

COURSE OUTLINES: BE2601 / BE2602 Management Principles, Competencies and Skills

Academic Year	2022-2023	Semester	2
Course Coordinator	Ng Sin Ain (Mr)		
Course Code	BE2601 / BE2602		
Course Title	Management Principles, Competencies and Skills		
Pre-requisites	AB1601 (Organizational Behaviour and Design)		
No of AUs	4 / 3		
Contact Hours	3		

Course Aims
<p>Management Principles, Skills and Competencies is a comprehensive introductory course on the management process from a manager's perspective, with particular emphasis on the skills, competencies, techniques, and knowledge needed to successfully manage an organization. This course explores the basic concepts and processes of management. You will examine the fundamental roles and processes of planning, leading, organizing, and controlling that comprise the managers' role. It focuses on the entire organization from both a short and long-term perspective for strategic vision, setting objectives, crafting a strategy, and then implementing it. This course will enable you to develop short and long-range plans to effectively accomplish organizational goals. You will develop skills related to the manager's function as required in today's competitive environment.</p> <p>This course examines the logic and working of organizations. It also investigates how organizations develop and maintain competitive advantage within a changing business environment influenced by political, economic, social, technological, legal and environmental [PESTLE] factors. The course content is organized around the four 'pillars' of management viz. planning, organizing, leading and control [POLC] for systematic understanding of management-related challenges and applying conceptual tools and techniques in analyzing, evaluating, and addressing management issues¹. This course is for undergraduate students to be equipped with fundamental management principles, its application aspects and the essential managerial skills to be a future-ready business leader.</p>
Intended Learning Outcomes (ILO)
<p>By the end of this course, you should be able to:</p> <ol style="list-style-type: none"> 1. <u>Evaluate</u> issues in business organizations in the dynamic global environment and apply management principles to develop and propose solutions 2. <u>Evaluate</u> the ethical issue(s), report its implications and apply ethical reasoning to develop solutions 3. <u>Evaluate</u> how organizations develop and maintain competitive advantage 4. <u>Formulate</u> business decisions using various tools and techniques to remain competitive 5. <u>Analyze</u> how managers use problem-solving strategies and critical thinking skills in real- life situations 6. <u>Relate</u> how different areas of the business (i.e., Manufacturing/Service, Marketing, Finance and Human Resource Management) support the vision and mission

¹ A number of topics (e.g., motivation, team dynamics, conflict & negotiation, strategic management, and organizational culture) will not be covered in this course to avoid potential overlaps with year 1 'Organizational Behavior' and year 3 Strategic Management modules.

Amongst the above, you will develop the following managerial soft skills:

- a. Problem-Solving and Decision Making
- b. Teamwork & Interpersonal Skills
- c. Critical Thinking Skills
- d. Ethical Reasoning Skills
- e. Interpersonal competencies to motivate self and inspire others
- f. Communication skills

Course Content

- Introduction to Management and Managing Business Operations
- Organizational Environment: External & Internal
- Ethics & Corporate Social Responsibility
- Planning for Business Operations I
- Planning for Business Operations II
- Decision Making, Creativity & Innovation
- Leading
- Controlling
- Human Resources Management
- Organizing: Building a Dynamic Organization
- Globalization and the Manager
- Quality Management

Assessment (includes both continuous and summative assessment)

Component	ILO Tested	NBS Learning Goal	Weighting	Team/ Individual	Assessment rubrics
Class Participation	1,2,3,4,5,6, 7	Motivation and Development of Self and Others	15%	Individual	Appendix 1
Ethical Reasoning Report	2	Ethical Reasoning Skills	15%	Individual	Appendix 2

Group Presentation	1,3,4,5,6, 7	Communication, Teamwork & Interpersonal Skills	15% (Group - 5% / Individual – 10%)	Individual /Team	Appendix 3 Appendix 4
Project Work Report	1,3,4,5,6, 7	Problem Solving & Decision-making Skills	30%	Team	Appendix 5 Appendix 4
Field Work Report	1,4	Critical Thinking Skills	25%	Individual	Appendix 6
Total			100%		

<p>Formative feedback</p> <p>Formative feedback is also given for ethical assignment through the assessment rubrics for you to reflect on how you have performed in your continuous assessment. For group report and field work report, you are given formative feedback through consultations. As for the group presentation, formative feedback is given after your group presentation as a form of reflection. For the active-learning participation, immediate feedback is given real-time in-class.</p>
<p>Learning and Teaching approach</p> <p>3hrs of seminar approach will be adopted. All seminar sessions will meet for three hours every week. The course comprises of 11 three-hour seminar-styled sessions (including week 12 for group presentation), 1 three-hour e-lesson (weeks 10 – NBS E-Learning Week) from teaching weeks 1 – 12 and 2 three-hour introduction and review e-lecture in weeks 1 and 13 respectively.</p> <p>Learning is made relevant through the direct and explicit application of theoretical frameworks and concepts to real life issues and problems. This is achieved through:</p>

Approach	How does this approach support students in achieving the learning outcomes?
(a) Online Learning	To provide grounding in theories and conceptual frameworks.
(b) Seminar-Styled Session	<p>I. Active Learning Activities: For example, group/ individual exercises in the form of case-study discussion sessions to facilitate critical thinking and application of theories to real life situations.</p> <p>II. Experiential Learning Activities: For example, problem-based activities, management related games, scenario-based group exercises, role-play, interactive topic debate sessions, to relate theory to experience.</p> <p><i>and</i> other forms of teaching/learning activities. Other pedagogies include the use of self-assessments, simulations and video vignettes to assist relate and better comprehend the relevant theories and concepts so as to reinforce and internalize learning.</p>

Reading and References**Primary Textbooks:**

- R, C&C Rajaram, K., Ching, K.W. and Chua R.Y.L. *Experiential and Active Learning Handbook – Nurturing Global Leaders towards Managerial Excellence*, McGraw-Hill, 2021
- R&E Rajaram, K and Eugene ST, *Street Smart Strategies for Time Mastery*, Candid Creative Publishing, 2020
- B&S Bateman, T.S. and Snell, S. A. *Management: Leading and Collaborating in a Competitive World*, McGraw-Hill, 13th ed., 2019
(ISBN: 978-1-260-09228-8)
HD31.B328mc 2019 (NTU Business Library)

Other references:

- G&J Gareth R. Jones and Jennifer M. George. *Contemporary Management*, 11th Edition, McGraw Hill, 2020
- G, C&B Gido, Clements, Baker. *Successful Project Management*, 7th Edition, Cengage, 2018
- J&G Jones, G.R and George, J.M. *Contemporary Management*, McGraw-Hill, 8th Edition, 2014 (ISBN: 978-1-259-01179-5)
HD31.J77 2014 (NTU Business Library)
- Sch Schermerhorn, J.R, *Introduction to Management*, John Wiley, 13th Edition, 2015 (ISBN: 978-1-118-95118-7)
HD31.S326 2015 (NTU Business Library)
- WC Williams, C., *Principles of Management*, South Western/CENGAGE Learning, 7th Edition, 2013 (ISBN-13: 978-1-111-96982-0)
HD31.W722 2013a (NTU Business Library)
- R&C Robbins S.P. and Coulter M., *Management*, Pearson, 12th Edition, 2014
(ISBN 13: 978-0-273-78702-0)
HD31.R636 2014 (NTU Business Library)
- Video Enron: The Smartest Guys in the Room
HD9052.U54 E59 (NTU Business Library)

Course Policies and Student Responsibilities**Penalties for assignments**

Penalties will be imposed for late submissions that are not supported with valid reasons. A penalty of 5 marks will be imposed for each day (*24hr block*) that the assignment is submitted late. For example, 65 marks would become 60 marks if the assignment is submitted a day late and 55 marks if it is two days late. In order to ensure equity, you are reminded to stay within the word limit set for each assignment. Seminar instructors grading the assignments will stop reading once the word limit has been reached.

Use of NTULearn

Online course materials, handouts, course outline, course assessment documents and all other study materials will be posted on 'NTULearn'. Please make sure to check your course site regularly. The NTULearn system (blackboard) will also be used for interacting with your team members and seminar instructors. Do ensure that your personal particulars, especially your hand-phone number (if you have

Attendance and Class Participation

Your attendance in all the seminar sessions is important. Non-attendance will result in missed class participation and team activities. To gain the most out of the seminar-styled lessons, you are expected to prepare well by going through the required readings/videos/case studies for each lesson, attend all classes and participate actively during the sessions.

Make up classes

Make up classes will be arranged as and when necessary, which you will be informed in advance. However, if there is a clash with the date and time of the proposed make-up class (s), you may plan to attend any one of the other seminars scheduled for this course. If you plan to attend any other seminar session, you are required to inform the instructor of the seminar (via e-mail) that you are planning to attend with a copy of an e-mail sent to the primary (your own) seminar instructor.

Group Presentation

For the group presentation, **all members in a team are required to be present**. If a student is unable to be present due to official or compassionate reasons, supporting evidence needs to be provided. Non-presence without any valid reasons may result in a failure grade to be awarded to the student. Substitute arrangement(s) may need to be made to fulfill the essential requirements.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust, and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion, and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirement of academic integrity in the course.

Refer to 'Course Assessment' document (p. 6) for the "[Student Assignment Declaration Cover Sheet](#)". You are required to **submit the declaration cover sheet** together with coursework assignments. The softcopy of the Student Assignment Declaration cover sheet will be available via NTULearn at your respective SEM sites, under the folder 'Course Information (Course Outline & Course Assessment Document)'

Course Instructors

Instructor(s)	Office Location	Phone	E-mail
Ng Sin Ain (Mr.)	S3-B1C-103	(65)67901167 / (65)97552899	sang@ntu.edu.sg
Kumaran Rajaram (Dr.)	S3-B1C-04	(65)67905649	RKumaran@ntu.edu.sg
Koh Cheng Boon (Dr.)	S3-B1C-100	(65)65927917	ChengBoonKoh@ntu.edu.sg
Leow Foon Lee (Mr.)	NA	(65)97736698	lleow@ntu.edu.sg
Chua Yong Leng, Richard (Mr.)	NA	(65)97768021	YLChua@ntu.edu.sg
Vijayan P. Munusamy (Dr.)	NA	(65)91660033	Vijayan.munusamy@ntu.edu.sg
Kon Sen Choeng (Dr.)	NA	(65)91802898	Senchoeng.kon@ntu.edu.sg
Ryo Leong (Mr.)	NA	(65)96608626	Ngaifong.leong@ntu.edu.sg
Chong Chee Leong (Dr.)	NA	(65)98177877	cheeleong.chong@ntu.edu.sg
Jomay Wan (Ms.)	NA	(65)96335986	jomaywan@ntu.edu.sg
Lam Chow Loon	NA	(65)98433752	lamchowloon@ntu.edu.sg

Lecture and Seminar Schedules

Class Type	Session ID	Day	Start Time	End Time	Venue ID (*)	Occupancy	Instructors
Seminar	1	Mon	0930	1220	S4-SR20	All Teaching Weeks except 10 (**) & 13	Chua Yong Leng, Richard
Seminar	2	Mon	1430	1720	S4-SR20	All Teaching Weeks except 10 (**) & 13	Chua Yong Leng, Richard
t	3	Mon	1430	1720	S4-SR21	All Teaching Weeks except 10 (**) & 13	Kumaran Rajaram (Dr)
Seminar	4	Tue	0930	1220	S4-SR1	All Teaching Weeks except 10 (**) & 13	Koh Cheng Boon
Seminar	5	Wed	0930	1220	S4-SR5	All Teaching Weeks except 10 (**) & 13	Ng Sin Ain
Seminar	6	Tue	0930	1220	LHS-TR+52	All Teaching Weeks except 10 (**) & 13	Wan Yuke Kuan Jomay
Seminar	7	Tue	1430	1720	LHS-TR+110	All Teaching Weeks except 10 (**) & 13	Kumaran Rajaram (Dr)
Seminar	8	Tue	1430	1720	LHS-TR+49	All Teaching Weeks except 10 (**) & 13	Koh Cheng Boon (Dr)
Seminar	9	Wed	0930	1220	S4-SR13	All Teaching Weeks except 10 (**) & 13	Kon Sen Cheong (Dr)
Seminar	10	Wed	1430	1720	LHS-TR+52	All Teaching Weeks except 10 (**) & 13	Ng Sin Ain
Seminar	11	Thu	0930	1220	S3-SR8	All Teaching	Chong Chee Leong

						Weeks except 10 (**) & 13	(Dr)
Seminar	12	Thu	0930	1220	LHS- TR+49	All Teaching Weeks except 10 (**) & 13	Leow Fong Lee
Seminar	13	Thu	1430	1720	S4-SR1	All Teaching Weeks except 10 (**) & 13	Kumaran Rajaram (Dr)
Seminar	14	Thu	1430	1720	S4-SR17	All Teaching Weeks except 10 (**) & 13	Leong Ngai Fong
Seminar	15	Thu	1830	2120	S3-SR2	All Teaching Weeks except 10 (**) & 13	Vijayan Munusamy (Dr)
Seminar	16	Fri	0930	1220	S4-SR11	All Teaching Weeks except 10 (**) & 13	Lam Chow Loon
Seminar	17	Fri	1430	1720	S4-SR11	All Teaching Weeks except 10 (**) & 13	Kumaran Rajaram

(**) Week 10 is scheduled to be E-Learning Week. Lessons will be facilitated via online without instructors' presence virtually. Announcements will be made through 'NTULearn' and instructors will also brief you on further details prior to Week 10.

Dates to take note of

Weeks	Dates	Description
1	9-13 Jan	Introductory E-Course Brief
3	23-24 Jan	Public Holiday – Chinese New Year. Classes on this date will be re-scheduled by the respective seminar instructors.
5	6-10 Feb	Submit the ethical reasoning assignment report within 48 hours from the ending time of your respective seminar session in week 5
9	13-17 Mar	Submit the reflective learning field work project report within 48 hours from the ending time of your respective seminar session in week 9
11	27-31 Mar	Project work report due: within 48 hours from the ending time of your respective seminar session in week 11
12	3-7 Apr	Group project work presentation slides due: within 12 hours before commencement time of your respective seminar session in week 12
12	7 Apr	Public Holiday – Good Friday. Classes on this date will be re-scheduled by the respective seminar instructors.
13	10-14 Apr	Review E-Lecture and E-Course End Brief
Note: Seminar Instructors are to arrange with their respective seminar groups for make-up seminar(s) on day(s) where lessons fall on a Public Holiday(s).		

Proposed Weekly Schedule

Weeks	Topic	Learning Outcomes (ILO)	Readings
1 (9-13 Jan)	Introductory Opening E-Course Brief Q&A during the respective seminar session		
1 (9-13 Jan)	Introduction <ul style="list-style-type: none"> • Overview of the course • What is Management? • Why study management? • Classical Management Approaches • Managing in the 21st Century 	Course ILO 1, 3 <u>Lesson 1 ILO</u> 1. Describe the historical context of modern management 2. Explain how managers work with people and other resources to achieve organizational goals	B&S: Ch. 1 & J&G: Ch. 1
	Managing Business Operations <ul style="list-style-type: none"> • Functions of management • Management levels and skills • Efficiency & Effectiveness for Business Performance 	3. Explain how to manage operations efficiently and effectively 4. Evaluate the challenges in managing people and other resources to accomplish organisational goals efficiently and effectively	B&S: Ch. 1 & J&G: Ch. 1 Lesson Notes and Video Animations Class Activity [Refer to R, C&C – Handbook: Part One (Foundations of Management, Topic 1: Managing Performance and Business Operations)] Class Discussion Questions: Contemporary Management Concepts & Theories – Do you know how to apply? (Activity 7)

2 (16-20 Jan)	Organizational Environment: External & Internal <ul style="list-style-type: none"> • The macro-environment • The competitive environment • Culture and the internal environment 	Course ILO 3 <u>Lesson 2 ILO</u> 1. Explain how external and internal environments impact the functioning of an organisation 2. Evaluate how external and internal environments impact the operation of an organisation	B&S: Ch. 2 Lesson Notes and Video Animations Class Activity [Refer to R, C&C – Handbook: Part One (Foundations of Management, Topic 2: The External and Internal Environments)] Problem-Based Activity: Domino’s Pizza (Activity 11)
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<p>3 (23-27 Jan) *Chinese New Year (Public Holiday) on 23 & 24 Jan. Respective Instructors are to arrange for make-up seminar. It is at the discretion of the instructor to conduct it physically or virtually.</p>	<p>Ethics & Corporate Social Responsibility</p> <ul style="list-style-type: none"> • Ethical systems • Business ethics • Ethical decision making <p>Corporate social responsibility</p>	<p>Course ILO 2</p> <p><u>Lesson 3 ILO</u></p> <ol style="list-style-type: none"> 1. Explain the importance of ethical behaviour and corporate social responsibility in the global environment 2. Describe the implications of ethical behaviour and corporate social responsibility 3. Apply the concepts and implications of business ethics and ethical systems in decision making 	<p>B&S: Ch. 5</p> <p>Lesson Notes and Video Animations</p> <p>Class Activity 1 & 2 [Refer to R, C&C – Handbook: Part Six (Ethics, CSR & Quality Management, Topic 13: Ethics & CSR)] Case Scenario: A Hospital Tale (Activity 5)</p> <p>Video Case-Study: CSR (Activity 9)</p> <p>Brief on Individual Ethical Reasoning Assignment</p>
<p>4 (30 Jan – 3 Feb)</p>	<p>Planning for Business Operations</p> <ul style="list-style-type: none"> • Planning fundamentals • Levels of planning 	<p>Course ILO 1,7,6</p> <p><u>Lesson 4 ILO</u></p> <ol style="list-style-type: none"> 1. Explain how planning provides managers and its members with a clear map to follow their future actions 2. Explain how planning facilitates managers to achieve their future organisational goals 	<p>B&S: Ch. 4</p> <p>Lesson Notes and Video Animations</p> <p>Class Activity 1 & 2 [Refer to R, C&C Handbook: Part Two (Planning: Delivering Strategic Value, Topic 3: Planning for Business Operations)] Case-Study: Douglas Conant’s stirring to keep Campbell Soup thriving (Activity 4)</p> <p>Video Case-Study & Class Discussion: Balance Scorecard (Activity 7)</p>

5 (6-10 Feb)	Effective Manager and Project Management <ul style="list-style-type: none"> Responsibilities of Project Manager Skills and Abilities of Project Manager Project Manager Competence Effective Delegation 	Course ILO 1,4, 5 <u>Lesson 5 ILO</u> 1. Discuss three responsibilities of a project manager 2. Identify, explain and practice at least three skills and abilities a project manager should have 3. Describe and take actions to develop project manager competence 4. Discuss and practice effective delegation	G, C&B: Ch. 10 Lesson Notes and Video Animations Class Activity 1 & 2 [Refer to R, C&C – Handbook: Part Four (Leading: Mobilising People, Topic 9: Effective Manager & Project Management)] Case-Study: The Two Emails that Went Viral (Activity 12) Case-Study: 3M Company (Activity 7) Individual Assignment: Unethical acts in Organization (s) (Refer to the 'Course Assessment' document) NOT FOR CLASS DISCUSSION [Submit your report within 48 hours of your respective seminar session. Refer to the submission guidelines in the Course Assessment document.]
6 (13-17 Feb)	Decision Making, Creativity & Innovation <ul style="list-style-type: none"> Nature of managerial decision making Steps in decision making process Barriers to effective decision making Individual and group decision making 	Course ILO 4 <u>Lesson 6 ILO</u> 1. Explain the processes by which decisions are made in organisations 2. Describe the kinds of decisions you are expected to make as a manager 3. Relate how various decisions are made and implications of the outcome of the decisions	B&S: Ch. 3, J&G: Ch. 7 Lesson Notes and Video Animations Class Activity 1 & 2 [Refer to R, C&C – Handbook: Part Four (Leading: Mobilising People), Topic 10: Managerial Decision Making] Case-Scenario: A Hostel Too Far (Activity 6) Problem-Based Activity: Covid-19 Pandemic: Singapore Airlines (Activity 10)

<p>7 (20-24 Feb)</p>	<p>Leading</p> <ul style="list-style-type: none"> • Key concepts of leadership • Managers as leaders 	<p>Course ILO 4,5</p> <p><u>Lesson 7 ILO</u></p> <ol style="list-style-type: none"> 1. Explain why some leaders are more successful than others 2. Explain why effective leadership behaviour should vary from situation to situation 3. Evaluate application of varying strategies for effective leadership behaviour for different situations 4. Explain the link between cultural intelligence and leadership 	<p>B&S: Ch. 12 J &G: Ch. 14</p> <p>Lesson Notes and Video Animations</p> <p>Class Activity 1 & 2 [Refer to R, C&C – Handbook: Part Four (Leading: Mobilising People), Topic 8: Leading and Teamwork)</p> <p>Game Activity: Leadership Traits & Behaviours (Activity 10)</p> <p>Case-Study: Beca Carter Holling (Activity 4)</p> <p>Instructor-led Q & A Session on Group Project Report and Individual Reflective Learning Project Report</p>
<p>Recess week (27 Feb – 3 Mar)</p>			
<p>8 (6-10 Mar)</p>	<p>Controlling</p> <ul style="list-style-type: none"> • Organizational controls • Types of controls • Impacts of controls • Implications for organizations 	<p>Course ILO 1, 4</p> <p><u>Lesson 8 ILO</u></p> <ol style="list-style-type: none"> 1. Explain how controlling process helps managers monitor and regulate whether the system is working efficiently and effectively 2. Evaluate application of the controlling process to real-life challenges to monitor and regulate an organisational system's effectiveness and efficiency 	<p>B&S: Ch. 16 J &G: Ch. 11</p> <p>Lesson Notes and Video Animations</p> <p>Class Activity 1 & 2 [Refer to R, C&C – Handbook: Part Five (Controlling: Learning and Changing, Topic 11: Managerial Control)]</p> <p>Video Cast-Study and Class Discussion: Auto-Repair Shop (Activity 7)</p> <p>Case-Study: HKK Pte Ltd (Activity 8)</p>

<p>9 (13-17 Mar)</p>	<p>Human Capital Management, Organizational Learning and Workforce Diversity</p> <ul style="list-style-type: none"> • Strategic Human Capital Management and Planning Process • Learning Organisation • Training and development • Workforce diversity 	<p>Course ILO 1,4, 5</p> <p><u>Lesson 9 ILO</u></p> <ol style="list-style-type: none"> 1. Describe the Strategic Human Capital Management and Planning Process 2. Discuss the elements of creating a learning organisation 3. Explain the components of human resource management system 4. Relate from a practical dimension the competitive advantage, challenges of workforce diversity and cultivating diverse workforce 	<p>B&S: Ch. 10, 11; J &G: Ch. 7</p> <p>Lesson Notes and Video Animations</p> <p>Class Activity 1 & 2 [Refer to R, C&C – Handbook: Part Three (Organising, Building a Dynamic Organisation) Topic 7: Strategic HRM, Organisational Learning and Managing Diversity)]</p> <p>Case-Study: Microsoft (Activity 1)</p> <p>Case-Study: Unilever (Activity 3)</p> <p>Individual Field Work Report [Submit your report within 48 hours of your respective seminar session. Refer to the submission guidelines in the Course Assessment document]</p>
<p>10 (20-24 Mar)</p> <p>* (E-Learning Week)</p>	<p>Organizing: Building a Dynamic Organization</p> <ul style="list-style-type: none"> • Fundamentals of organizing • Types of organizational structures • Implications for Organizations 	<p>Course ILO 1, 3</p> <p><u>Lesson 10 ILO</u></p> <ol style="list-style-type: none"> 1. Explain why organization structure is necessary to pursue business strategy 2. Describe how differentiation and integration influence an organization's structure 3. Explain the various factors that determine the organizational design choices that managers make 4. Explain practical implications and challenges that arises in determining the organizational design 	<p>B&S: Ch. 8</p> <p>Online Activities (<i>Student-led</i>):</p> <ol style="list-style-type: none"> 1. E-Lecture 2. E-Learning Courseware [Power Point slides, videos, question & answer segment, case-study and critical/application-based questions, reflective and open-ended questions, peer-discussion forum, charts gallery, timed assessment]

<p>11 (27-31 Mar)</p>	<p>Globalization and the Manager</p> <ul style="list-style-type: none"> • Why does globalization matter? • International Political & Economic factors and globalization • Global strategy & culture <ul style="list-style-type: none"> ○ Entry mode ○ Challenges in managing across borders • Trade organizations and globalization 	<p>Course ILO 1,6,5</p> <p><u>Lesson 11 ILO</u></p> <ol style="list-style-type: none"> 1. Explain the strategies organisations use to compete in the global market 2. Describe the skills knowledge managers need to manage globally 3. Describe the correct strategies and skills required for global competition to be an effective manager internationally 	<p>B&S: Ch. 6, J&G: Ch.6</p> <p>Lesson Notes and Video Animations</p> <p>Class Activity 1 & 2 [Refer to R, C&C – Handbook: Part Two (Planning: Delivering Strategic Value) Topic 5: Managing in the Global Environment]]</p> <p>Open-Ended Application Based Questions: Globalisation of an Organisation (Activity 5)</p> <p>Case-Study: McDonald’s – Global Business and its Evolution (Activity 2)</p> <p>Group Project Report [Submit your report within 48 hours of your respective seminar session. Refer to the submission guidelines in the Course Assessment document]</p>
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<p>12 (3-7 Apr) 7 Apr is Public Holiday (Good Friday). Respective Instructors are to arrange for make-up seminar. It is at the discretion of the instructor to conduct it physically or virtually.</p>	<p>Quality Management</p> <ul style="list-style-type: none"> • Importance of quality Management • Total quality management • Quality management standards • National quality awards (Australia, Europe, Singapore and USA) 	<p>Course ILO 1,3</p> <p><u>Lesson 12 ILO</u></p> <ol style="list-style-type: none"> 1. Explain why quality management is critical for organizational success 2. Evaluate why employee satisfaction and engagement are critical for Organisation 3. Demonstrate understanding on the practical challenges in achieving organisational success and relating to the importance of employee satisfaction and engagement 	<p>B&S: Ch. 9 (pp. 309-319)</p> <p>Online Activities (<i>Student-led</i>):</p> <ol style="list-style-type: none"> 1. E- Lecture 2. E-Learning Courseware [Power Point slides, videos, question & answer segment, case-study and critical/ application- based questions, reflective and open- ended questions, peer- discussion forum, charts gallery, timed assessment] <p>Group Project Presentation [Refer to 'Assessment Document' for detailed instructions, i.e. Assessment Criteria, submission deadline and instructions]</p>
<p>13 (10-14 Apr)</p>	<p>E- Course Review</p>		

(*) *E-Learning week: Students are to go through the online learning courseware, with recorded lecture, animations, videos cases, and participate in the forum discussion as prescribed by your instructor. Instructors will use the discussion board as a platform to communicate and facilitate the topic-related discussions.*

Appendix 1: Assessment Criteria for Class Participation

Criteria	Standards		
	Below expectation (Rubric Score: 1-2)	Meets Expectation (Rubric Score: 3-4)	Above Expectation (Rubric Score: 5-6)
Drive to Learn and Genuine Disclosure of Enthusiasm and Optimism (35% of overall grade)	<ul style="list-style-type: none"> - Not motivated, limited participation and not asking relevant and quality-inclined questions - Pays little attention to the viewpoints of others and interacts superficially with others 	<ul style="list-style-type: none"> - Adequately motivated, reasonable amount of participation by asking relevant and quality-inclined questions - Pays adequate attention to the viewpoints of others and interacts adequately with others 	<ul style="list-style-type: none"> - Highly motivated, participates actively in class by asking relevant and quality-inclined questions - Pays close attention to the viewpoints of others and engages meaningfully with others by providing well thought through feedback and insights
Knowledge Sharing and Critique (35% of overall grade)	<ul style="list-style-type: none"> - Does not contribute meaningful thoughts and share superficial knowledge 	<ul style="list-style-type: none"> - Contributes by sharing a fair amount of knowledge and meaningful thoughts 	<ul style="list-style-type: none"> - Contributes by sharing highly rich, deep knowledge, enriching insights, and meaningful thoughts
Knowledge Acquisition (30% of overall grade)	<ul style="list-style-type: none"> - Illustrates a limited understanding of key concepts and ideas related to the issue of interest 	<ul style="list-style-type: none"> - Illustrates a fair amount of understanding of key concepts and ideas to the issue of interest 	<ul style="list-style-type: none"> - Illustrates a comprehensive understanding of key concepts and ideas related to the issue of interest

Appendix 2: Assessment Criteria for Ethical Reasoning Assignment Report

Criteria	Standards		
	Below expectation (Rubric Score: 1-2)	Meets Expectation (Rubric Score: 3-4)	Above Expectation (Rubric Score: 5-6)
Ethical Sensitivity or Awareness (20% of overall grade)	- Poor and weak in identifying and describing the ethical issue(s)	- Demonstrate adequate ability to identify and describe the ethical issue(s)	- Have a strong ability to identify and describe the ethical issue(s)
Ethical knowledge, Understanding and Judgment (45% of overall grade)	- Not able to critically evaluate the ethical issue using appropriate ethical system(s)	- Adequately able to evaluate the ethical issue using appropriate ethical system(s)	- Able to accurately and critically evaluate the ethical issue using appropriate ethical system(s)
Ethical Reasoning and Solution (35% of overall grade)	- Unable to propose viable solution(s) to resolve the issue - Weak/or unable to evaluate the feasibility of proposed solution(s) after weighing ethical considerations	- Adequately able to propose viable solution(s) to resolve the issue - Fairly able to evaluate the feasibility of proposed solution(s) after weighing ethical considerations	- Able to propose a well thought through and high quality viable solution(s) to resolve the issue - Accurately able to evaluate the feasibility of proposed solution(s) after weighing ethical considerations

Appendix 3: Assessment Criteria for Group Presentation (assessed individually, including Peer Appraisal)

Criteria	Standards		
	Below expectation (Rubric Score: 1-2)	Meets Expectation (Rubric Score: 3-4)	Above Expectation (Rubric Score: 5-6)
Group Assessment			
Communication Outcome (30% of overall grade) (Assessed as a Group)	Q & A - Unsatisfactory performance during the question and answer session(s)	Q & A - Satisfactory performance during the question and answer session(s)	Q & A - Very good performance during the question and answer session(s)
Individual Assessment			
Design Factors (70% of overall grade) (Assessed individually)	<p>Content (25%)</p> <ul style="list-style-type: none"> - Lack of depth in content and little insights are exhibited - Supporting evidence is absent/or lacking <p>Structure (10%)</p> <ul style="list-style-type: none"> - Content of the presentation is poorly organised <p>Verbal (15%)</p> <ul style="list-style-type: none"> - Speech rate, volume and tone do not facilitate comprehension. Too many gap-fillers <p>Non-Verbal (15%)</p> <ul style="list-style-type: none"> - Eye contact, posture and gestures are inappropriate and significantly distracting, and speaker does not come across as confident 	<p>Content (25%)</p> <ul style="list-style-type: none"> - Exhibits adequate depth in content and insights - Adequate supporting evidence is provided <p>Structure (10%)</p> <ul style="list-style-type: none"> - Content of the presentation is satisfactorily organised <p>Verbal (15%)</p> <ul style="list-style-type: none"> - Speech rate, volume, and tone adequately facilitate comprehension. Some or acceptable level of gap fillers <p>Non-Verbal (15%)</p> <ul style="list-style-type: none"> - Eye contact and posture, gestures make the presentation satisfactory, and speaker appears adequately confident 	<p>Content (25%)</p> <ul style="list-style-type: none"> - Exhibits good depth in content and insights - Strong supporting evidence is provided <p>Structure (10%)</p> <ul style="list-style-type: none"> - Content of the presentation is well organised <p>Verbal (15%)</p> <ul style="list-style-type: none"> - Speech rate, volume, and tone facilitate good comprehension; Minimal gap fillers <p>Non-Verbal (15%)</p> <ul style="list-style-type: none"> - Eye contact, posture and gestures make the presentation compelling, and speaker appears polished and confident

Peer Appraisal (Refer to Teamwork & Interpersonal Skills Rubrics via eUreka)

Each team member in the group is evaluated individually by their groupmates and poor evaluation by your peers collectively will affect one's overall score. Your instructor has no way to assess the contribution of each student to the completion of various group-based assignments. Hence, each student is required to rate the contribution of other group members. **All evaluations are held in confidence** so no student will know how other group members rate his/her contribution. You are to evaluate other group members fairly and objectively. Your peer evaluation will **not be graded** but will be used as a **control mechanism** to assess the **fair and equal contributions** by all group members. In any case, if your peers collectively provide feedback on inequity in terms of group contributions or minimal involvement on a particular team member, then that team member may be marked down on his/her grade allocated after appropriate investigation and/or based on the instructor's overall discretion on the situation after considering all required inputs. It is **compulsory for you to perform your peer evaluation**.

(Note: you are required to do only one peer appraisal taking into consideration the performance of your peers for both the group report and group presentation)

Appendix 4: Assessment Criteria for Peer Appraisal (Teamwork & Interpersonal Skills)

Traits	Performance	
Roles and Responsibility	Scant Unclear about his/her own role; refuses to take a role in the group; insists to work individually and has limited coordination or communication with others.	Substantially Developed Always fulfills responsibilities; performs his/her role within the group with enthusiasm and demonstrates willingness to work collaboratively.
	Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> Substantially Developed	
Communication	Scant Modes of communication are not appropriate, causing confusion and miscommunication among team	Substantially Developed Modes of communication are appropriate, and maintains timely communication and correspondence with team members.
	Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> Substantially Developed	
Conflict Resolution	Scant Does not recognize conflicts or is unwilling to resolve conflicts.	Substantially Developed Consistently resolves conflicts through facilitating open discussion and compromise.
	Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> Substantially Developed	
Contributions	Scant Largely disinterested in working in a group and refuses to participate; observes passively or is unwilling to share information with other team	Substantially Developed Actively attends and participates in all activities and provides meaningful contribution in articulating ideas and opinions.
	Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> Substantially Developed	
Relationship	Scant Rarely listens to others and does not acknowledge the opinions that differ from his/her own.	Substantially Developed Engages in respectful relationships with all other members in the team. Embraces and accepts diverse points of view without prejudice.
	Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> Substantially Developed	

Appendix 5: Assessment Criteria for Group Project Work Report

Criteria	Standards		
	Below expectation (Rubric Score: 1-2)	Meets Expectation (Rubric Score: 3-4)	Above Expectation (Rubric Score: 5-6)
Define the problem (25% of overall grade)	<ul style="list-style-type: none"> - Not detailed and poorly analyzed theoretical framework for the identified organisation - Does not identify the problem clearly and demonstrates limited understanding in the description of the problem and its root 	<ul style="list-style-type: none"> - Adequately analysed theoretical framework for the identified organisation - Identifies the problem moderately and adequately demonstrates the ability to describe the problem and its root causes 	<ul style="list-style-type: none"> - Detailed and well analysed theoretical framework for the identified organisation - Identifies the problem, demonstrates the ability to clearly and accurately describe the problem identified and its root causes
Devise Strategies to Solve the Problem (35% of overall grade)	<ul style="list-style-type: none"> - Does not adequately review and analyze the current strategy put in place for the problem identified - Identifies the possible strategies for solving the problem that apply within a specific context without regard to fit - Does not demonstrate the ability to evaluate the strategies identified and reflect limited understanding of the situation - Does not adequately discuss how the most appropriate and feasible option is selected 	<ul style="list-style-type: none"> - Fairly review and analyze the current strategy put in place for the problem identified - Adequately identifies the possible strategies for solving the problem that apply within a specific context - Adequate demonstration is performed to evaluate the strategies identified that reflect a reasonable understanding of the situation - Adequately discuss how the most appropriate and feasible option is selected 	<ul style="list-style-type: none"> - Accurately review and analyze the current strategy put in place for the problem identified - Identifies the possible strategies well for solving the problem that apply within a specific context - Demonstrates high ability to evaluate the strategies identified that reflect an in- depth understanding of the situation - Discuss thoroughly and clearly how the most appropriate and feasible option is selected

<p>Assess Implementation Feasibility (25% of overall grade)</p>	<ul style="list-style-type: none"> - Does not adequately develop an action-plan in terms of implementation - Does not examine adequately on how well the stakeholders/beneficiaries are involved - Does not or minimally propose how the implementation will be monitored and progress measured 	<ul style="list-style-type: none"> - Adequately develop an action-plan in terms of implementation - Adequate amount of assessment performed on stakeholders/beneficiaries' involvement - Satisfactorily propose how the implementation will be monitored and progress measured 	<ul style="list-style-type: none"> - Clearly develop an action-plan in terms of implementation - Clearly assess how well the stakeholders/beneficiaries are involved - Clearly propose how the implementation will be monitored and progress measured
<p>Evaluate Outcomes (15% of overall grade)</p>	<ul style="list-style-type: none"> - Evaluate the potential outcomes superficially in terms of the solution defined with minimal or no consideration of need for further work 	<ul style="list-style-type: none"> - Evaluate the potential outcomes moderately to the solution defined with reasonable considerations for further work 	<ul style="list-style-type: none"> - Evaluate the potential outcomes very well relative to the solution defined with thorough, specific considerations of need for further work

Appendix 6: Assessment Criteria for Reflective & Evidence Based Learning Report (Field Work)

Criteria	Standards		
	Below expectation (Rubric Score: 1-2)	Meets Expectation (Rubric Score: 3-4)	Above Expectation (Rubric Score: 5-6)
Introduction (20% of overall grade)	- Poorly presented introduction	- Fairly presented introduction	- Well-presented introduction
Analysis and Discussion (50% of overall grade)	- Deals only with limited theoretical evidence and fails to discuss other possible theoretical discussions, especially those salient to the topic; - Weak explanation of analysis, insights, and perspectives	- Addresses theoretical evidence fairly but not so much of diverse theoretical discussions, especially those salient to the topic; - Adequate explanation of analysis, insights, and perspectives	-Addresses relevant and diverse theoretical evidence and discussions very well especially those salient to the topic; - High quality explanation of analysis, insights, and perspectives
Recommendation and Conclusion (30% of overall grade)	- Weak suggestions recommended - Present weak judgment of the issue discussed as concluding thoughts	- Adequate suggestions recommended - Present adequate judgment of the issue discussed as concluding thoughts	- Quality suggestions recommended - Present high quality, well thought through judgment of the issue discussed as concluding thoughts