



# AIM Higher Education Handbook 2010

## V14009 Graduate Diploma of Management

## V14010 Graduate Certificate in Management



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Phone: 61-3-9534-8181 Facsimile: 61-3-9534 5050

Internet: <http://www.aimvic.com.au/>

Prepared by: Leanne Percy, Manager Curriculum & Training Services

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# Section 1 - Information

## 1. Admission to Post Graduate Qualifications

The Australian Institute of Management is committed to providing equal opportunity and promoting inclusion for all students.

When planning enrolment, students should check course entry requirements and discuss their options with the Post Graduate Program Advisor. Students wishing to enrol in qualifications must complete an application form which is available for download from AIM's website or can be posted on request.

The following is a statement of the educational qualification required for admission to AIM Post Graduate qualifications:

- an undergraduate degree from a recognised University

or

- work experience as a manager, team leader or supervisor of at least 5 years' duration, deemed relevant by the Program Director\*\*

Notes

\*\*For work experience to be approved by the Program Director it must involve the management or supervision of staff and must be authenticated by relevant documentation such as a position description, verified by the prospective student's employer or a letter from the employer.

Applicants must provide certified copies of original transcripts from the University issuing the award. In the case of overseas students a recognised overseas University is one that meets the following criteria:

- Conforms to the assessment of the qualification by the National Office of Overseas Skills (NOOSR). Where NOOSR does not provide an assessment of an award, the Institute will use the assessment given by the authority designated by NOOSR as the appropriate body.
- Where the documentation submitted by the applicant is other than original, the documentation must be accompanied by a statement by an authorised officer of the official records department of the issuing University or by an authorised officer of the relevant Australian overseas diplomatic mission or Australian Education Centre.
- Where original documents are in a language other than English, an English translation prepared by an authorised translator must be provided.

## 2. Study Methods

The primary method of study for all programs is face-to-face classroom sessions. Four units are also available via distance learning. Due to the intensive nature of the courses the students are expected to commit to self study of at least two hours for every class hour – this is defined in the course outlines provided in Section 3 of this handbook.

### 3. Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) provides candidates with the opportunity to have previous study or even work experience recognised and credited towards their qualification.

Applicants who have undertaken previous graduate studies with recognised tertiary institutions or professional bodies may be eligible for advanced standing within a qualification. Original evidence or certified copies of such qualifications must be provided. For AIM to issue the qualification at least 50% of the units must have been completed with AIM so a maximum of 50% of units could be granted RPL

### 4. Learning Pathways

Graduates from the AIM Graduate Diploma of Management may apply for entry and unit credits in The University of Melbourne Master of Enterprise. Details of the course can be found at the following web link <http://www.mccp.unimelb.edu.au/courses/award-courses/masters/enterprise> .

### 5. Fees

A schedule of fees may be obtained directly from the website or by contacting AIM. Fees are inclusive of course notes, text book (if applicable), tuition and catering. In most cases course tuition and course notes are free of GST but GST is payable on catering. The terms and conditions may be accessed on the website or by contacting AIM prior to enrolment.

### 6. Access and Equity Policy

AIM will ensure that its policies and approaches ensure that its provision of higher education is responsive to the diverse needs of all clients. AIM will comply with the Commonwealth anti-discrimination legislation as well as the relevant State legislation.

AIM will cooperate with federal, state and local government bodies that have the responsibility to observe our actual compliance with various laws relating to enrolment in training courses. AIM will furnish such reports, records and other matters as requested in order to foster the program of equal opportunity for all persons regardless of race, creed religion, colour, sex, age, national origin or disability.

All students will be recruited in an ethical and responsible manner and consistent with the requirements of the curriculum. Prospective students will have access to clear information, prior to enrolment, about their course and the AIM services and procedures that support the delivery of their qualification.

AIM management, employees and contractors are responsible to ensure that they understand and implement this policy and behave in a courteous, sensitive and non-discriminatory manner when dealing with other staff, consultants, clients and course students.

### 7. Student Support

For the duration of the qualification enrolment period, students are eligible for a number of privileges which include AIM student membership, visitor's rights to the library and preferential prices on book and resource purchases.

AIM's qualified staff and program leaders are available throughout the course to assist with individual learning needs.

Those who have difficulty in achieving the required academic level in a program may be offered counselling, coaching, additional study resources or coursework. A fee may be charged for such services. Available options and fees, if any, will be fully discussed with the student. All staff employed by AIM have a responsibility to ensure equality of opportunity in order to maximise the learning experiences of AIM students.

### 7.1 Reasonable Adjustments

Reasonable adjustment will be provided for individuals with a disability according to the nature of the disability. Reasonable adjustments are made to ensure that the student is not presented with artificial barriers to demonstrating achievement in the program of study. Reasonable adjustments may include the use of adaptive technology, alternative methods of assessment such as oral assessment, and individual assessment conditions such as enlarged print materials, scribes or additional time. Individuals should inform the AIM of the nature of their disability at the time of enrolment so that suitable adjustments may be made to course materials and class facilities.

## 8. Student Responsibilities

The integrity of AIM's management qualifications is maintained by the rigorous application of assessment procedures. It is the responsibility of candidates to ensure that they meet specified course requirements in order to achieve the desired award.

Whilst AIM's qualified staff can assist students with advice and support during their course of study, it is essential that students have the ability to work independently in preparation for assessment tasks.

### 8.1 Time to complete Qualification

To be eligible for AIM graduate qualifications, students must successfully complete the course requirements within a maximum of two years from the date of the first enrolment for the Graduate Certificate in Management, and within five years for the Graduate Diploma of Management.

### 8.2 Unsatisfactory Performance

Unsatisfactory performance is considered to exist when normal standards expected of the relevant AQF qualification have not been met. This may lead to suspension or exclusion from the program, at the discretion of the Manager Curriculum & Training Services on advice from the Post Graduate Program Director.

Unsatisfactory performance shall include, but not be restricted to the following:

- failing a unit for the second time
- failing to complete the assessments by the due dates when no extension of due date or withdrawal has been granted.

### 8.3 Academic Integrity and Plagiarism

The Australian Institute of Management – Victoria & Tasmania expects that all students will act with honesty and integrity in relation to all academic matters.

Assessment submissions must be the independent work of students or approved groups of students to demonstrate the achievement of defined unit objectives and learning outcomes. Note that a maximum of 20% of marks can be allowed for group work, the remaining 80% must be the individual's work.

Plagiarism involves using the work of another person and presenting it as one's own. Students are expected to acknowledge the intellectual property of others upon whose work they draw in the preparation of assignments and assessment tasks.

Plagiarism and failure to adequately recognise sources of information will result in mark penalties. Penalties for plagiarism may range from counselling or a verbal warning to a part or complete deduction of all marks for an assignment or assessment item, or being asked to resubmit or to exclusion from the program.

The penalty will depend on the severity of the plagiarism, whether the student is a repeat offender, whether there is evidence of deliberate deceit and whether another student has been coerced into participating in the plagiarism.

#### 8.4 Exclusion

Students whose conduct is considered to be prejudicial to other students, prejudicial to the reputation of the program or that of the Australian Institute of Management may lead to exclusion of the student from the program.

#### 8.5 Appeal Process

- a) Students may appeal the decisions made in respect of academic assessment, suspension or exclusion from the program. An appeal with an explanation of the grounds on which it is made shall be made in writing to the Manager Curriculum & Training Services within five working days from notification of any assessment being given to the student.
- b) In relation to academic assessment the Manager Curriculum & Training Services shall normally determine the course of action to be taken in regard to Academic Assessment, which may include reassessment by a different staff member or referral to an external assessor.
- c) Disputation of decisions taken in respect of final assessment grades, expulsion and suspension shall normally be heard by an Appeals Board chaired by an external Moderator. The Board may include other external senior academic persons with extensive experience of such matters.
- d) The membership of the Appeals Board shall be determined by the Chief Executive Officer of the Australian Institute of Management acting on the advice of the Manager Curriculum & Training Services. The Manager Curriculum & Training Services may assist the Board in its deliberations but shall not be a member of it. Decisions of the Board of Appeal shall be final.
- e) Grounds for Appeal

Appeals shall be restricted to:

- Evidence of procedural irregularity in an assessment of which the assessors are aware
- Evidence of unfair or improper assessment on the part of an assessor or assessors
- Circumstances affecting the performance of a student at a training program or during an assessment of which the trainer or assessor are unaware
- Circumstances beyond the control of the student undertaking the assessment of which the assessor(s) are unaware

#### 8.6 Deferment

Students may seek permission to defer from their qualification for up to one year. If they are part way through a distance learning subject or they wish to defer a subject/unit assessment submission a re-enrolment fee of \$250 will apply.

#### 8.7 Withdrawal

Students are requested to notify AIM if they are withdrawing from a course or unit. This notification will enable an accurate Transcript of Results to be issued otherwise a Fail result will be recorded.

## 9. Assessment Procedures

AIM undertakes to provide all students with an assessment process that is fair, valid, reliable and equitable. Details of the assessment procedure for each unit are contained in the course materials supplied to students at the commencement of the course. A Qualification is issued on successful completion of a whole course of study, in accordance with course accreditation requirements.

### 9.1 Lodging your assessment

**Students are required to submit assessment tasks by the due date.** Check that you have completed all the required tasks outlined in the assessment kit, include the assessment cover sheet with your submission and remember to keep a copy on file.

AIM prefers electronic submission of your completed assessment to: [assessment@aimvic.com.au](mailto:assessment@aimvic.com.au) If this is not an option available to you AIM will accept a hard copy by post to: The Academic Officer Australian Institute of Management - Vic & Tas PO BOX 112 ST KILDA VIC 3182

Requests for extensions to assessment due dates will be considered and must be made prior to the due date in writing/email to [assessment@aimvic.com.au](mailto:assessment@aimvic.com.au). Extensions may be granted for up to a four week period. If the extended assessment due date cannot be met the student has the option to re-enrol for completion of the assessment and an additional assessment re-enrolment fee will apply. If a student fails to meet the re-enrolment due dates, they will have the opportunity to re-enrol for the complete unit or apply for RPL.

### 9.2 Results

Results for overall program performance will be determined on the basis of the stated criteria and/or weightings outlined in the assessment procedure for each unit. Results are based on the guidelines for grading approved by the Australian Vice Chancellors' Committee as follows:

Criteria for the Award of Grades:			
High Distinction	HD	80+	Work of exceptional quality, demonstrating complete and comprehensive understanding of the subject matter, mastery of relevant skills, sophisticated or original critical and conceptual analysis, or outstanding quality in clarity, precision and presentation of work.
Distinction	D	70 - 79	Work of superior quality, demonstrating a thorough knowledge and understanding of the subject matter, proficiency in relevant skills, or analytical and conceptual ability of a high order.
Credit	CR	60 - 69	Work of good quality, displaying an understanding of the subject matter and a grasp of relevant skills that is above average.
Pass	P	50 - 59	Work of satisfactory quality, which displays an adequate understanding of most of the subject matter and a sufficient grasp of relevant skills.
Pass No higher grade available	PN	50	Work which has been submitted after the original due date
Fail	N	0 - 49	Work which is incomplete or displays an inadequate understanding of the subject matter or an inadequate grasp of relevant skills.

### 9.3 Assessment Requirements/unit

Assessment requirements are detailed in the unit resource materials. Generally students are required to complete two assignment tasks per unit, totalling 6000 words.

Typically a unit will be completed in 13 weeks with the first assessment task due week 8 and the final assessment task due week 13. Assessment submission must be at least 80% individual work: up to

20% can be completed as group work – this must be approved by the Post Graduate Program Director or Manager Curriculum and Training Services.

#### 9.4 Reissuing qualifications and transcripts

Administration fees will apply for reissuing Qualifications, Transcripts of Results. The fees for reissue are as follows: Qualification is \$110 (incl. GST); Transcript of Results \$55 (incl. GST). Students will be required to provide a Statutory Declaration describing the circumstances relating to the original award being misplaced or destroyed. Reissued awards will be clearly marked “Re-issued”. Please store your original documents safely.

## 10. Grievance and complaint procedures

AIM encourages dialogue with its students and seeks to continually improve its programs and services in response to feedback. Students who have a major concern relating to the training program content, the session leader, the learning environment or the service delivered by AIM’s staff should contact the Graduate Studies Advisor on 9534 8181 as soon as the concern arises.

Where a grievance cannot be resolved through discussion and conciliation, the need for an appropriate external and independent agent to mediate between the parties will be considered.

Complaints Policy Provisions :

- Students shall have access to a clear process for resolving complaints;
- Students shall not be disadvantaged as a result of making a complaint;
- Where possible and appropriate complaints shall be handled at the level at which the complaint occurs;
- High risk complaints including those relating to allegations of sexual harassment, bullying and discrimination should be directed to the Manager Curriculum & Training Services.
- Student complaints shall be dealt with in a timely manner;
- The complainant shall be kept informed on the progress of a their complaint;
- Student complaints shall be handled confidentially;
- The outcome of student complaints shall be monitored to ensure fulfillment of any conditions;
- Records of student complaints will be maintained on the AIM records management system.

The decision will be final: however the complainant’s rights under consumer protection legislation will remain.

## 11. Student records and privacy

AIM collects personal information necessary for the creation and maintenance of student records. This information may include name, address and contact details, attendance records, assessment results and program evaluations.

AIM is committed to protecting our students’ privacy. Information collected is not disclosed to third parties, with the exception of the student’s employer, on request (if they are financing the student’s program) and service and benefit providers, such as the program leader, acting in confidence on your behalf. We do not sell personal information to third parties. A copy of our full Privacy Policy is available on our website, [www.aimvic.com.au](http://www.aimvic.com.au). It is the responsibility of AIM and its representatives to ensure all personal student details are kept secure and that no unauthorised persons or organisation have access to records.

## 12. Legislative compliance

AIM undertakes to observe all relevant State and Commonwealth legislative and regulatory requirements including those relating to:

- Occupational Health and Safety
- Anti-Discrimination
- Equal Employment and Opportunity
- Workplace harassment, victimisation and bullying
- Confidentiality and privacy
- Higher Education

These requirements have been incorporated into our training products and services and AIM organisational policies and procedures. AIM staff has a responsibility to ensure compliance in these areas.

## 13. Occupational Health and Safety

The Australian Institute of Management - Vic & Tas is committed to ensuring the health and safety of staff, students and other persons throughout all areas of its activities in accordance with the Victorian Occupational Health and Safety Act 2004, and the relevant Codes of Practice.

It is the responsibility of all AIM employees to ensure the implementation of safety systems appropriate to their delegated operational authority.

Course students have an obligation for their personal welfare and the welfare of their fellow class students. Students must follow safe working procedures at all times, take reasonable care to prevent personal injury or injury to others and reasonable care to prevent damage to the training facilities.

## 14. Academic Governance

The AIM Academic Board has responsibility for the academic governance of Higher Education qualifications. This responsibility includes oversight of curriculum, assessment, and standards of candidate achievement. Its membership includes senior academics and management experts.

# Section 2 - Post Graduate Qualifications

The Australian Institute of Management – Victoria and Tasmania offers two Higher Education qualifications:

Graduate Diploma of Management

Graduate Certificate of Management

The following attributes are developed throughout the qualifications:

**Personal effectiveness** – the ability to manage yourself, apply your knowledge, communicate effectively and build relationships;

- Communicates effectively and appropriately in a range of organisational contexts.
- Demonstrates strong writing skills that communicate effectively and appropriately.
- Can reflect on experiences and communicate learning.
- Builds relationships by working collaboratively and productively using highly developed communication and interpersonal skills.
- A competent manager of self

**Lead and Manage People** – the ability to lead and develop the capabilities of others and lead innovation and change;

- Can identify learning needs of others and support search for relevant learning activity
- Can apply knowledge and insights in innovative ways
- Develops change management strategies to facilitate organisational renewal

**Manage the Business** – the ability to optimise resources, recognise growth opportunities, develop a vision for the future and implement strategies to achieve sustainable growth.

- Develops the knowledge and skills of an informed practitioner in the disciplines of business and management, integrating theories and practical applications.
- Uses business tools and models to optimise resources for continuous improvement
- Develops skills in the field of strategy development, characterised by flexibility and innovative thinking.
- Develops a sustainable vision for the future for their organisation within a global context

# V14009 Graduate Diploma of Management

The Graduate Diploma of Management has been designed to meet a set of capabilities defined through research undertaken in 2008 to develop the AIM Management and Leadership Framework. The framework identifies three performance dimensions required to become an effective manager and leader: Personal Effectiveness; Lead and Manage People; Manage the Business, operating within the organisational context and the external environment.

The performance dimensions are further defined into capabilities which have underpinning knowledge and skills. To validate the outcomes of the research the framework was benchmarked against the United Kingdom's Management Standards and the American Management Association's Management Development Competency Model.

The course has been designed to provide new and experienced managers with management and leadership capabilities as well as introduce concepts and tools to develop sustainable strategic directions for their organisations. The course will cater for the generalist manager, a person aspiring to higher levels of management responsibility or a manager of a smaller organisation where it is necessary to operate across a broad range of functional areas or disciplines. Students will gain knowledge and skills in disciplines ranging from people management, finance, operations management and leading change to a number of specialist areas such as project management, contract management and marketing. The course culminates in a capstone unit which draws the student's learning together in a Professional Skills Development Project.

## Course Structure

8 units = 5 core units + 3 elective units

STAGE 1 Core Units	GCM101 Managing, Leading and Developing People
	GDM201 Managing Financial Resources
	GDM203 Managing Operational Improvement
	GDM204 Developing and Implementing Strategy

## PLUS

STAGE 2 Select 3 elective units	GDM205 Marketing for Managers
	GDM206 Human Resource Management
	GDM207 Applied Project Management
	GDM208 Contract Law for Managers
	GDM211 Leading Change
	GDM212 Creating an Innovative Organisation

## PLUS

STAGE 3 Core Unit	GDM213 Capstone – Applied Management Project
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Exit with Graduate Diploma of Management option to apply to The University of Melbourne Master of Enterprise

# V14010 Graduate Certificate in Management

The Graduate Certificate in Management has been designed to introduce a set of capabilities defined through research undertaken in 2008 to develop the AIM Management and Leadership Framework. The framework identifies three performance dimensions required to become an effective manager and leader: Personal Effectiveness; Lead and Manage People; Manage the Business, operating within the organisational context and the external environment. The performance dimensions are further defined into capabilities which have underpinning knowledge and skills. To validate the outcomes the framework was benchmarked against the United Kingdom's Management Standards and the American Management Association's Management Development Competency Model.

The course has been designed to provide new and experienced managers with management and leadership capabilities. The course will cater for the generalist manager, a person aspiring to higher levels of management responsibility or a manager of a smaller organisation where it is necessary to operate across a broad range of functional areas or disciplines. Students will gain knowledge and skills in people management and can choose from a range of specialist areas including finance, operations management, leading change project management, contract management and marketing.

## Course Structure

4 units = 1 core unit + 3 elective units

STAGE 1    GCM101 Managing, Leading and Developing People

Core Unit

## PLUS

STAGE 2

GDM201 Managing Financial Resources

GDM203 Managing Operational Improvement

Select 3  
elective  
units

GDM204 Developing and Implementing Strategy

GDM205 Marketing for Managers

GDM206 Human Resource Management

GDM207 Applied Project Management

GDM208 Contract Law for Managers

GDM211 Leading Change

GDM212 Creating an Innovative Organisation

Exit with Graduate Certificate in Management or proceed to Graduate Diploma

# Section 3 - Unit Outlines

## GCM101 Managing Leading & Developing People

### Student workload

No. timetabled hours	No. personal study	Total workload hours
24	48	72

### Academic Details

#### 2.1 Student learning outcomes

Critically analyse their competencies and performance as a manager, leader and developer of people for the purpose of identifying their personal training and development needs and those of people in their team;

Examine approaches to management and leadership in a range of organisational settings, differentiate between leadership and management behaviour and develop an action plan for their own development as a manager and leader;

Understand the principles of the contemporary employee recruitment and selection, provision of feedback and coaching employees, and apply them to build more effective individuals and teams;

Describe the theories of communication, psychological contracts, motivation and reward and build contemporary approaches into their styles of management;

Evaluate methods of improving individual and team performance and consider contemporary views on the alignment of people and organisations for example via organisational culture analysis and Balanced Scorecard approaches;

Understand the adult learning process and identify appropriate development strategies.

#### 2.2 Subject/unit content and structure

**Managing Self** - This first topic introduces the theory and practice of using managerial and leadership competencies to enhance personal effectiveness. Students will commence work on their Personal Development Plan by seeking feedback on their current competencies and performance. Some major factors influencing the workplace are examined, including stress management and personality profile.

**Employing People** - This topic is designed to educate managers about contemporary, behavioural approaches to recruitment and selection, so they can more effectively work with HRM specialists or independently employ the people who are going to best fit the organisation and team. Students also learn some basic concepts in job analysis and competency profiling.

**Leading people** - This topic is designed to challenge the student's views on leadership and to assist them to analyse their workplace behaviour. This topic explores what constitutes effective leadership and whether leaders are born or made. Students are asked to examine different behaviours which constitute management and leadership, and to reflect critically on their approaches to managing and leading people.

**Managing people** - This topic addresses some key areas of managing people, including communication issues, group and individual behaviour, teams, performance management and conflict resolution. Factors creating and driving organisational culture are examined in detail, as well as how they impact on team climate.

**Motivation** - Motivation theories and practices are discussed in the first half of this topic. Financial and non-financial rewards are examined and their applicability to particular situations. Contemporary issues in the development and management of rewards are considered as well as some emerging trends in recognition and reward management.

**Improving the effectiveness of people** - This topic studies the ways by which the effectiveness of people can be evaluated and improved. It commences with an overview of performance management processes and traditional appraisal systems and their effectiveness. The concept of quality of work life, its relationship to performance and factors which impact upon it are introduced.

**Developing People** - This topic aims to help students understand the adult learning process, assess the development needs of team members, develop action plans for the team's development and monitor these plans.

2.3 Teaching methods/strategies

This unit will be available in two delivery modes, distance learning or face-to-face classes. The distance learning is paper based, supported by access to a tutor via the phone or email. The distance notes include theoretical concepts, activities and a readings section which is regularly updated with current articles and case studies. The face-to-face learning is classroom based where a range of learning opportunities are provided for, including (but not limited to): lectures, group discussions, structured activities, case study analysis and student presentations.

2.4 Student assessment:

Assessment Type	When assessed (eg Week 5)	Weighting (eg 10% of total subject/unit marks)	Learning Outcomes Assessed
Assignment 1 Case study analysis and report 2000 words	Week 8	40%	(c),(d)
Assignment 2 Case study analysis and report 4000 words	Week 13	60%	(a), (b), (e) and (f)

2.5 Prescribed and recommended readings:

**Set Text:**  
 Dubrin, A. J., Dalglish, C. & Miller, P., 2006, *Leadership*, 2nd ed, John Wiley & Sons Australia, Milton QLD.

**References :**  
 Carlopio, J., Andrewartha, G., Armstrong, H., 2005, *Developing Management Skills*, 3rd ed, Pearson Education Australia, Frenchs Forest NSW.  
 Covey, S. M. R., 2006, *The Speed of Trust*, Free Press, New York.  
 Dalglish, C & Evans, P., 2007, *Leadership in the Australian Context: Case studies in leadership*, Tilde University Press, Prahran.  
 Goffee, R. & Jones, G., 2006, *Why should anyone be led by you?*, HBS Press, Boston.  
 Goleman, D., 2002, *The New Leaders*, Little, Brown, London.  
 Howell, J.P. & Costley, D.L., 2006, *Understanding Behaviours for Effective Leadership*, Pearson Education, New Jersey.  
 Hubbard, G. et al, 2007, *The First XI Winning Organisations in Australia*, 2nd ed, John Wiley & Sons Australia, Milton QLD.  
 Lombardo, M.M. & Eichinger, R.W., 2004, *For Your Improvement: A guide for development and coaching* 4th ed, Lominger, USA.  
 McShane S & Travaglione T, 2003 *Organisational Behaviour on the Pacific Rim*, McGraw Hill-Irwin, Sydney.  
 Robbins, S.P., Millett, B. & Waters-Marsh, T. 2004, *Organisational Behaviour*, 4th edn., Pearson Education, Frenchs Forest NSW.  
 Shields, J., 2007, *Managing Employee Performance and Reward*, Cambridge University Press, Port Melbourne.  
 Taylor, C., 2005, *Walking the Talk: Building a culture for success*, Random House Business Books, London.

# GCM201 Managing Financial Resources

## Student workload

No. timetabled hours	No. personal study	Total workload hours
24	48	72

## Academic Details

### 2.1 Student learning outcome

<p>Discuss the concept of enhancing the organisation's value through managing financial resources;</p> <p>Conduct financial analysis to evaluate financial performance, financial position and liquidity</p> <p>Evaluate the budgeting process as a means of maximising financial resources;</p> <p>Analyse systems to monitor costs, and control activities against budgets;</p> <p>Evaluate investment options and projects in terms of return from financial resources;</p> <p>Discuss the concepts of development of financial strategy;</p> <p>Analyse business performance</p>
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### 2.2 Subject/unit content and structure

<p>Define the framework for managing financial resources – this topic introduces the business environment, legal foundations of business and the use of financial information in decision making. Critical financial terminology and accounting concepts such as depreciation and accrual accounting are identified and explained. Students are then introduced to the nature and structure of financial statements and in particular, the process for reading and understanding the information provided by Income Statements, Balance Sheets and Cash Flow Statements.</p> <p>Enhance the company's value through managing resources - this topic starts with discussing the tools that can be used to assist the manager to get the most out of the company's resources and thereby enhance the company's value for its owners. The different stakeholders are also identified. Students are introduced to ratio analysis of financial reports, calculate Return on Investment (ROI) and determine the impact of corporate and personal taxes. Students are introduced to benchmarking by undertaking inter-firm comparisons using the Du Pont system.</p> <p>Identify operating drivers and conduct breakeven analysis to manage budgets and maximise financial returns – this topic focuses on monitoring costs and control activities against budget. The benefits and processes used to obtain a realistic budget for the organisation are considered as well as the calculation methods for preparing an accurate budget forecast. Anticipation of future variations will be covered together with the issues around the conduct of budget negotiations in an open and productive manner. This topic also provides the student with knowledge and skills to manage, or advise on an organisation's cost control activities including the analysis and investigation of budget variances. Breakeven analysis is utilised to identify opportunities for increasing profitability and return on investment.</p> <p>Identify investment drivers and apply project appraisal processes – this topic introduces, time value of money, present value and future value concepts, discounted cash flow (DCF), Internal Rate of Return (IRR) and non-DCF analysis such as payback period to evaluate investment options and projects in terms of return from financial resources.</p> <p>Evaluate financial drivers and capital structure to drive the financial strategy – this topic focuses on the organisation's financial strategy. The student is shown how to determine the amount of funds the organisation has, and the amount of funds required and sources of funding. The advantages and disadvantages of the different sources are also discussed.</p> <p>Integrate financial strategy and performance appraisal – this topic provides the student with knowledge and skills so that they can manage, or advise on the organisation's financial and non-financial performance. The emphasis will be on the financial performance using appropriate performance indicators for the company.</p>
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### 2.3 Teaching methods/strategies

<p>This unit will be available in two delivery modes, distance learning or face-to-face classes. The distance learning is paper based, supported by access to a tutor via the phone or email. The distance notes include theoretical concepts, activities</p>
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and a readings section which is regularly updated with current articles and case studies. The face-to-face learning is classroom based where a range of learning opportunities are provided for, including (but not limited to): lectures, group discussions, structured activities, case study analysis and student presentations.

2.4 Student assessment:

Assessment Type	When assessed (eg Week 5)	Weighting (eg 10% of total subject/unit marks)	Learning Outcomes Assessed (link to 2.1 above eg (a), (b))
Assignment: Analysis of financial control system 3,000	Week 8	40%	(a) - (d)
Assignment 2: Capital investment evaluation, financial structure and business performance 4,000 words	Week 13	60%	(e) - (g)

2.5 Prescribed and recommended readings:

Text

Atrill, P. McLaney, E. and Harvey, D & Jenner M . *Accounting – An introduction*, 3rd Edition, Prentice Hall, Sydney

References

Cunningham, B., Nikolai, L., Bazley, J., *Accounting Information for Business Decisions*, 2nd Ed., Thompson, US

Frino A., Cusak T. and Wilson K, 2001, *Introduction to Corporate Finance*, 2nd Ed., Prentice Hall Australia

Petty, J.W., Keown, A.J. et al. 2000. *Financial Management*, 4th .Ed. Pearson Education Australia, Sydney.

Wagner, J., *Finance for Non-Financial Managers*, 2008, McGrawHill Professional Education series

Further references and readings will be provided during the topics.

# GDM203 Managing Operational Improvement

## Student workload

No. timetabled hours	No. personal study	Total workload hours
24	48	72

## Academic Details

### 2.1 Student learning outcome

<p>analyse organisations in terms of strategy, systems, processes, and</p> <p>evaluate and apply a holistic management framework (socio-cultural, technological, economic, environmental and political driving forces – S.T.E.E.P) for sustainable organisational excellence</p> <p>use a framework to continually improve the ‘quality of management’ as well as the ‘management of quality’;</p> <p>evaluate methodologies to implement empowerment of people and a customer focus; and</p> <p>evaluate and apply best practice techniques to develop a new management paradigm based on a learning organisation culture and sustainable development.</p>
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### 2.2 Subject/unit content and structure

<p>Global revolutions—the context for change - We start the unit by examining the causes of the global revolutions impacting on the business environment and the consequences for Australia and Australian organisations. We believe that in order to understand and effectively implement organisational improvements, it is essential to understand the context for change in its broadest sense. This first topic introduces the important concept of a managerial paradigm and the need for us to switch from our existing paradigm to the new emerging paradigm.</p> <p>Customer focus and value creation - This topic concentrates on customer value-based strategic management and an expansion of the customer value theme introduced in Topic 1 as one of the three key elements of the paradigm shift. Traditionally organisational objectives and plans have centred on the organisation's internal functions—what we can do; whereas contemporary strategy, policy and planning insists on a focus on the external needs of customers and/or other stakeholders—what do they need.</p> <p>Performance measurement and variation - one of the principles underpinning contemporary quality management is that managers must constantly improve upon decisions and ensure they are based on facts and data, rather than gut feel. The theory behind performance measurement and variation and the tools for measuring and controlling them is covered.</p> <p>Business excellence and quality frameworks - The enormous changes facing managers and organisations require them to monitor actual behaviours while encouraging desired ones. Topic 4 presents a framework of key principles and behaviours which characterise the pursuit of business excellence worldwide. These provide a benchmark against which individual managers and organisations can gauge and guide their own programs for changing or reinforcing desired behaviours.</p> <p>Organisational systems and processes - This topic explores organisations as systems, groups of processes and activities. Those unfamiliar with Senge and ‘systems thinking’ will be introduced to this important theory. We start to plan for operational improvement by analysing processes by flow charting and by relating processes to customer needs. The topic introduces the continuous improvement cycle which we will use in later topics to improve our organisational systems and processes.</p> <p>Leading and managing change - This topic moves onto the issues associated with the implementation stage and introduces the strategic issues involved in managing and leading change. It presents the philosophy, personal insights and implementation guidelines from various leading exponents and the AQC model for leadership. The distinction between managing an organisation (its resources, assets, budgets, viability) and leading an organisation (its people, alignment, strategy) is emphasised. Concepts from Senge, Covey and Deming are synthesised to introduce the learning organisation as an outcome of effective leadership.</p> <p>Building a sustainable 'learning organisation' - This topic concludes our unit on operational improvement by addressing the people-centred challenges facing management. The importance of fostering an organisational culture appropriate for the new paradigm is emphasised and we provide some methodologies for achieving desired outcomes.</p>
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2.3 Teaching methods/strategies

This unit will be available in two delivery modes, distance learning or Face-to-Face classes. The distance learning is paper based, supported by access to a tutor via the phone or email. The distance notes include theoretical concepts, activities and a readings section, which is regularly updated with current articles and case studies. The Face-to-Face learning is classroom based where a range of learning opportunities is provided for, including (but not limited to): lectures, group discussions, structured activities, case study analysis and student presentations.

2.4 Student assessment:

Assessment Type	When assessed (eg Week 5)	Weighting (eg 10% of total subject/unit marks)	Learning Outcomes Assessed (link to 2.1 above eg (a), (b))
Assignment – report on aligning and improving performance through organisational assessment – 4000 words	Week 8	50%	(a), (b),(c)
Assignment - Report on creating a sustainable learning organisation culture – 4000 words	Week 13	50%	(d) and (e)

2.5 Prescribed and recommended readings:

Text:  
 Evans, J. & Lindsay, W. 2007, *The Management and Control of Quality*, 7th Ed South Western US

Recommended readings:  
*Australian Business Excellence Framework booklet*, 2008. can be obtained from the publications section of SAI Global <http://www.saiglobal.com/improvement/>  
 Bounds, G. L. Yorks, M.Adams, and G. Ranney, 1994, *Beyond Total Quality Management: Towards the Emerging Paradigm*, McGraw-Hill, Inc., New York  
 DeGeus, Arie, 1997, *The Living Company* Longview Publishing London  
 Foster, ST, 2001, *Managing quality: an integrative approach*, Prentice-Hall Inc, Upper Saddle River, New Jersey  
 Kotter, J.P., 2007 'Leading Change: Why transformation efforts fail', Harvard Business Review, Vol. 85 Issue 1, Jan pp.96-103  
 Senge, P. M., 2006, *The Fifth Discipline—the Art and Practice of the Learning Organization*, Random House, 2nd edn, Random House Australia  
 Senge, P., Kleiner, A., Roberts, C., Ross, R.B., & Smith, B.J., 2005, *The Fifth Discipline Fieldbook—Strategies and Tools for Building a Learning Organisation*, Nicholas Brealey, London  
 Stephen Covey's, Simon & Schutser, 1991, *Seven Habits of Highly Effective People* 1991, Principle-centred Leadership, New York  
 Samson, D. and M. Terziovski.,The relationship between total quality management practices and operational performance. *Journal of Operations Management*. 17 (4): pp.393-409, 1999 (Won 1999 Journal of Operations Management Best Paper Award).(This is a first class journal in the field).

# GDM204 Developing and Implementing Strategy

## Student workload

No. timetabled hours	No. personal study	Total workload hours
24	48	72

## Academic Details

### 2.1 Student learning outcome

<p>Identify and discuss the important business challenges which will face managers now and in the future, both internal and external to the organisation;</p> <p>Interpret these challenges in terms of explicit business objectives;</p> <p>Critically analyse how well their organisation is currently placed to deal with these challenges and what performance gaps exist;</p> <p>Identify what skills and resources will be needed to fill performance gaps;</p> <p>Identify appropriate strategic options</p> <p>Identify and analyse the critical steps, processes and requirements for ensuring the effective implementation of the strategy</p> <p>Evaluate monitoring and control processes to measure the progress of the strategy as it is implemented.</p>
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### 2.2 Subject/unit content and structure

<p>In this unit we present a conceptual model and fully explain each part of the strategy process and the required tools and techniques. Students will be encouraged to apply this model to their own organisation as fully as practicable.</p> <p>An overview of approaches to strategic thinking – what are the essential elements of strategic thinking and identification of key concepts and issues associated with strategic thinking.</p> <p>Also an overview of the current strategic directions of organisations (student examples) would be covered. Definitions of strategic planning and strategic management at different levels of the organization would be covered</p> <p>Analysing the external environment - this topic starts outside the organisation by analysing the external environment. A wide range of influences outside the organisation, which provide opportunities for the organisation to grow and progress and which constrain, or threaten the organisation's current position are examined. Consideration is given to process used by managers to bring them to the point of establishing objectives from an analysis of the external environment. The analysis also considers current and potential trend-breaks, with particular consideration of the global financial crisis. An analysis of the regulatory, economic, political, demographic, socio-cultural and technology components, industry sectors, customers and competitors will be made. An outcome is to identify threats and opportunities facing the organization within the industry sector.</p> <p>Analysing the internal environment - This topic analyses the internal environment of the organisation. By looking at both the existing business and functional strategies of the organisation and by considering the capabilities that it possesses to carry out these strategies, students are able to understand what the organisation is trying to do and how well it is positioned to do so. Particular attention is given to creating value and being customer/client focused and driven in order to identify strategic options. Strategic capabilities of the organisation are examined in relation to the requirements of customers/clients. Analysis of the requirements and pressures from key stakeholders is also involved.</p> <p>Assessing business and unit performance - This topic provides the means of measuring the positioning of the organisation. It looks at how well the organisation is performing at the business and functional levels in a wide variety of ways – financial, customer satisfaction, employee perceptions and investing in the future. A clear and comprehensive understanding of the various aspects of organisational performance is crucial if a manager is to set appropriate business and functional strategies.</p> <p>Developing strategic options - Organisations have many strategic options that can be pursued at any particular time. This topic provides a framework for considering how the options might be considered and to develop the range of options as widely as possible. Consideration is also given to the options for the products/services and markets mix.</p> <p>Evaluating strategic options - A range of tools and techniques that can be used to assess the various options are</p>
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considered to assist students select the best available option. A wide range of alternative techniques are illustrated, the external and internal environments which the organisation faces are assessed, the benefits and risks of undertaking each option are compared and then a choice can be made.

Managing systems and processes - This topic concentrates on the issue of how to implement the business strategy, once the choice has been made. Consideration is given to the important issues of what systems and processes need to be in place to enable the business strategy to be decided on, to be measured, controlled, assessed, changed and people rewarded.

Managing Organisational Structure - This topic considers the implications for the organisational structure of the organization, given the chosen strategic options - a critical aspect for ensuring effective implementation of the strategies. Different organisational concepts are explored, then applied to the analysis of the existing organisational structures, and consideration given to any possible need for a change to the organisational structure to facilitate the effective implementation of strategies

Managing resources and capabilities - This topic deals with the organisational skills and resources, necessary to implement the selected strategy. It focuses on one of the major elements of the implementation task - the management of organisational skills and resources and the development of functional plans that will facilitate the implementation of the new strategy. Elements include the role of leadership, including appropriate leadership styles; ensuring the availability of appropriate skills; measurement of performance; developing functional plans (for operations, marketing, research, human resources); and ensuring project based capabilities.

Another critical area for consideration relates to managing culture - to analyse the culture required for effective implementation of strategies and to design approaches for building the required culture.

Managing Organisational Change - This topic covers the managing of change to implement the business strategy, and includes consideration of the dynamics of organisational change, and the mechanisms that can be used to manage change, including the principles of change management.

Preparing Realistic Business Plans - This topic concludes with the preparation of the business plan. For many organisations, this is often seen as the essence of the strategy. Students will discover that it is only the mechanical representation of the strategic thinking that has been occurring within the organisation. The business plan is an essential part of most organisations.

### 2.3 Teaching methods/strategies

This unit will be available in two delivery modes, distance learning or Face-to-Face classes. The distance learning is paper based, supported by access to a tutor via the phone or email. The distance notes include theoretical concepts, activities and a readings section which is regularly updated with current articles and case studies. The Face-to-Face learning is classroom based where a range of learning opportunities is provided for, including (but not limited to): lectures, group discussions, structured activities, case study analysis and student presentations.

### 2.4 Student assessment:

Assessment Type	When assessed (eg Week 5)	Weighting (eg 10% of total subject/unit marks)	Learning Outcomes Assessed (link to 2.1 above eg (a), (b))
Assignment Analysis of the internal and external environment 3000 words	Week 8	40%	(a), (b), (c)
Assignment 2 Prepare a strategic business plan 3000 words	Week 13	60%	(a) - (g)

### 2.5 Prescribed and recommended readings:

#### Text

Hubbard, G., Rice, J., and Beamish, P., 2007, *Strategic Management : Thinking, Analysis, Action*, 3rd edn, Pearson Education Australia, Camberwell.

#### References

Porter, M., 2008, *On Competition*, McGraw-Hill Australia, Sydney.

Cohen, W. A., 2004, *The Art of the Strategist : 10 essential principles for leading your company to victory*, Amacon, McGraw-Hill Australia, Sydney

Hubbard, G., Samuel, D., Heap, S., and Cocks, G., 2007, *The First XI : Winning organisations in Australia*, 2nd edn, John Wiley & Sons Australia, Sydney.

Dixit, A., and Nalebuff, B. J., 2008, *The Art of Strategy : A Game theorist's guide to success*, John Wiley & Sons Australia, Sydney.

De Wit, B. & Meyer, R., 2003, *Strategy, Process, Content, Context: An International Perspective*, 3rd edn, Thompson, Melbourne.

# GDM205 Marketing for Managers

## Student workload

No. timetabled hours	No. personal study	Total workload hours
24	48	72

## Academic Details

### 2.1 Student learning outcome

<p>Analyse the marketing function within organisations and discuss the impact it has on achieving organisational goals and objectives</p> <p>Examine the sustainability of products and services with a changing business environment and the impact of market forces on consumer buying behaviour.</p> <p>Evaluate product strategies incorporating considerations of brand, price, promotion and distribution.</p> <p>Critically analyse the new product development process including market research, concept testing, commercialisation and distribution channels.</p>
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### 2.2 Subject/unit content and structure

<p><b>Marketing Function in the Organisation</b></p> <p>This topic begins with an overview of the unit, and provides a working definition of marketing, markets and other integral concepts. Students consider how the marketing function fits into an organisation including relationships with organisational stakeholders. The concept of marketing management is then examined in detail, looking at trends of value creation, relationship marketing and a new marketing landscape.</p> <p><b>Sustainability and Competitiveness of Current Products/Services</b></p> <p>This topic examines how an organisation maintains the suitability and competitiveness of its current products and services. Existing products/services are examined for current attributes and benefits. This is achieved through understanding the concepts of value and satisfaction. Modifications to product/services to further differentiate or add value are identified.</p> <p><b>Consumer/Customer Behaviour and Business Buyer Behaviour</b></p> <p>This topic explores major factors (including cultural, social, personal and psychological) that influence buyer behaviour. The buying decision process is examined through its various stages of problem recognition, information search, evaluation of alternatives, purchasing decisions, and post-purchase behaviour. The distinction between consumer and industrial buying is also examined as well as the influences on business buyer behaviour.</p> <p><b>Brand Management</b></p> <p>This topic begins with what are brands and who they can add value to. It then examines the importance of branding and how it can differentiate products. Brands, as personalities and properties, are also reviewed as a strategy to provide additional competitive advantage. The relationships of brand identification and equity are raised to suggest their importance for marketing management. Brand leveraging (extension, co-branding, licensing) are also examined as a possible source of growth. The final component of this topic is concerned with the globalisation of brands and the future of branding and how it will impact on the marketing area.</p> <p><b>Development of a New Product or Service</b></p> <p>This topic covers the new product/service development process. It begins with the establishment of a need for a new product/service. Potential and/or actual risks are identified and appropriate action taken to achieve organisational benefits. Ideas are managed through generation and screening processes. The idea is then moved from concept to strategy with concept development, testing, marketing strategy development and business analysis. The commercialisation process is followed with product development, testing and commercialisation. Consumer adoption and associated factors are the final steps in the process.</p> <p><b>Managing Services</b></p> <p>This topic begins with the characteristics that make services quite different to manage. It will examine the additional 3 p's</p>
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- people, processes and physical environment that comprise the services mix. Services strategies are examined around differentiation, service quality, and productivity. Services will also be looked at in terms of supporting products and how they need to be adapted for globalisation and e-business. The impact of customer service and its implications for marketing management will also be reviewed.

#### Pricing Strategy

This topic begins with the relationship of price to other marketing mix elements. It then examines processes for setting prices. This topic looks specifically at determining demand, estimating costs, selecting a pricing method and analysing competitors. Once an initial price has been set, the price is adapted to accommodate factors such as geographical, discounting, promotional, discriminatory and product mix strategies. Pricing then includes customer and competitor reactions to price changes.

#### Distribution Strategy

This topic looks at Distribution Channels and how they contribute to the marketing mix. The discrete levels of channels are examined to see how they can enhance a brand. Channel selection is reviewed with the emphasis on structure, role of distributors, options available and the management of relationships. Channel monitoring and corrective (including motivation and control) actions are also included in this topic. Specifics of wholesaling, retailing and logistics are also covered to enable students to understand the interrelationships.

#### Communication Strategy

This topic includes an overview of marketing communications. It begins with developing a campaign including steps such as target audience, objectives, budgets, media strategy, message, execution and measuring effectiveness. This topic examines resourcing communications and the importance of a good communications brief. Students are exposed to various marketing management issues with the different communications mix tools, i.e. advertising, direct marketing, public relations, sales promotion, personal selling.

### 2.3 Teaching methods/strategies

This unit will be available via Face-to-Face delivery mode. Learning is classroom based where a range of learning opportunities is provided for, including (but not limited to): lectures, group discussions, structured activities, case study analysis and student presentations.

### 2.4 Student assessment:

Assessment Type	When assessed (eg Week 5)	Weighting (eg 10% of total subject/unit marks)	Learning Outcomes Assessed (link to 2.1 above eg (a), (b))
Assignment: Report on a case study includes an executive summary, a macro analysis, a micro analysis and SWOT analysis. 2000 words	Week 8	40%	(a) - (b)
Assignment: Preparation of a marketing plan, includes marketing objectives, segmentation, targeting and positioning, marketing mix strategies, evaluation and recommendations. 4000 words	Week 13	60%	(b) - (d)

### 2.5 Prescribed and recommended readings:

#### Text

Kotler, P, Adam, S, Denize, S & Armstrong, G, 2008, *Principles of Marketing*, 4 th Edition, Prentice Hall Pearson Education Australia NSW

Further References

Cravens, D W, 2000, *Strategic Marketing*, Irwin McGraw Hill, Boston, Chapters 1 & 9

Interbrand, 2000, *The Future of Brands*, Macmillan Business, London,

Keller K L, 2000, 'The Brand Report Card', *Harvard Business Review*, Vol 78, no, Jan/Feb, pp147-154

Kotler, Philip, 2000, *Marketing Management, The Millenium Edition*, International Edition, Prentice Hall, Upper Saddle River, New Jersey

Usunier J C, 2000, *Marketing Across Cultures*, Prentice Hall, London,

# GDM206 Human Resource Management

## Student workload

No. timetabled hours	No. personal study	Total workload hours
24	48	72

## Academic Details

### 2.1 Student learning outcome

<p>Discuss the strategic significance and purpose of Human Resource Management in organisations, its links with strategic business planning processes and the influence of the environmental context;</p> <p>Discuss the history, current issues and emerging trends relevant to HRM and their relationship with leadership and management;</p> <p>Identify and apply the major elements that comprise the employee life cycle within an organisation, all of the stages from workforce planning through to separation;</p> <p>Critically analyse the employee – employer relationship and the many contexts within which it exists, particularly Occupational Health and Safety, the Industrial Relations framework and the psychological contracts managers develop with employees;</p> <p>Understand the ways in which the HRM function can partner with managers and leaders within an organisation in order to enhance employee engagement and organisational performance;</p> <p>Analyse and evaluate organisational approaches to performance and reward management and again use these to enhance job holder engagement and organisational performance</p> <p>Evaluate HRM metrics and methods for the measurement of the effectiveness of the HRM function;</p> <p>Evaluate the HRM capability/effectiveness of an organisation by conducting an audit of the HRM function.</p>
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### 2.2 Subject/unit content and structure

<p>Strategic HRM – this topic seeks to define strategic HRM and examines the linkage between organisational and HR strategy. Students will learn how HRM has evolved over recent years and understand the challenges faced by contemporary HRM. Students will analyse the role of the HR function in a strategic planning context. The issue of aligning organisational and human resource management strategies, or business partnering, is considered essential, especially in times of economic turmoil.</p> <p>Employee lifecycle and related strategies – this topic examines and teaches techniques for managing all of the stages in the life of an employee in an organisation, from workforce planning to the analysis and design of work, recruitment and selection strategies, motivation and retention, absence, turnover and separation strategies. Students will learn how HRM partners with the business to deliver outcomes in each area.</p> <p>Strategies for Managing, Retaining, Developing and Outsourcing Talent as well as Outplacement – the topic exposes students to the concepts of changing the psychological contract, HRD strategies; developing organisational, team and individual capabilities. Needs analysis and evaluation methods are reviewed. The topic also considers the prioritising resource allocation according to different development needs and finally career development strategies and if necessary, managing redundancies and outplacement.</p> <p>Strategies for Attracting Staff – this topic describes and critically analyses recruitment and selection in strategic HRM functions. Students will understand some of the contemporary challenges faced by recruitment and selection functions including attracting Generation Y and employee fit with various organisational cultures.</p> <p>Strategic Performance Management and Rewards – these topics cover high performance work practices and linking performance management to the business strategy. Consideration is given to issues relating to managing and rewarding for high performance, flexibility and benefits, succession planning strategies, reward strategies and organisational change.</p> <p>Strategic Human Resources Management Evaluation – this topic explores the methods for conducting a strategic HRM audit, evaluating the HR culture, evaluation of HRM capability and effectiveness. The concepts of best practice/ business excellence models and frameworks/ benchmarking as a means of improving strategic HRM approaches are analysed.</p>
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2.3 Teaching methods/strategies

<p>This unit will be available via Face-to-Face delivery mode. Learning is classroom based where a range of learning opportunities is provided for, including (but not limited to): lectures, group discussions, structured activities, case study analysis and student presentations.</p>
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2.4 Student assessment:

Assessment Type	When assessed (eg Week 5)	Weighting (eg 10% of total subject/unit marks)	Learning Outcomes Assessed (link to 2.1 above eg (a), (b))
Assignment – Describe and analyse in depth, a selected function of HRM 2000 words	Week 8	40%	(a) – (c)
Conduct an audit and evaluation of an organisations approach to HRM 4000 words	Week 13	60%	(d) – (h)

2.5 Prescribed and recommended readings:

<p>Text</p> <p>Nankervis, A., Compton, R. and Baird, M., 2008, <i>Human Resource Management: Strategies and processes</i>, 6<sup>th</sup> ed., Thompson, South Melbourne.</p> <p>Other Suggested Readings</p> <p>Boudreau, J.W. and Ramstad, P.M., 2007, <i>Beyond HR: The new science of human capital</i>, Harvard Business School Press, Boston, MA.</p> <p>De Cieri, H., and Kramar, R., 2007, <i>Human Resource Management in Australia</i>, 3<sup>rd</sup> ed., McGraw-Hill, Australia.</p> <p>Holbeche, L., 2003, <i>Aligning Human Resources and Business Strategy</i>, Butterworth Heinemann, Oxford.</p> <p>Hussey, D., 2002, <i>Business Driven HRM: a best practice blueprint</i>, Wiley, Chichester.</p> <p>Shields, J., 2007, <i>Managing Employee Performance and Reward</i>, Cambridge, Australia.</p> <p>Stewart, G.L. and Brown, K., 2009, <i>Human Resource Management: linking strategy to practice</i>, John Wiley, Hoboken, NJ.</p> <p>Stone, R. J., 2007, <i>Human Resource Management</i>, 6<sup>th</sup> ed., John Wiley, Australia.</p>
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# GDM207 Applied Project Management

## Student workload

No. timetabled hours	No. personal study	Total workload hours
24	48	72

## Academic Details

### 2.1 Student learning outcome

<p>Discuss the principles, skills and techniques required for the management of projects and the integration of a project management model within an organisational environment;</p> <p>Discuss quality principles and how they relate to the management of projects;</p> <p>Analyse the risk associated with projects and the development of contingency plans;</p> <p>Evaluate the importance of teamwork, leadership and the practical application of skills in managing human resources within a project environment;</p> <p>Develop detailed project plans including scoping and using computer based project management software;</p> <p>Evaluate methods of monitoring and controlling projects in relation to costs, time and achieving required outcomes;</p> <p>Discuss the issues relating to project finalisation and evaluation</p>
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### 2.2 Subject/unit content and structure

<p>Projects Management in Organisations</p> <p>This topic introduces the subject, defines what we mean by a "project," discusses the need for Project Management, and describes the project life cycle. Project Management is now being recognised as a valuable "career path" in many organisations, as well as a way to gain valuable experience within the organization. Project Management provides managers with powerful planning and control tools. The three primary forces behind Project Management are (1) the growing demand for complex, customised goods and services; (2) the exponential expansion of human knowledge; and (3) the global production-consumption environment. The three prime objectives of Project Management are to meet specified performance targets within cost and on schedule.</p> <p>Project Selection:</p> <p>This topic considers procedures for evaluating and selecting projects. A set of criteria for project selection models is outlined. Considering the degree of uncertainty associated with many projects, a section focuses on selection models concerned with risk and uncertainty. The next section deals with data requirements and the use of these models. The final section discusses the documentation of the evaluation/selection process via project proposals. This topic also addresses the subject of the Project Manager (PM), the PM's role in the organisation and the project team. The demands typically placed on PMs are detailed and the task of selecting the PM is addressed. The issue of culture and its effect on project communication and success is discussed.</p> <p>Project Organisation</p> <p>This topic describes the various organisational structures that can be used for projects, and details their advantages and disadvantages. This topic then moves into a discussion of the project team itself and the human resource issues, such as motivation and conflict that the project manager will face. The matrix organisation model is introduced, which combines the functional and project forms in an attempt to reap the advantages of each. While this approach has been fairly successful, it also has its own unique disadvantages. There are many variants of the pure forms of organisation, and special hybrids are commonly used to handle special projects. The best form for a particular case requires consideration of the characteristics of the project compared with the various advantages and disadvantages of each form.</p> <p>Project Planning</p> <p>In this topic project planning is discussed in terms of determining the scope of the project and then identifying and addressing the tasks required for project completion. The importance of initial coordination of all parties involved and the smooth integration of the various systems required to achieve the project objectives are examined. Some project planning tools are also discussed such as the Work Breakdown Structure (WBS), the linear responsibility chart and the action plan. This topic also initiates the subject of project implementation by focusing on the project budget, which authorises the Project Manager to obtain the resources needed to begin work. Different methods of budgeting are described along with their impacts on a project. Students are introduced to a computer based project management system.</p>
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## Scheduling

In this topic the scheduling aspect of project implementation is addressed. The articulation of benefits of using a network for planning and controlling the PERT/CPM approach is described in detail. Gantt charts are described and their relationship to the PERT/CPM diagram.

### Resource Allocation : Monitoring and Information Systems

This topic looks at the problem of allocating physical resources, both among the multiple activities of a project and among multiple projects. A significant problem for the PM is finding the best trade-offs among resources, particularly time. Resource loading, allocation, and levelling, are then considered. This topic also reviews the monitoring function, relating it to project planning and control, and describes its role in the project implementation process. The requirements for monitoring are described and some techniques for monitoring progress are illustrated.

### Project Control: Project Auditing

Control is directed towards performance, cost, and time. This topic describes the project control process in the planning-monitoring-controlling cycle. This topic also looks at a major concluding step in the termination process - auditing. The purpose of evaluation and what it should encompass, the audit process and measurement considerations, the demands placed on the auditor, and the construction and design of the final report are examined.

### Project Finalisation

This final topic looks at the types of project finalisation, when to terminate or finalise a project and how to finalise a project; and what should appear in the final evaluation report. This stage of the project rarely has much impact on the technical success or failure of the project, but it has a great deal to do with residual attitudes toward the project and informs future projects.

## 2.3 Teaching methods/strategies

This unit will be available via Face-to-Face delivery mode. Learning is classroom based where a range of learning opportunities is provided for, including (but not limited to): lectures, group discussions, structured activities, case study analysis and student presentations.

## 2.4 Student assessment:

Assessment Type (eg Assignment - 2000 word essay (specify topic)) Examination (specify length and format))	When assessed (eg Week 5)	Weighting (eg 10% of total subject/unit marks)	Learning Outcomes Assessed (link to 2.1 above eg (a), (b))
Assignment – analysis of the key knowledge areas of project management 2000 words	Week 8	40	(a) – (d)
Work-based project incorporating the development of a project plan 4000 words plus attachments	Week 13	60	(e) – (g)

## 2.5 Prescribed and recommended readings:

### Text

Project Management Institute 2008, *The Guide to the Project Management Body of Knowledge* 4<sup>th</sup> Ed

### Recommended Reading

Barkley, B.T., & Saylor, J.H. 2001, *Customer-Driven Project Management*, McGraw Hill, New York

Burke, R. 2007, *Introduction to Project Management*, Burke Publishing, Everbest, HK

Forsberg, K, Mooz, H. & Cotterman, H. 1996, *Visualising Project Management*, John Wiley & Sons, New York

Frame, J.D. 2003, *Managing Projects in Organizations*, Jossey-Bass, San Francisco

Kliem, R.L. & Ludin, I.S. 1997, *Reducing Project Risk*, Gower, Hampshire

Meredith, H.R. & Mantel, S.J. 2006, *Project Management: A Managerial Approach*, Sixth Edition, John Wiley & Sons, New York

Standards Australia & Standards New Zealand 2004, *Risk Management guidelines: companion to AS/NZS 4360:2004*, Standards Australia International Ltd, Sydney.

Turner, J.R. 1999, *The Handbook of Project-Based Management*, 2nd edn, Chapter 5: 'Managing Scope', McGraw Hill, London.

# GDM208 Contract Law for Managers

## Student workload

No. timetabled hours	No. personal study	Total workload hours
24	48	72

## Academic Details

### 2.1 Student learning outcome

<p>Identify and explain the essential elements of a valid and enforceable contract</p> <p>Discuss the structure of commercial contracts and explain key terms in contracts</p> <p>Explain the rules relating to the interpretation of business contracts</p> <p>Evaluate alternative contractor selection processes</p> <p>Critically analyse a range of strategies for negotiating business contracts</p> <p>Identify key laws that impact on a contract</p> <p>Identify legal risks that might arise during the negotiation of commercial contracts</p> <p>Describe available remedies for breach of contract, including how damages are assessed</p> <p>Discuss strategies for managing commercial contracts and managing the performance of contractual obligations</p> <p>Describe the difference between project management and contract management</p> <p>Identify the key parts of the Contract Management Lifecycle</p> <p>Describe the processes involved in Contract Lifecycle Management</p> <p>Analyse a range of contractual disputes and the outcomes</p> <p>Evaluate dispute resolution mechanisms</p>
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### 2.2 Subject/unit content and structure

<p>Managing and negotiating the contract's terms and conditions - This topic focuses on the negotiation process.</p> <p>The organisation's strategic position - This sub-topic introduces the concept that a contract should enhance the organisation's strategic position, and the negotiators should be aware of what the position is.</p> <p>The need for a "win-win" outcome for all parties - This sub-topic covers the concept of a "win-win" outcome and how the final contract should be a "win-win" for all contracting parties.</p> <p>The importance of clarity - This sub-topic covers the need for, and importance of, clarity of understanding of objectives, responsibilities, methods of achievement, legislative requirements and organisational policies.</p> <p>Conflict resolution and mediation processes - This sub-topic considers the need to understand the range of conflict resolution and mediation processes, and the advantages and disadvantages of each.</p> <p>The need for promptly documenting settlement outcomes. This sub-topic covers the reasons why settled negotiations should be promptly documented, and the types of contractual terms and conditions that should be included.</p> <p>Understanding the laws relevant to contracts - This sub-topic considers the law of contract and other laws that are of relevance to the management of contracts</p> <p>The elements that make up a contract - This sub-topic introduces the concept of a valid and enforceable contract, identifying key terms and the structure of a commercial contract.</p> <p>Preparing the contract - This sub-topic examines the structuring of the draft contract according to legislative and organisational requirements and project objectives to reflect agreement outcomes.</p> <p>Other relevant laws - This sub-topic considers other laws that can impact on the contracts, and the management of a contract, including: tender law, insurance law, negligence law, Trade Practices law, consumer law, the Goods Act and intellectual property laws.</p> <p>Managing the contract to achieve the organisation's objectives - This topic is the core of the unit and relates to how the contract is managed. It uses the Managing and Negotiating the Contract and Understanding the Laws topics as a</p>
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foundation.

Managing a contract - This sub-topic considers the management of a contract from the decision to buy/sell through delivery and until the final obligations have been completed. It includes an analysis of the similarities and differences between the project management and contract management disciplines

Recruiting and selecting contractors with the required competencies – This sub-topic involves identifying product/service specifications, as the basis for contract planning, developing contract specifications and developing selection criteria and processes. Recruitment and selection processes are discussed in the context of legislative requirements, organisational policies and procedures. Consideration is given to evaluating responses and selecting preferred contractors in accordance with agreed selection processes.

Managing the finalisation of the contract – This sub-topic covers managing finalisation activities to ensure the quality of, and responsibility for contract deliverables accords with contractual and project requirements; Reviewing and analysing project outcomes to determine the effectiveness of contract processes and procedures; providing feedback to contractors and outcomes used for future planning; closing the contract according to legal and organisational requirements.

Managing the contract – This sub-topic covers managing the performance of contractual obligations in accordance with agreed contract and management plans; review of progress, analysing variance and ensuring agreed changes are implemented to ensure project objectives are met within legal framework of the contract; identifying potential, perceived and actual contractual conflicts and implementing appropriate remedial actions to minimise disruption to achievement of project objectives.

### 2.3 Teaching methods/strategies

This unit will be available via Face-to-Face delivery mode. Learning is classroom based where a range of learning opportunities is provided for, including (but not limited to): lectures, group discussions, structured activities, case study analysis and student presentations.

### 2.4 Student assessment:

Assessment Type	When assessed (eg Week 5)	Weighting (eg 10% of total subject/unit marks)	Learning Outcomes Assessed (link to 2.1 above eg (a), (b))
Assignment – series of short answer questions 3000 words	Week 8	50%	(a) – (h)
Assignment – work based project/case study analysis 3000 words	Week 13	50%	(i) – (n)

### 2.5 Prescribed and recommended readings:

#### Text

Gibson, A. and Frazer, D. 2009, *Business Law*, 4th edn., Pearson Education Australia, Sydney (this text has a companion web site that provides student exercises, current events, student backup and resources).

#### Further References

Fisher, R., Ury, W. & Patton, B. 1999, *Getting to Yes – Negotiating an Agreement Without Giving In*. 3rd edn. Random House Business Books, London.

Griggs, L., Clark, E., and Iredale, I. 2003, *Managers and the Law*. 2nd edn., Thomson Lawbook Co, Sydney.

Harvard Business Essentials 2003, *Negotiation*. Harvard Business School Publishing Press, Boston.

James, J. F. & James, F (Ed), 1995, *Contract Management in Australia*, Harper Educational (Australia) Pty. Limited, NSW.

Thompson, L. 2001. *The Mind and Heart of the Negotiator*, 2nd edn., Pearson Education Australia, Sydney.

Turner, C. 2006, *Australian Commercial Law*, 26th edn. Thomson Lawbook Co, Sydney

# GDM211 Leading Change

## Student workload

No. timetabled hours	No. personal study	Total workload hours
24	48	72

## Academic Details

### 2.1 Student learning outcome

define change management and types of organisational change evaluate the role of senior management in leading change processes assess and identify issues of organisational readiness for change compare practical strategies for dealing with intellectual and emotional barriers to change create a change-management strategy and change-management plan identify the greatest contributors to the success of a change-management program review organisation systems and evaluate whether they support or undermine change
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### 2.2 Subject/unit content and structure

<p>Organisational change within rapidly changing business environments and the drivers of organisational change: the topic is designed to further develop knowledge and understanding about organisational change – that is change within organisational settings, such as changing structure, processes, culture.</p> <p>The notion of personal change - that is change within yourself and other people, such as changing style, behaviours, habits, etc. The aim of the topic is to integrate organisational and personal change in order to optimise the chances of making successful change initiatives. The premise is that 'organisations only change when sufficient people in the organisation change'.</p> <p>Models of change are evaluated and compared. The aim of the topic is to demonstrate that models are iterative processes, the change model is not the solutions but rather a tool to facilitate change</p> <p>Organisational analysis – why it is done, the key elements of organisational analysis, issues of organisational readiness for change</p> <p>Recipients of change – develops an understanding of the experience of change for the recipients. Including: reactions to change; the psychological process that people go through change; understanding how we influence others and the importance of power; people's general orientation to change; understanding every stakeholder and how they are impacted by the change.</p> <p>Creating a culture of change - change occurs when the perceived benefits of the change and greater than the perceived cost of change – you need to make it personal for people – understand what benefits each stakeholder will get.</p> <p>Competencies and development needs required for change leadership and the role of the manager in change and organisational renewal.</p>
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### 2.3 Teaching methods/strategies

This unit will be available via Face-to-Face delivery mode. Learning is classroom based where a range of learning opportunities is provided for, including (but not limited to): lectures, group discussions, structured activities, case study analysis and student presentations.
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2.4 Student assessment:

Assessment Type	When assessed (eg Week 5)	Weighting (eg 10% of total subject/unit marks)	Learning Outcomes Assessed (link to 2.1 above eg (a), (b))
Assignment – Essay: Critical self-analysis of you as a change leader 2000 words	Week 8	40%	(a) – (c)
Report - Change leadership case study analysis 5000 words	Week 13	60%	(c) - (g)

2.5 Prescribed and recommended readings:

Textbook

Cawsey, T. and Deszca, G., 2007, *Toolkit for Organizational Change*, Sage Publications, CA.

References

Beer, M. and Nohria, N., editors, 2000, *Breaking the Code of Change*, Harvard Business School Press, MA.

Black, J.S. and Gregersen, H.B., 2008, *It Starts with One: Changing individuals changes organizations*, 2<sup>nd</sup> ed., Wharton School Publishing, NJ.

Bridges, W., 2003, *Managing Transitions: Making the most of change*, 2<sup>nd</sup> ed., Da Capo Press, MA.

Cohen, D.S., 2005, *The Heart of Change Field Guide: Tools and tactics for leading change in your organization*, Harvard Business School Press, MA.

Clark, T.R., 2008, *EPIC Change: How to lead change in the global age*, Jossey-Bass, CA.

Herold, D. and Fedor, D., 2008, *Leading Change Management: Leadership strategies that really work*, Stanford Business Books/Kogan Page, UK.

Herrero, L., 2006, *Viral Change: The alternative to slow, painful and unsuccessful management of change in organizations*, Meetingminds, UK

Holbeche, L., 2006, *Understanding Change: Theory, implementation and success*, Butterworth- Heinemann, UK.

Kotter, J. and Cohen, D.S., 2002, *The Heart of Change: Real-life stories of how people change their organizations*, Harvard Business School Press, MA.

Lewis, S., Passmore, J. and Cantore, S., 2008, *Appreciative Inquiry for Change Management*, Kogan Page, UK.

Rowland, D. and Higgs, M., 2008, *Sustaining Change: Leadership that works*, Jossey-Bass, CA.

# GDM212 Managing for Innovation

## Student workload

No. timetabled hours	No. personal study	Total workload hours
24	48	72

## Academic Details

### 2.1 Student learning outcome

<p>Understand what innovation is, why it is needed for competitive performance and where innovation resides in the core business.</p> <p>Understand how to build innovation capability in organisations through the motivation of people to produce ideas for incremental innovation.</p> <p>Understand the importance of innovation networks and how to manage them.</p> <p>Develop an understanding of the New Product and Service development process and how to succeed with commercialisation.</p> <p>Develop competence in building innovation as a knowledge-based diffusion process to capture the benefits and learning from innovation.</p> <p>Develop a conceptual framework for assessing and auditing the innovative capabilities of a business organisation.</p>
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### 2.2 Subject/unit content and structure

<p>Introduction and Context of Change</p> <p>We start the unit by examining why innovation is important for competitive performance. We introduce some definitions of innovation such as incremental and radical innovation. We believe that in order to understand and effectively implement innovation capability, it is essential to understand the context for change in its broadest sense and the different innovation models such as the “Ambidextrous Organisation” consisting of the “main stream” and the “new stream.”.</p> <p>Context</p> <p>This topic follows from the broader discussion in Topic 1 and concentrates on the question ‘How to create an innovative organisation?’ Traditionally, the organisational view of innovation is technologically oriented. In Topic 2 we help students to develop competence in developing an innovation strategy at business and functional level. We also explore the firm specific competencies in the “main stream” and the “new stream” part of the organisation.</p> <p>Search</p> <p>In this topic we ask the question “Where do innovations come from?” We identify triggers and sources of innovation. We identify networks and how to manage them. We also look at the searching for innovation from an exploitation perspective (Process innovation) and exploration perspective (New Product and Service Development).</p> <p>Select</p> <p>In this topic we look at meeting the challenges of uncertainty and how to spread the risk by making informed decision under uncertainty. We also help students develop competence in building a case for innovation by developing a business plan and anticipating the resources required.</p> <p>Implementation</p> <p>In Topic 6 we explore the challenge of implementation. We look at the issues associated with the development of New Products and services and how to reduce Time to Market (TTM). We also examine the similarities and differences between product innovation and service innovation.</p> <p>Implementation</p> <p>Following from Topic 5, we identify the Critical Success Factors for accelerating the Innovation Cycle from idea to market through various structures, tools and methods such as cross-functional teams and concurrent engineering. We also introduce a new term “Intrapreneurship” (corporate entrepreneurship) and how to develop an intrapreneurial culture.</p> <p>Capture</p>
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This topic focuses on the creation of value through innovation and how to capture the economic and social benefits of innovation. We explore various means of exploiting knowledge and intellectual property. We examine the relationship between innovation and firm performance. We also look at improving innovation performance through an innovation audit.

#### Sustainability and Innovation

This topic concludes our Unit on 'creating an innovative organisation' introducing the concept of sustainability and the role that innovation could play in the creation of a Sustainable Development Orientation (SDO) in the organisation. We finally explore ways of capturing learning from innovation and develop awareness how we can continue to learn to manage innovation as part of a sustainable Learning Organisation.

### 2.3 Teaching methods/strategies

This unit will be available via Face-to-Face delivery mode. Learning is classroom based where a range of learning opportunities is provided for, including (but not limited to): lectures, group discussions, structured activities, case study analysis and student presentations.

### 2.4 Student assessment:

Assessment Type	When assessed (eg Week 5)	Weighting (eg 10% of total subject/unit marks)	Learning Outcomes Assessed (link to 2.1 above eg (a), (b))
Assignment 1 – Improving organisational performance through an innovation audit (4000 words)	Week 8	50	(a) & (f)
Assignment 2 - Creating an Innovative Organisation (4,000 words)	Week 13	50	(a) – (e)

### 2.5 Prescribed and recommended readings:

#### Textbook

Tidd, J. and Bessant, J., 2009, *Managing Innovation* (4<sup>th</sup> Ed), Wiley Higher Education

#### References

Terziovski, M. 2007, – *Building Innovation Capability in Organisations: An International Cross-Case Perspective*, Imperial College Press, London

Burgelman, R. A., Christensen, C. M., and Wheelwright, S.C. 2004, *Strategic Management of Technology and Innovation*, 4<sup>th</sup> edition. New York: McGraw-Hill/Irwin.

Terziovski, M. (Editor.), 2009, *Energizing Management through Global Innovation and Entrepreneurship Research and Practice*, Routledge Taylor & Francis, New York: +206 pp.

Kim, W.C. and Mauborgne, R., 2005, *Blue Ocean Strategy*,

Harvard Business School Press Moore, G. A. *Inside the Tornado*. HarperBusiness, 1995.

Calantone, R. J., Cavusgil, S. T., & Zhao, Y. 2002, Learning orientation, firm innovation capability, and firm performance. *Industrial Marketing Management*, 31, 1-10.

Dooley, L., Cormican, K., O'Sullivan, D., & Wereath, S. 2000, Supporting Systems Innovation. *International Journal of Innovation Management*, 4(3), 277-297.

Eisenhardt, K. M., & Martin, J. A. 2000, Dynamic capabilities: What are they? *Strategic Management Journal*, 21(10-11), 1105-1121.

Daellenbach, U. S., McCarthy, A. M., & Schoenecker, T. S. 1999, Commitment to innovation: the impact of top management team characteristics. *R & D Management*, 29(3), 199(191).

Gopalakrishnan, S., & Damanpour, F. 1997, A Review of Innovation Research in Economics, Sociology and Technology Management. *Omega*, 25(1), 15-28.

Gunther-McGrath, R. 2001, Exploratory Learning, Innovative Capacity and Managerial Oversight. *Academy of*

*Management Journal*, 44(1), 118-131.

Garcia, R., & Calantone, R. J. 2002, A critical look at technological innovation typology and innovativeness terminology: a literature review. *Journal of Product Innovation Management*, 19(2), 110-132.

Hagedoorn, J., & Duysters, G. 2002, External sources of innovative capabilities: the preference for strategic alliances or mergers and acquisitions. *Journal of Management Studies*, 39(2), 167-188.

## GDM213 Capstone – Professional Skills Development Project

### Student workload

No. timetabled hours	No. personal study	Total workload hours
24	48	72

### Academic Details

#### Student learning outcome

This Capstone unit is designed to accelerate the students' development of professional skills. The project does not take the student into the field of conventional 'research', but focuses the student on acquiring and improving skills which are inherent in normal management practice.

Through a workplace based project students will build and refine their management skills. The process of gathering information will occur within the normal relationships which the student has with workplace colleagues and with his/her broader employer organisation. In this context, and given the skills focussed nature of projects, issues of ethical practice are not anticipated. Each student's manager or supervisor will provide formal approval of the topic, as will the unit supervisor.

Specific attainments will be:

a demonstrated ability to integrate learning from earlier subjects and their whole AIM Graduate Diploma of Management experience

improved project planning skills

the development of new professional skills through pursuing the practical resolution of this project issue, need or problem

greater understanding of the interrelated nature of organisational functions and organisational life especially from management and leadership perspectives

improved problem identification and problem solving skills, and better understanding of the interdependencies in organisations,

improved interpersonal skills through interaction with the subject facilitator (project supervisor), other faculty and the nominated workplace manager(s)

increased competence in writing a cohesive project report on a reasonably complex issue or problem

heightened ability to orally present project findings to others

improved time management, and skills in balancing personal /work/ academic priorities in managing the project and meeting timelines

## 2.2 Subject/unit content and structure

This Capstone unit will assist students to extend their range of professional skills. It will require students to identify a business or organisational issue, or need, and create a plan to progress the issue, or to resolve it. Ideally, a student would take action and implement their solution. The unit is about the synthesis of knowledge and insights found in earlier units, and improving professional skills through applying this learning to a workplace project. This unit aims to further develop each individual student in a way that rounds out their Graduate Diploma of Management experience at AIM and equips them to be more effective managers and leaders in their workplaces. Further, it will assist those students who on completion of their studies at AIM may choose to pursue further higher education options.

Given the project-based, skills focussed nature of this unit, which builds upon earlier units completed in the Program, a listing of pre-determined, explicit 'content topics' is inappropriate. Rather the unit requires that as each student progresses their chosen workplace project they will:

Exercise insight in identifying an important (and real) business or organisational issue or problem on which they will work.

Seek the subject facilitator's formal approval for the chosen project

Identify the component parts of the issue, relating the parts to the various bodies of knowledge found in earlier subjects, so integrating earlier insights.

Identify and win the support of a manager in their workplace who will be their in-company 'adviser', or contact point.

Extend their analytical and observational skills, and skills of expression, in describing the issue and its component parts.

Extend their range of professional skills (see 2.1 above) in progressing their project.

Demonstrate their capabilities as a manager and leader within their workplace

Avail themselves of supervisory advice from the subject facilitator, and other faculty as appropriate, as their project progresses.

Produce either a detailed plan of action, agreed by an in-company manager as realistic: or, for some issues, take action and implement a solution.

Produce a comprehensive report on the issue, need or problem, and its resolution, or part resolution. This could be a plan of action or a description and explanation of a solution already implemented.

Highlight practical strategies of implementation and demonstrate in their report the benefits obtained because of this solution.

Present their report, orally, to a small panel of faculty and invited guests.

Work to agreed deadlines.

## 2.3 Teaching methods/strategies

This subject is built upon a workplace-based skills development project. Integration of learning and insights achieved within earlier studies and experiences in the program is a major objective. The principal teaching method is one-to-one meetings with the subject facilitator, and other faculty as appropriate, accompanied by guided reading relating to the workplace project.

The sequence and focus is:

A one-to-one briefing with the subject facilitator on the nature of the subject, possible project topics, project constraints, and desirable reading. This meeting will also raise the concept of Action Learning, which could form the basis for some projects. Key steps in planning the project will be explored and agreed, and target skills identified.

Initial and on-going discussions between the student and the AIM Resource Centre about the directed reading and other information sources that may be available to assist the student with their project.

A subsequent meeting to formally approve the project proposal (or receipt of an emailed submission), which will include the nomination of a company manager as an in-house 'advisor' or contact, and confirmation of his/her

availability.

The proposal will include a timeline. Students will identify which earlier subjects and learnings in the program are of most relevance.

A meeting with the subject facilitator four weeks following approval, to review early progress, and breadth of student reading.

Further meetings at approximately monthly intervals to review progress, and resolve issues. Email exchanges throughout the project(s) will provide answers to many questions. Meetings with the presenters of earlier subjects (faculty) will be arranged as required.

The submission of a progress report eight weeks after commencement. This will be assessable. It is designed to provide early feedback to the student and make clear the need to adhere to the agreed timeline. It will highlight the professional skills being developed and used.

A sign-off from the in-company manager will be included as an appendix to this report to acknowledge progress made. A one-to-one feedback/review meeting with the subject facilitator will follow, to clarify the path to completion.

A final meeting with the subject facilitator to review all points, prior to final submission.

A skills-focussed workplace project will contain many uncertainties, and projects will vary in terms of the scope, complexity and demands they place upon students. The subject facilitator is well aware of this, and understands the need for flexibility to accompany rigour and application on the project journey.

Overall, there is an expectation that this project will enable the student to bring together much of their earlier learning from the Graduate Diploma, extend their repertoire of professional skills, and add value to their organisation and to AIM.

2.4 Student assessment:

Assessment Type	When assessed (eg Week 5)	Weighting (eg 10% of total subject/unit marks)	Learning Outcomes Assessed (link to 2.1 above eg (a), (b))
Project Plan	Week 4	5%	a) and c)
Progress report including a Literature Review* (2000 words)	Week 8	20%	a), b), c), d) and h) [partial]
Project Report (6000 -6500 words) Executive Summary (500 words) – 3 marks Table of contents, List of Tables, List of Figures Introduction - outline scope of study (sample, nature of company business, time when report completed) (500 words) – 6 marks Main Body - Justification for case study (why important), how data were collected, issues examined, write up of findings (3000-3500 words) – 30 marks Implications of findings for management, recommendations (1500) – 12 marks Conclusions (500) – 6 marks References – 3 marks Appendices	Week 13	60%	a),b),c),d), e), f) and g)
Presentation of Report	Week 13	10%	h)
Communication with Supervisor	Throughout assessment	5%	i)

\* The literature review will include those texts from earlier subjects in the Graduate Diploma that are of relevance, as well as newly identified project-specific literature.

2.5 Prescribed and recommended readings:

Provide below, in formal reference format, a list of the prescribed and recommended readings

Texts and readings:

Prescribed text

Carlopio, J and Andrewartha, G 2008, *Developing Management Skills: a comprehensive guide for leaders.* Pearson Ed Australia.

Texts from earlier units in the Graduate Diploma will be revisited with selection depending on the relevance to each student's project topic.

In addition, new texts, journals and readings specific to each topic will be identified and explored as the project topic becomes firm

Recommended: (choices depend on students' pattern of interest and project topic)

Armstrong, M. 2008, *How to be an even better manager* (7<sup>th</sup> Ed.) Kogan Page, UK

Australian Institute of Management (Ed) 2005, *Understanding influence for leaders at all levels.* McGraw Hill, Sydney

Prentice, E and Rabey, G 2009, *The Frontline Leader: Developing Effective Leadership Skills.* TUP Business, Prahran, Vic

Quinn, R.E, Faerman, S.R, Thompson, M.P and McGrath, M.R 2003, *Becoming a Master Manager: a competency framework.* John Wiley, N.Y.

*For insights into adult learning*

Clifford, J and Thorpe, S., 2007, *Workplace learning and development*, Kogan Page, London

Weinstein, K., 1999, *Action Learning*, (2<sup>nd</sup> Edition), Gower, Hamps, UK

*For an overview of leading Australian management practice:*

Hubbard, G., Samuel, D, Cocks, G, and Heap, S. 2007, *The First XI: winning organisations in Australia.* (2<sup>nd</sup> Edition). John Wiley, Milton, Qld.

Sarros, J.C., (Ed) 2009, *Contemporary Perspectives on Leadership: Focus and Meaning for Ambiguous Times.* TUP, Prahran, Vic

*For stimulating reading on futures, futures thinking and relevant skills:*

Bains, G., et al 2007, *Meaning Inc: The blueprint for business success in the 21<sup>st</sup> Century.*

Profile Books, London

Kolind, L., 2006, *The Second Cycle: winning the war against bureaucracy.*

Wharton School Publishing/Pearson, New Jersey

Watson, R., 2007, *Future Files: a history of the next 50 years*, Scribe Publications, Australia.

Florida, R., 2005, *The Flight of the Creative Class.* Harper Business.

Leonard, D and Swap, W. Deep Smarts, *Harvard Business Review*, Sept 2004, Vol 82, Issue 9.

*For management tools and techniques*

Burtonshaw-Gunn, S.A., 2008 *The Essential Management Toolbox.* John Wiley, UK

ten Have, S, ten Have, W, Stevens, F and van der Elst, M (2003). *Key Management Models: the tools and practices that will improve your business.* Prentice Hall/Financial Times, UK

Lauer, C., 2008, *The Management Gurus lessons from the best management books of all time.*

Atlantic Books/Grove Atlantic, UK

*For report writing*

Bowden, J., 2008, *Writing a Report*. Howtobooks Ltd, Oxford, UK

# Section 4 - Presentation of Written Work

As a Higher Education Provider AIM requires the proper use of references in assessment submissions.

References enable us to share knowledge and compare sources. Proper reference entries also acknowledge the contributions of the original authors on whose work another author draws.

There are several versions of reference styles. The AIM uses the author-year style of bibliographic citation and reference. The author-year style, also known as the “Harvard Style”, is increasingly the preferred method used by the leading journals in management. The author-year style handles every reference with a simple in-text citation and a single, comprehensive reference list at the end of the document. It is a reference style which is easy to learn and easy to use.

This handbook will give you a brief guideline of how to use in-text citations and reference list in your assessment submissions. For more depth the AIM Library staff will be happy to assist you with reference books and manuals in the AIM Library.

## The General Rules of Reference

The general rule of any bibliographic reference is that it must offer the complete information that permits a reader to find the item cited. If the cited item is part of a larger work, the reference must make it possible to locate the exact place in the larger work where the item appears. The reference must be listed both as an in-text citation and as a reference list entry.

## In-text Citation and Quotes

The citation in the text of a document refers the reader to the alphabetical reference list at the end. This citation may be made in several ways, depending on the nature of the text and the place in the citation within the text. The in-text citation should be placed where the parenthetical reference least disrupts the flow of the writing. This is a matter of judgment. In most cases, the citation is best placed directly after the author’s name. In some cases, it will be less obtrusive at the end of the sentence.

Examples of in-text citations for general references, specific citations and quotes:

### One Author

The format for citing references involves inserting, at the appropriate point within the text, the surname of the author and the date of publication; first names are not used.

### Example

Hubbard (2000) showed that....

In a study of national differences (Hubbard, 2000) showed that ....

As can be seen, if the author’s name appears in the text, then the year of publication follows the name in parentheses. If not, then both the author’s name and the year of publication, separated by a comma, appear in the parentheses.

### Two or More Authors

If a reference work has two authors, both names must always be cited in the text.

### Example

First reference – Evans and Lindsay (2008) observed...

Subsequent references – Evans et al. (2008) observed...

Note that the word “and” is used, not “&”

### No Author or Corporate Name

In those cases where there is no author, use the title of the referenced text.

### Example

(Business Review Weekly, 2010)....

### Authors with Identical Names

When referring to authors with the same surname, initials are included, even if the publication dates are different.

### Multiple Citations

When citing two or more works by the same author, in the same year, a; b; etcetera are used after the year of publication.

Example: In previous studies (Hubbard, 2008a, 2008b)....

### Citation of a Particular Part of a Source

If you use the specific words that the author themselves used, then you must provide the page reference in the text.

Example: It has (Maylor, 2003, p24) been noted that...

Maylor (2003, p24) pointed out that...

## Reference List Entries

All assessment submissions are required to have a reference list which contains the citations included in the document. The reference list is placed at the end of the document. The reference list should be arranged in alphabetical order by the author’s family name. In the case of two or more authors, alphabetise only the name of the first author. There should be a blank line between entries. Each reference list entry must contain several key parts arranged in a specific order. An entry must have all of this information to be complete. All items in a reference list must be consistent in style to be complete and correct.

### Books

A bibliographic reference for a book must include these items: Author’s name. Year of publication. Title of book. Place of publication: Name of publisher.

### Examples

Watson, R., 2007, Future Files: a history of the next 50 years, Scribe Publications, Australia.

Hubbard, G., Samuel, D, Cocks,G, and Heap, S.2007, The First XI: winning organisations in Australia. (2nd Edition).John Wiley, Milton, Qld.

### Articles in Periodicals

A bibliographic reference for an article must include: Author name. Year of publication. "Article Title." Journal title, volume number, issue number: pages.

#### Examples

Dooley, L., Cormican, K., O'Sullivan, D., & Wereath, S. 2000, Supporting Systems Innovation. International Journal of Innovation Management, 4(3), 277-297.

### Internet documents

Citation rules for Internet documents use the basic rules as for printed material.

A bibliographic reference for an Internet document should contain the following items: Author. Year of publication. Title. Place of publication. Publisher. URL: <....>. Date accessed.