysis explains the business stream very strongly, and effectively provides a clear business context for discussion.	The analysis explains the business stream exceptionally well and is highly effective in providing a clear business context for discussion.
Scope of report and depth of discussion (30%)	Response demonstrates a lack of understanding, minimal or inadequate comprehension and/or student did not respond to the task effectively.	Adequate response to the task demonstrates a minimum understanding of management and its purpose.	Sound response to the task that demonstrates a good understanding of management and its purpose.	Very strong response to the task that demonstrates a strong understanding of management and its purpose.	Exceptionally clear response to the task that demonstrates a comprehensive understanding of management and its purpose.
Application of Management Theory and Principles (30%)	No and/or ineffective application of management theoretical principles and concepts.	Limited application of management theoretical principles and concepts in the analysis of experience examples.	Sound application of management theoretical principles and concepts in the analysis of experience examples.	Very strong application of management theoretical principles and concepts in the analysis of examples.	Excellent application of management theoretical principles and concepts in the analysis of examples.
Written Expression (10%)	Inadequate academic writing with errors in structure and expression. Expression lacks clarity with many spelling or grammar errors.	Acceptable academic writing with some errors in structure and expression. Acceptably expressed with some spelling or grammar errors.	Good academic writing with some errors in structure and expression. Expressed well with some grammar errors.	Very good academic writing with few errors in structure and expression. Very well expressed with few errors.	Excellent academic writing with very few errors in structure and expression. Professionally expressed.
Referencing (10%)	Inadequate and/or incorrect referencing - lack of referencing or inconsistencies displayed do not meet the requirements of an academic paper.	Adequate referencing - With some formatting errors.	Good use of references - Mostly correct in-text referencing and reference list, with minor and occasional major errors.	Sound referencing - CDU Harvard in-text referencing and the resultant reference list are correct, with only the occasional minor error.	Excellent referencing - CDU Harvard in-text referencing and the resultant reference list are correct.

Assessment 2 Outline

Assessment title: Case Study Analysis	Assessment weighting: 40%
Assessment type: Group Assessment	Word limit: 2000 words
DUE DATE: week 8	
Assessment instruction	
<p>In groups of 3-5 people you are asked to identify one problem situation in an organisation.</p> <p>Each group may choose one organisation from the list below:</p> <ul style="list-style-type: none">• Commonwealth Bank• Woolworths group limited• Telstra Corp• BHP• Wesfarmers <p>A report covering the following points should be prepared:</p> <ol style="list-style-type: none">1. Provide a brief introduction of the organisation.2. Describe the problem, as much as possible in terms of the observable or measurable symptoms it manifests, for example: increased customer complaints; specific quality concerns; high staff turnover; contracts lost; decreased market share; loss of funding or loss of profit. (Do not conceptualise the problem initially as 'a leadership problem', 'a communication problem' etc.).3. Consider and analyse the issue/problem in terms of material drawn from any two (2) topics studied as part of this subject. For example, your group may choose to apply a model of leadership and use strategic planning concepts to examine your problem or use models or concepts of motivation and organisational culture, or ethics and organisational design. Try to choose the topic models/concepts that seem to offer the most useful insights into the problem. Do not include any more than two (2) models or concepts. In fact, two models, well applied and showing a good understanding of associated concepts would likely deliver optimum results. Topics outside this subject should not be selected.4. Design an intervention (a change program or set of activities and procedures) utilising some aspect or aspects of your analysis. The intervention should be intended to solve or improve the situation. <p>Please note: you are not merely being asked for a list of recommendations. You will need to provide a sound level of detail about how this intervention will improve the situation in your chosen corporation, and how it will be implemented.</p>	

Group Work

You will also need to submit a group contract before starting the assessment. Make sure to keep a record of all discussions, meeting minutes and communications between your group members.

Assessment format

Report format to be used:

- Title page
- Executive Summary
- Introduction
- Body discussing each area of the report: problem, analysis, intervention
- Conclusion
- References
- Appendices (Review templates only)

Group Assessment Templates

As required under the ICHM guidelines of group assessment, each member of the group contributing to the research and writing of this report is to complete and include an individual *peer-review* and a *group review*, using the template provided.

Item	Required? Y/N	Word count inclusion? Y/N	Lecturer comment
Title Page	Y	N	Name of the case and names of the members
Executive Summary	Y	Y	Approximately 200 words. Key findings of the group in one paragraph
Table of Contents	Y	N	With selection number and headings
Introduction	Y	Y	Approximately 400 words. Brief introduction of the organisation
Body	Y	Y	Approximately 1200 words. Key management challenges, case analysis and recommendation
Conclusion	Y	Y	Approximately 200 words. Conclusion
Reference List	Y	N	
Appendices	N	N	

Specific line spacing	Y	N	Calibre Body. Font size 11
Specific margins	Y	N	
Min/max references	Y	N	Minimum of 8 sources.
Calibre of references	Y	N	A minimum of 4 academic references (Journals, books, peer reviewed work, etc.).
Template in use	N	NA	

Submission details:

Electronic copies of the assignment must be submitted by 23.59 on the due date. Do not 'E-mail' assignments, as they will not be accepted in this subject.

See the LMS on assessment submission instructions.

Assessment 2 Rubric

CRITERIA	FAIL	PASS	CREDIT	DISTINCTION	HIGH DISTINCTION
Knowledge of management theories (25%)	Inadequate understanding on key management theories that inform contemporary practices	Basic knowledge on key management theories that inform contemporary practices	Exhibits breadth and depth of understanding of on key management theories that inform contemporary practices	Exhibits accurate and detailed breadth and depth of understanding on key management theories that inform contemporary practices	Displays exceptional ability in and understanding on key management theories that inform contemporary practices
Scope of report (15%)	Inadequate understanding of contemporary issues faced by managers in different levels of an organisation	Basic knowledge of contemporary issues faced by managers in different levels of an organisation	Exhibits breadth and depth of understanding of contemporary issues faced by managers in different levels of an organisation	Exhibits accurate and detailed breadth and depth of understanding of contemporary issues faced by managers in different levels of an organisation	Displays exceptional ability in and understanding of contemporary issues faced by managers in different levels of an organisation
Analysis & Intervention (20%)	Inadequate to analyse management issues and justify recommendations based on new knowledge of management theories	Basic knowledge to analyse management issues and justify recommendations based on new knowledge of management theories	Exhibits breadth and depth to analyse management issues and justify recommendations based on new knowledge of management theories	Exhibits accurate and detailed breadth and depth to analyse management issues and justify recommendations based on new knowledge of management theories	Displays exceptional ability to analyse management issues and justify recommendations based on new knowledge of management theories
Written communication (10%)	Inadequate academic writing with errors in structure and logical expression. -Expression lacks clarity with lot of spelling or grammar errors	-Acceptable academic writing with some errors in structure and logical expression. -Acceptably expressed with some spelling or grammar errors	-Good academic writing with some errors in structure and expression. -Expressed well with some grammar errors	-Very good academic writing with few errors in structure and expression. -Very well expressed with few errors	-Excellent academic writing with very few errors in structure and logical expression. -Professionally expressed
Referencing (10%)	Inadequate and/or incorrect referencing - lack of referencing or inconsistencies displayed do not meet the requirements of an academic paper.	Adequate referencing - With some formatting errors.	Good use of references - Mostly correct in-text referencing and reference list, with minor and occasional major errors.	Sound referencing - CDU Harvard in-text referencing and the resultant reference list are correct, with only the occasional minor error.	Excellent referencing - CDU Harvard in-text referencing and the resultant reference list are correct.
GROUP PERFORMANCE & REFLECTION (how effectively you worked within a team) (20%)					

CRITERIA	FAIL	PASS	CREDIT	DISTINCTION	HIGH DISTINCTION
Collaboration (10%)	Different group perspectives and initiatives were not valued. Group collaboration was reluctant or obstructive with both teaching staff and peers inside and outside the classroom using a range of tools (i.e., virtual meetings, minutes, images, templates, checklists). The student's overall performance did not meet the expectations of the team, and the overall performance was poor.	Different group perspectives and initiatives were somewhat valued. Group collaboration was sufficient however not very cohesive or productive. Limited engagement with teaching staff and peers inside and outside the classroom. Project management tools were not effectively utilised (i.e., virtual meetings, minutes, images, templates, checklists). The student did not always meet the expectations of the team.	Different group perspectives and initiatives were valued. Group collaboration was good however the cohesion, timing, contributions and/or conflict resolution could be improved. Suitable use of some of the tools (i.e., virtual meetings, minutes, images, templates, checklists). The student added value to the team, but the overall performance can be improved.	All group perspectives and initiatives were valued. Group collaboration was sound however could be further built on to become even more supportive. Effective use of a range of tools (i.e., virtual meetings, minutes, images, templates, checklists). Overall, the student added value to the team.	All group perspectives and initiatives were valued, equitably considered, and encouraged. Group collaboration was outstanding. Conflict or disagreement may have occurred, however was dealt with, and learnt from in a productive manner. Outstanding use of a range of tools (i.e., virtual meetings, minutes, images, templates, checklists). Overall, the student was a valuable member of the team.
Group Contract (5%)	Failure to negotiate and complete the group contract as a team with the details of responsibilities and duties.	Negotiated and completed the group contract as a team but failed to clearly identify all the responsibilities and duties of each team member.	Negotiated and completed the group contract as a team, but with ambiguity about the responsibilities and duties of each team member.	Negotiated and completed the group contract as a team, detailing the responsibilities and duties of each group member.	Excellent negotiation and completed the group contract as a team, detailing the responsibilities and duties of each group member. The group identified each team member's strengths and weaknesses and
Peer & Group Reflection (5%)	Does not articulate what worked well and why, what did not work well and why, or ways to increase the effectiveness and efficiency of the group process in the future. Does not consider self or others.	Attempts to articulate what worked well and why, what did not work well and why, and ways to increase the effectiveness and efficiency of the group process in the future. May only discuss two of the three; discusses group without discussing self; discusses self without discussing group; discusses peer without discussing group and self.	Soundly articulates what worked well and why, what did not work well and why, and ways to increase the effectiveness and efficiency of the group process in the future, considering self as well as others.	Clearly articulates what worked well and why, what did not work well and why, and ways to increase the effectiveness and efficiency of the group process in the future, considering self as well as others. Relates self-reflection to personal learning outcomes.	Expertly articulates what worked well and why, what did not work well and why, and ways to increase the effectiveness and efficiency of the group process in the future, considering self as well as others. Relates self-reflection to personal learning outcomes

Assessment 3 Outline

Assessment title: Video Presentation	Assessment weighting: 30%
Assessment type: Individual	Word limit: 1500 words equivalent
DUE DATE: week 11-13	
Assessment instruction	
<p>Continuing your work with the organisation that you were allocated in Assessment 2, you have now been newly appointed as the General Manager.</p> <p>To start your tenure as GM, you will need to write and prepare an <u>individual</u> 6-8-minute presentation that explains your <i>Leadership Action Plan</i> for the company for the next 12 months. This will be presented in-class to your peers online during a live session.</p> <p>To prepare for this presentation, you will need to:</p> <ul style="list-style-type: none"> • Research and create five (5) leadership actions you will take to achieve your plan – including details on how your actions will help achieve your goals for the business • Prepare an 8-10 slide visual presentation detailing your key actions • Present your <i>Leadership Action Plan</i> to the class, explaining your decisions. <p>You may use any software you like to create the visual components of your presentations (SWAY, MS Stream, PowerPoint, animations etc). Think creatively about how you could bring your action plan to life in a dynamic and engaging way for the audience.</p> <p>Your <i>Leadership Action Plan</i> should draw upon ideas and concepts that have been covered throughout the subject (reference these were necessary) and have a direct connection to at least one (1) of the insights and/or the intervention you collaborated on in Assessment 2.</p>	

Assessment format
<ul style="list-style-type: none"> • 6-8-minute video presentation using visuals (online). <p>Use any software you like to create the visual components of your presentation (SWAY, MS Stream, PowerPoint, animations etc).</p>

Item	Required? Y/N	Word count inclusion? Y/N	Lecturer comment
Title Page	Y	N	
Executive Summary	N	N	
Table of Contents	Y	N	
Introduction	Y	N	Brief description.
Body	Y	N	8-10 slides to be provided.
Conclusion	Y	N	
Reference List	Y		A separate slide containing the references.
Appendices	NA	NA	
Specific line spacing	NA	NA	
Specific margins	NA	NA	
Min/max references	Y	N	Minimum of 5 references
Calibre of references	NA	NA	
Template in use	NA	NA	

Submission details:

Electronic copies of the assignment must be submitted by 23.59 on the due date. Do not 'E-mail' assignments, as they will not be accepted in this subject.

See the LMS on assessment submission instructions.

Assessment 3 Rubric

CRITERIA	FAIL	PASS	CREDIT	DISTINCTION	HIGH DISTINCTION
Structure (15%)	Presentation is lacking in coherence. Presentation is not polished. Does not adhere to the prescribed time limit.	Presentation is coherent for the most part however missing one or two of the following elements: clear introduction, transitions, language use, and conclusion. Doesn't run over allotted time.	Presentation is coherent, with clear introduction, transitions, language use, and conclusion; speaker demonstrates sound knowledge of the subject. Doesn't run over allotted time.	Presentation shows great clarity - explains ideas well, integrates with slides, clear introduction and conclusion, obvious transitions, no use of jargon, Demonstrates knowledge of key points.	Presentation shows exceptional clarity - explains ideas well, integrates with slides, clear introduction and conclusion, obvious transitions, no use of jargon, demonstrates knowledge of key points.
Communication (25%)	Poor use and compilation of visual aids.	Speaker demonstrates adequate knowledge of the subject. Average use and compilation of visual aids.	Speaker enunciates well, is fluent in the delivery, maintains an effective pace and eye contact, time. Good use and compilation of visual aids.	Speaker shows great style - clear enunciation, fluent delivery, well-paced, maintains eye contact, fits time requirement, clearly practiced. Great use and compilation of visual aids.	Speaker shows exceptional style, clear enunciation, fluent delivery, well-paced, maintains eye contact, fits time requirement, clearly practiced. Exceptional use and compilation of visual aids.
Connection and articulation of actions (30%)	Insufficient articulation of actions and ideas. The quality of the ideas presented is not sufficient.	Adequate articulation of actions and ideas. Presentation meets the basic expectations set out in the brief. The quality of ideas and discussion is sound.	Sound Demonstration of concept understanding has been developed beyond the basic requirements. Ideas are generally well developed and connected.	Very high quality of ideas. Actions are insightful, well-developed and well-organised. The ideas presented are considerably thought out and developed. Presentation clearly presents and connects the actions set out.	Outstanding articulation of personal scope within the task set out. Clearly organised, ideas, with logical progression and links actions in an excellent manner.
Research (20%)	Quality of information is unreliable and/or inaccurate; resources are not valid. Resources are irrelevant to the chosen actions and do not effectively draw from the subject topics.	Quality of information is mostly accurate with only a few minor errors; overall resources are good but not varied enough. Research could be better tailored to suit the presentation and draw from the subject topics more.	Quality of information is accurate; resources are legitimate; resources are varied when appropriate. Resources are presented in a timely manner and draw from the subject topics.	Quality of information is significant and accurate; resources are varied when appropriate. Resources are relevant and presented in a timely manner. They effectively draw from the subject topics.	Quality of information is extensive and accurate; resources are validated and varied when appropriate. All resources are relevant and presented in a timely manner. They very effectively draw from the subject topics.
Referencing (10%)	Inadequate and/or incorrect referencing - lack of referencing or inconsistencies displayed do not meet the requirements of an academic paper.	Adequate referencing - With some formatting errors.	Good use of references - Mostly correct in-text referencing and reference list, with minor and occasional major errors.	Sound referencing - CDU Harvard in-text referencing and the resultant reference list are correct, with only the occasional minor error.	Excellent referencing - CDU Harvard in-text referencing and the resultant reference list are correct.