Management Principles, Competencies and Skills

Academic year : 2016-2017
Semester(s) : Semester 2
Course code &Title : BE2601, Management Principles, Competencies and Skills
Academic Unit : 4 AUs
Prerequisites : AB1601 (Organizational Behavior and Design)
Course Coordinator : Kumaran Rajaram (Dr)
Instructors : Richard Chua (Mr)
: Lam Chow Loon (Mr)
: Ching Kwock Wing (Mr)
: Boey Sheong Ghee Michael (Mr)
Course format : Different teaching and learning pedagogies will be used to enhance learning

Course Description and Scope

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. Students 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 students to develop short and long-range plans to effectively accomplish organizational goals. Students will develop skills related to the manager’s function as required in today’s competitive environment.

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.

Course Learning Objectives

This course ensures that the students understand how:

- Managers manage business organizations in the dynamic global environment
- Organizations develop and maintain competitive advantage

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1 A number of topics (e.g., motivation, team dynamics, conflict & negotiation, leadership, 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.
• Business decisions are made using various tools and techniques to remain competitive
• Managers use problem-solving strategies and critical thinking skills in real-life situations
• Different areas of the business (i.e., Manufacturing/Service, Marketing, Finance and Human Resource Management) support the vision and mission
• Managers implement successful planning

Amongst the above, the following primary managerial soft skills are developed:
• Problem-Solving and Decision Making
• Teamwork & Interpersonal Skills
• Critical Thinking Skills
• Ethical Reasoning Skills
• Interpersonal competencies to motivate self and inspire others
• Communication skills

Learning and Teaching Methods
Primarily 1hr of online learning and 3hrs of seminar approach will be adopted. All seminar sessions will meet for three hours every week. The course comprises of 11 1hr online sessions; 11 three-hour seminar-styled sessions (including week 12 for group presentation), 1 four-hour e-lesson (weeks 10 – NBS E-Learning Week) from teaching weeks 1 – 12 and 2 two-hour introduction and review e-lecture in weeks 1 and 13 respectively.

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:

a) Online Learning: To provide grounding in theories and conceptual frameworks.

b) Seminar-Styled Session

   (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.

   (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.

and 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.
# Course Assessments

<table>
<thead>
<tr>
<th>Components</th>
<th>Weightage</th>
<th>Individual/Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivation &amp; Development of Self &amp; Others</td>
<td>15% (*)</td>
<td>Individual</td>
</tr>
<tr>
<td>Participation in Active-Learning Activities (7.5%) and Pre-Class Online Learning (7.5%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethical Reasoning</td>
<td>15% (*)</td>
<td>Individual</td>
</tr>
<tr>
<td>Assignment Report (Case-Study)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem Solving and Decision Making</td>
<td>45% (*)</td>
<td>Group</td>
</tr>
<tr>
<td>Project Work and Communication, Teamwork &amp; Interpersonal Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation (including Peer Appraisal)</td>
<td>[30% : Report; 15% : Presentation (10%) including Peer Appraisal (5%)]</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>25% (*)</td>
<td>Individual</td>
</tr>
<tr>
<td>Reflective Learning Project – Field Work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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(* ) – Assessment rubrics will be used.

## Assessment Plan

<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>Course Learning Objective</th>
<th>Assessment Method</th>
<th>NBS Standard Rubrics</th>
</tr>
</thead>
</table>
| Ethical Reasoning | a) Describe the business ethical issue(s)  
b) Evaluate the ethical issue(s), report its implications and support the judgment  
c) Apply ethical reasoning to develop solutions  
d) Evaluate the appropriateness and feasibility of the proposed solutions | Assignment Report (Case-Study)  
Students are required to analyze a workplace ethical dilemma and propose a future action plan | Ethical Reasoning Assessment Rubric (**) |
| Motivation & Development of Self & Others | a) Attempt the pre-class online learning  
b) Demonstrate critical thinking and apply acquired knowledge in reflection journals  
c) Illustrate understanding of concepts  
d) Participate actively in class by asking | Pre-Class Online Learning and Participation in Active-Learning Activities*  
Students are required to attend the online lessons weekly prior to attending their seminars and consistently participate and contribute through the active-learning activities during the face-to-face sessions | Motivation & Development of Self & Others Assessment Rubric (**) |
| Course Outline: BE2601 Management Principles, Competencies and Skills  
S2, AY16-17 |
<table>
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</thead>
<tbody>
<tr>
<td><strong>Instructors:</strong> Kumaran Rajaram (Course Coordinator), Richard Chua, Lam Chow Loon, Ching Kwock Wing and Michael Boey</td>
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</tbody>
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<table>
<thead>
<tr>
<th><strong>Communication; Team Work &amp; Interpersonal Skills</strong></th>
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<tbody>
<tr>
<td><strong>a)</strong> Communicate well with others verbally so that it clearly expresses the intended message and is understandable and useful to the receiving party</td>
</tr>
<tr>
<td><strong>b)</strong> Develop competencies and skills needed to function well in team environments</td>
</tr>
<tr>
<td><strong>c)</strong> Demonstrate the importance of interpersonal skills and effectively applying them in team environments</td>
</tr>
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**Project Work (Presentation)**  
*Students are required to present their proposed management strategies and practices to sustain an organization’s competitiveness while achieving productivity in its business operations*  
*Communication Assessment Rubric (Oral) (**)  
Teamwork & Interpersonal Skills - Peer Evaluation Assessment Rubric (**)*

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<table>
<thead>
<tr>
<th><strong>Problem Solving &amp; Decision Making</strong></th>
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<tbody>
<tr>
<td><strong>a)</strong> Identify issues/problems to be improved in an organization</td>
</tr>
<tr>
<td><strong>b)</strong> Evaluate how business decisions are made to remain competitive in the global environment</td>
</tr>
</tbody>
</table>

**Project Work (Report)**  
*Students are required to perform research and analyze the management strategies and practices to sustain an organization’s competitiveness while achieving productivity in its business operations*  
*Problem Solving and Decision Making Assessment Rubric (**)*

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<table>
<thead>
<tr>
<th><strong>Critical Thinking</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a)</strong> Identify, summarize and demonstrate the issue at hand</td>
</tr>
<tr>
<td><strong>b)</strong> Identify, consider other theoretical perspectives that are essential to the analysis of the issue</td>
</tr>
<tr>
<td><strong>c)</strong> Identify,</td>
</tr>
</tbody>
</table>

**Reflective & Evidenced Based Learning Report (Field Work)**  
*Students are required to perform interviews with either managers, workers or anyone else who are*  
*Critical Thinking Assessment Rubric (**)*
understand, relate, assess and appreciate how the management theoretical concept(s)/framework(s) could be effectively applied to resolve issue(s)

d) Identify and consider assumptions and the influence of the context on the issue and the ability to assess conclusions, implications and consequences

relevant to the topic and present their findings based on a designated management topic relating it to identified relevant academic journals

(**) The Rubrics used to assess the quality of students’ submissions will be posted on NTULearn (eUreka) for your review.

Note: Peer evaluation will be arranged for group-based assignment report and project work to assess the level of contribution of the team members

Readings and References

Primary Textbooks:

(ISBN: 978-9-814-74290-0)

(ISBN: 978-1-259-25422-2)
HD31.B328mc 2015 (NTU Business Library)

Other references:

(ISBN: 978-1-259-01179-5)

(ISBN: 978-1-118-95118-7)
HD31.S326 2015 (NTU Business Library)

WC  Williams, C., Principles of Management South Western/CENGAGE Learning, 7th Ed., 2013
HD31.W722 2013a (NTU Business Library)


Video  Enron: The Smartest Guys in the Room
HD9052.U54 E59 (NTU Business Library)
Other resources:

**List of Readings**


[Available from the Business library/Harvard Business Review (e-journals)]

**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, students 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.

**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 [http://academicintegrity.ntu.edu.sg/](http://academicintegrity.ntu.edu.sg/) for more information.

And remember, ask your professors when you need any clarification about the requirements of academic integrity in different courses and programmes.

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)’
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 one) are updated in NTULearn. This will allow you to receive urgent messages, e.g. change in timing for lessons, via SMS from your seminar instructor.

Pre-Class Online Learning
It is expected of you to complete all online learning **24hrs** before you attend the 3hrs face-to-face seminars weekly. All online course materials will be uploaded in your respective seminar sites for your participation. Your completion of the online weekly is monitored and will account for your pre-online learning marks as stipulated as per the course assessment breakdown. Class discussion on the e-reflection journal which is the last activity in the pre-class online learning will be facilitated during the face-to-face seminar session.

**Note:** Deadline to complete your Pre-Class Online Learning through NTULearn – 24hrs before each of the weekly lessons (i.e. for example if your lesson is scheduled on 9 August Tuesday, 0830hrs, then the deadline of the online lesson completion is by 8 August Monday, 0830hrs. This applies even though your actual lesson scheduled falls on a public holiday). All participation and completion of the weekly Pre-Class Online learning records will be referenced based on the deadline of 24hrs before each of the weekly lessons. Pre-class online learning needs to be strictly completed as per the deadline stipulated. Delayed completion will affect your performance as coming to class unprepared will affect the quality of contributions in class which will cause you to lose marks for the Pre-Class Online Learning coursework component. Moreover, failure to complete the pre-class online learning within the stipulated timeline of 24hrs prior to your respective lessons recurrently without any valid reasons will cause you to be graded under “below expectations – rubric score 1 or 2” for the first criteria of ‘Drive to Learn’ depending on your overall performance.

Attendance and Class Participation
Your attendance in all the seminar sessions is important. Non-attendance will result in missed class participation and team activities. In order to gain the most out of the seminar-styled lessons, all students are expected to prepare well by going through the required readings/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.
Course Outline: BE2601 Management Principles, Competencies and Skills
S2, AY16-17

Course Instructors

<table>
<thead>
<tr>
<th>Instructor(s)</th>
<th>Office Location</th>
<th>Phone</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kumaran Rajaram (Dr.)</td>
<td>S3/B1A-04</td>
<td>(65) 67905649</td>
<td><a href="mailto:RKumar@ntu.edu.sg">RKumar@ntu.edu.sg</a></td>
</tr>
<tr>
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<td>NA</td>
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<td><a href="mailto:YLChua@ntu.edu.sg">YLChua@ntu.edu.sg</a></td>
</tr>
<tr>
<td>Lam Chow Loon (Mr.)</td>
<td>NA</td>
<td>(65) 98433752</td>
<td><a href="mailto:lamchowloon@ntu.edu.sg">lamchowloon@ntu.edu.sg</a></td>
</tr>
<tr>
<td>Ching Kwock Wing (Mr.)</td>
<td>NA</td>
<td>(65) 97560083</td>
<td><a href="mailto:KWChing@ntu.edu.sg">KWChing@ntu.edu.sg</a></td>
</tr>
<tr>
<td>Boey Sheong Ghee Michael (Mr.)</td>
<td>NA</td>
<td>(65) 96789441</td>
<td><a href="mailto:sgmboey@ntu.edu.sg">sgmboey@ntu.edu.sg</a></td>
</tr>
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</table>

Lecture and Seminar Schedules

<table>
<thead>
<tr>
<th>Class Type</th>
<th>Session ID</th>
<th>Day</th>
<th>Start Time</th>
<th>End Time</th>
<th>Venue ID</th>
<th>Occupancy</th>
<th>Instructors</th>
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</thead>
<tbody>
<tr>
<td>Seminar</td>
<td>1</td>
<td>Mon</td>
<td>0830</td>
<td>1130</td>
<td>S3-SR4</td>
<td>All Teaching Weeks except 10 (*) &amp; 13</td>
<td>Boey Sheong Ghee Michael</td>
</tr>
<tr>
<td>Seminar</td>
<td>2</td>
<td>Mon</td>
<td>1430</td>
<td>1730</td>
<td>S4-SR16</td>
<td>All Teaching Weeks except 10 (*) &amp; 13</td>
<td>Boey Sheong Ghee Michael</td>
</tr>
<tr>
<td>Seminar</td>
<td>3</td>
<td>Tue</td>
<td>0830</td>
<td>1130</td>
<td>S4-SR20</td>
<td>All Teaching Weeks except 10 (*) &amp; 13</td>
<td>Chua Yong Leng, Richard</td>
</tr>
<tr>
<td>Seminar</td>
<td>4</td>
<td>Tue</td>
<td>1430</td>
<td>1730</td>
<td>S4-SR20</td>
<td>All Teaching Weeks except 10 (*) &amp; 13</td>
<td>Chua Yong Leng, Richard</td>
</tr>
<tr>
<td>Seminar</td>
<td>5</td>
<td>Wed</td>
<td>0830</td>
<td>1130</td>
<td>S3-SR20</td>
<td>All Teaching Weeks except 10 (*) &amp; 13</td>
<td>Lam Chow Loon</td>
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<tr>
<td>Seminar</td>
<td>6</td>
<td>Thur</td>
<td>0830</td>
<td>1130</td>
<td>S4-SR21</td>
<td>All Teaching Weeks except 10 (*) &amp; 13</td>
<td>Lam Chow Loon</td>
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<tr>
<td>Seminar</td>
<td>7</td>
<td>Thur</td>
<td>0830</td>
<td>1130</td>
<td>S4-SR6</td>
<td>All Teaching Weeks except 10 (*) &amp; 13</td>
<td>Ching Kwock Wing</td>
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<tr>
<td>Seminar</td>
<td>8</td>
<td>Thur</td>
<td>1430</td>
<td>1730</td>
<td>S4-SR21</td>
<td>All Teaching Weeks except 10 (*) &amp; 13</td>
<td>Lam Chow Loon</td>
</tr>
<tr>
<td>Seminar</td>
<td>9</td>
<td>Fri</td>
<td>0830</td>
<td>1130</td>
<td>S4-SR21</td>
<td>All Teaching Weeks except 10 (*) &amp; 13</td>
<td>Ching Kwock Wing</td>
</tr>
<tr>
<td>Seminar</td>
<td>10</td>
<td>Fri</td>
<td>0830</td>
<td>1130</td>
<td>S4-SR2</td>
<td>All Teaching Weeks except 10 (*) &amp; 13</td>
<td>Kumaran Rajaram</td>
</tr>
<tr>
<td>Seminar</td>
<td>11</td>
<td>Fri</td>
<td>1430</td>
<td>1730</td>
<td>S4-SR2</td>
<td>All Teaching Weeks except 10 (*) &amp; 13</td>
<td>Kumaran Rajaram</td>
</tr>
</tbody>
</table>

(*) Week 10 is scheduled to be E-Learning Week. Lessons will be facilitated via online. Announcements will be made through ‘NTULearn’ and instructors will also brief you on further details prior to Week 10.
## Dates to take note of

<table>
<thead>
<tr>
<th>Date and Week</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 (Jan 09 -13)</td>
<td>Introductory E-Course Brief</td>
</tr>
<tr>
<td>30 January (Monday)</td>
<td>* Chinese New Year</td>
</tr>
<tr>
<td>Week 5 (Feb 06 - 10)</td>
<td>Submit the Ethical reasoning assignment report ** within 48 hours from the ending time of your respective seminar session in Week 5</td>
</tr>
<tr>
<td>Week 9 (Mar 13 - 17)</td>
<td>Submit the Reflective Learning Project Report ** within 48 hours from the ending time of your respective seminar session in Week 5</td>
</tr>
</tbody>
</table>
| Week 11 (Mar 27 – 31) | 1. Project Work Report ** due: within 48 hours from the ending time of your respective seminar session in Week 11  
2. Group Project Work Presentation Slides** due: within 12 hours before the commencement time of your respective seminar session in Week 12 |
| Week 12 (Apr 03 – 07) | 1. Group Presentation ** (during the seminar session) |
| Week 13 (Apr 10 – 14) | Review E-Lecture and E-Course End Brief (Week 13) |

* Mon 30 January will be Public Holiday  
** Refer to ‘Course Assessments’ Document (in NTULearn) for further details
## Proposed Weekly Schedule

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topic</th>
<th>Learning Objectives</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 1 (Jan 09 - 13) | **Introductory Opening E-Course Brief**  
Q&A during the respective seminar session | 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 |
| 1 (Jan. 09-13) | **Introduction**  
- Overview of the course  
- What is Management?  
- Why study management?  
- Classical Management Approaches  
- Managing in the 21st Century | 1. Explain how to manage operations efficiently and effectively  
2. Evaluate the challenges in managing people and other resources to accomplish organisational goals efficiently and effectively | B&S: Ch. 1 & J&G: Ch. 1 |
|          | **Managing Business Operations**  
- 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 |
|          | **Organizational Environment: External & Internal**  
- The macro-environment  
- The competitive environment  
- Culture and the internal environment | 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 |

**Pre-Class Online Learning**

- **Lesson 1 – Overview & Summary**
- **Reflection Journal - Class Discussion**

**2-3 Class Activities**

[Refer to R&C - Handbook: Part One (Foundations of Management, Topic 1)]

1. **Case Scenario:** Setting-up a Restaurant – Management Functions and Skills in Application *(Activity 1)*
2. **Video Case:**  
   - Southwest Airlines *(4 mins.) (Activity 8)*
3. **Group Based Game Activity:** Who is the Best Manager *(Activity 10)*
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>2-3 Class Activities</th>
<th>Pre-Class Online Learning</th>
</tr>
</thead>
</table>
| 3 (Jan. 23-27) | **Ethics & Corporate Social Responsibility**                          | 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 | **Lesson 3 – Overview & Summary**  
**Reflection Journal - Class Discussion**  
**2-3 Class Activities** [Refer to R&C - Handbook: Part Three (Achieving Sustainability, Productivity and Excellence through Ethics, Corporate Social Responsibility and Quality Management, Topic 5)]  
1. **Case study:** Working Conditions at Wal-Mart (Activity 1)  
2. **Video Case:**  
   - Business Ethics – Corporate Social Responsibility (3 mins.) (Activity 8)  
3. **Problem-Based Activity:** Good Corporate Social Responsibility Corporations (Activity 6)  
**Brief on Individual Ethical Reasoning Assignment** |
| 4 (Jan. 30-Feb. 03) | **Planning for Business Operations**                                  | 1. Explain how planning provides managers and its members with a clear map to follow their future | **Lesson 4 – Overview &**  
**Pre-Class Online Learning** |
| Week (Feb. 06-10) | Planning for Business Operations (continues) | 1. Explain how strategic planning, that involves decision making about the organisations goals and strategies, ensure long-term survival and growth is done  
2. Examine how strategic planning is performed by addressing the goal of the organisations and achieving sustainability to ensure long-term growth and survival | B&S: Ch. 4  
Pre-Class Online Learning  
Lesson 5 – Overview & Summary  
Reflection Journal - Class Discussion  
2-3 Class Activities  
[Refer to R&C - Handbook: Part Four (Planning: Achieving through Strategic Value, Topic 8)]  
1. **Case-study:** How Samsung became a global technology leader (J&G: p.269-270) (Activity 1)  
2. **Video Case:** Understanding Toyota’s Success (4:31 mins.) (Activity 3)  
3. **Group Game Activity (Problem-Based Learning):** Survival (Activity 2)  
**Individual Assignment:** Unethical acts in Organization(s) |

2. Explain how planning facilitates managers to achieve their future organisational goals

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2 The capstone course ‘Strategic Management’ (AB311/AB3601) will cover the topic in greater breadth and depth.
| 6 (Feb. 13 – 17) | Decision Making, Creativity & Innovation  
- Nature of managerial decision making  
- Steps in decision making process  
- Barriers to effective decision making  
- Individual and group decision making | 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  
Pre-Class Online Learning  
Lesson 6 – Overview & Summary  
Reflection Journal - Class Discussion  
2-3 Class Activities  
[Refer to R&C - Handbook: Part One (Decision Making, Creativity & Innovation, Topic 2)]  
1. Case-Scenario: Snap shot of the Ready Made Garment (RMG) Industry in one of the Asian Countries (Country X)  
(Activity 1)  
2. Role-Play: Top of the World (Activity 7) |
### Leading
- **Key concepts of leadership**: Certain foundational theories and models that explain leadership effectiveness.
- **Managers as leaders**: Focus on the role of middle managers and the challenges they face.

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.

B&S: Ch. 12
J &G: Ch. 14

**Pre-Class Online Learning**

**Lesson 7 – Overview & Summary**

**Reflection Journal - Class Discussion**

**2-3 Class Activities**
[Refer to R&C - Handbook: Part Six (Leading: Delivering Value Through Mobilizing People, Topic 11)]
1. **Case-study**: Leading KR Associates International: Flying High as a Business Practitioner and Entrepreneur *(Activity 1)*
2. **Video Case**: Japan Airlines CEO *(2 mins.)*(Activity 2)*

Instructor-led Q & A Session on Group Project Report and Individual Reflective Learning Project Report

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### Recess week

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### Controlling
- **Organizational controls**: Mechanisms to achieve control over an organization.
- **Types of controls**: Financial, personnel, production, etc.
- **Impacts of controls**: Benefits and drawbacks.
- **Implications for organizations**: Practical and ethical considerations.

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 a organisational system's effectiveness and efficiency.

B&S: Ch. 16
J &G: Ch. 11

**Pre-Class Online Learning**

**Lesson 8 – Overview & Summary**

**Reflection Journal - Class Discussion**

**2-3 Class Activities**
[Refer to R&C - Handbook: Part Five (Organizing and Controlling: Building A Dynamic Organization, Topic 10)]
1. **Case-Scenario**: Service

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3 Since this topic has been covered in the ‘Organizational Behavior’ course (AB1601) in depth, we shall cover it briefly in this module.
<table>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Activities</th>
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| 9 (Mar. 13-17) | Human Resources Management (HRM)                                                                                                      | 1. Explain how companies use human resources management to gain competitive advantage  
2. Describe how the reward system of an organisation can help to achieve competitive advantage in attracting, retaining and engaging employees  
3. Relate from a practical dimension how competitive advantage is gained through effective human resource management  
4. Evaluate how an effective reward system can be devised |
|           | B&S: Ch. 10, 11; Pre-Class Online Learning                                                                                             | Lesson 9 – Overview & Summary  
Reflection Journal - Class Discussion  
2-3 Class Activities  
1. Case-study: Giamso International Tours Pte. Ltd (Activity 1)  
2. Video Case: Google’s HR Philosophy (Activity 3)  
3. Open-Ended Questions (Class discussions) (Activity 4) |
| 10 (Mar. 20 - 24) | Organizing: Building a Dynamic Organization                                                                                           | 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 |
|           | B&S: Ch. 8                                                                                                                              | Online Activities (Student-led):  
1. E-Lecture  
2. E-Learning Courseware [Power Point slides, videos, question & answer segment, case-study (Lenovo: Changing |
|   | Globalization and the Manager | 11  
(Mar. 27 - 31) | 1. Explain why quality management is critical for organizational success 
2. Evaluate why employee satisfaction and engagement are critical for an organization 
3. Demonstrate understanding on the practical challenges in 
4. Explain design choices that managers make 
4. Explain practical implications and challenges that arises in determining the organizational design and structure | B&S: Ch. 9 (pp. 309-319) |
|---|---|---|---|---|
|   | Globalization and the Manager | 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 | B&S: Ch. 6, J&G: Ch.6 |
|   | Globalization and the Manager | 11  
(Mar. 27 - 31) | 1. Why does globalization matter? 
2. International Political & Economic factors and globalization 
3. Global strategy & culture 
   - Entry mode 
   - Challenges in managing across borders 
4. Trade organizations and globalization | Pre-Class Online Learning |
|   | Quality Management | 12  
(Apr. 03 – 07) | 1. Explain why quality management is critical for organizational success 
2. Evaluate why employee satisfaction and engagement are critical for an organization 
3. Demonstrate understanding on the practical challenges in | B&S: Ch. 9 (pp. 309-319) |
|   | Quality Management | 12  
(Apr. 03 – 07) | 1. Why does globalization matter? 
2. International Political & Economic factors and globalization 
3. Global strategy & culture 
   - Entry mode 
   - Challenges in managing across borders 
4. Trade organizations and globalization | Pre-Class Online Learning |
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|   | Quality Management | 12  
(Apr. 03 – 07) | 1. Why does globalization matter? 
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Pre-Class Online Learning
Lesson 9 – Overview & Summary
Reflection Journal - Class Discussion
2-3 Class Activities
[Refer to R&C - Handbook: Part Two (Environment, Topic 4)]
1. Case-Study: The Planet Starbucks (Activity 1) 
2. Application-Based Question: Globalization of an Organization (Activity 3) 
3. Problem-Based Group Activity (Activity 6)

Group Project Work Report
[Submit your report within 48 hours of your respective seminar session. Refer to the submission guidelines in the Course Assessment document]
achieving organizational success and relating to the importance of employee satisfaction and engagement and critical/ application-based questions, reflective and open-ended questions, peer-discussion forum, charts gallery, timed assessment, etc.]

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<th>Group Project Work Presentation</th>
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<td>[Refer to ‘Assessment Document’ for detailed instructions, i.e. Assessment Criteria, submission deadline and instructions]</td>
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<th>13  (Apr. 10 - 14)</th>
<th>E- Course Review</th>
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(*) E-Learning week: Students are to go through the online learning courseware, with recorded lecture, animations, videos cases, attempt the interactive quizzes and reflection journal. Instructors will use the discussion board as a platform to communicate and facilitate the topic-related discussions.