BBA102
BUSINESS ORGANISATION
PRINCIPLES

UNIT OUTLINE
SEMESTER 2, 2006

Lecture: Monday, 6:00–8:00pm, CSC T1 or
Thursday, 3:00–5:00pm, X5B T1

Unit Convenor: Sheri Evans

Prerequisites: Entry to BBA, BAppFin, BCom-Marketing,
BeBus, BHealth or BHRM

Students in this unit should read the Unit Outline carefully at the beginning of
semester. It contains important information about the unit. If anything in it is
unclear, please consult the Unit Convenor.
MACQUARIE UNIVERSITY
DIVISION OF ECONOMIC AND FINANCIAL STUDIES
UNIT OUTLINE – BBA102
BUSINESS ORGANISATION PRINCIPLES

Year and Semester:  Semester 2, 31 July 2006
Unit Convenor:  Sheri Evans
Prerequisites:  entry to BBA, BAppFin, BCom-Marketing, BeBus, BHlth or BHRM

ABOUT THIS UNIT
BBA102 is a 3 credit point unit.

Beginning with the premise that organisations bring people together to achieve what they could not achieve individually, this unit examines organisations and their activities from a number of perspectives. An historical perspective of the management of organisations is developed, including current management approaches and their origins. Structure and strategy are explored from the perspective of their roles as foundations of organisation. Operations and human resource management are examined as major functions in an organisation (other functions such as accounting, marketing, etc. are addressed in other units). From a contemporary perspective, ethics and globalisation are addressed as significant issues facing organisations. An organisation does not exist in isolation, but is constantly interacting with its environment. The role of the organisation viewed from the perspective of the society to which it is accountable, and the economy within which it operates, is examined.

Business Organisation Principles is presented in two distinct streams, the lecture stream and the tutorial stream. The lecture stream loosely parallels the text. The tutorial stream addresses additional areas relevant to the unit as well as developing skills that will be valuable in your career. It is worth noting that while tutorials are not compulsory, the additional material covered in the tutorials is examinable, and if your final grade is marginal, your tutors opinion of your performance may be instrumental in determining your final grade.

TEACHING STAFF
Convenor -  Sheri Evans  shevans@laurel.ocs.mq.edu.au
Room E4A, Level 6, Room 640  Ph. 0417 44 2126 (for urgent academic matters)
Consultation: Monday 4 pm to 5pm, or other times by appointment
Tutors: George Conway, Gordon Starkey, Ekaterina Zhuravleva

CLASSES
Lecture Times:  Monday 6-8 pm in C5CT1 or Thursday 3-5 pm in X5BT1
Applications Lecture Times: tutorial/seminar times are available at www.timetables.mq.edu.au
REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

Prescribed Text
There are sections of this text that are not examined in BBA102 as they are more properly addressed in BBA111.

Recommended Reading
Additional Texts


The McKenna text is highly recommended, as it takes a contemporary approach to managing and is Australian in authorship and content. Rue and Byars gives an American perspective, and while Bartol et. al. is similar, it presents an Australian slant on the American perspective.

There are many other books and journals which can assist the student. The area covered is large and so is the range of books and journals. You are commended to consult the library holdings if you require further reading.

UNIT WEB PAGE
The web page for this unit can be accessed via the ‘Login’ button on http://www.bus.mq.edu.au/units/bba102/index.htm
or via http://online.mq.edu.au/

LEARNING OUTCOMES
The learning outcomes of this unit are:

- an understanding of aspects of the evolution of management
- an understanding of major approaches to management
- an understanding of some major functions

In addition to the discipline-based learning objectives, all academic programs at Macquarie seek to develop students’ generic skills in a range of areas. One of the aims of this unit is that students develop skills in the following:

- working in teams
- taking responsibility for the students own learning
TEACHING AND LEARNING STRATEGY

This unit is taught using lectures and tutorials. Students are expected to read in advance of lectures, and participate in tutorials. Chapters listed in the following table refer to chapters in the text:

**LECTURE PROGRAM**

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic and Reading</th>
<th>Tutorials</th>
</tr>
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<tbody>
<tr>
<td><strong>Week 1</strong>&lt;br&gt;Monday 31 July&lt;br&gt;Thursday 3 August</td>
<td>Introduction to Management &amp; Managing&lt;br&gt;Reading: Chapter 1</td>
<td>Presentation Skills</td>
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<tr>
<td><strong>Week 2</strong>&lt;br&gt;Monday 7 August&lt;br&gt;Thursday 10 August</td>
<td>History of Management&lt;br&gt;Reading: Chapter 2</td>
<td>Group Skills</td>
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<tr>
<td><strong>Week 3</strong>&lt;br&gt;Monday 14 August&lt;br&gt;Thursday 17 August</td>
<td>Managerial Performance&lt;br&gt;Reading: see lecture overheads</td>
<td>Report Writing</td>
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<tr>
<td><strong>Week 4</strong>&lt;br&gt;Monday 21 August&lt;br&gt;Thursday 24 August</td>
<td>Environment&lt;br&gt;Reading: Chapter 3 &amp; 6</td>
<td>Class Activity 1</td>
</tr>
<tr>
<td><strong>Week 5</strong>&lt;br&gt;Monday 28 August&lt;br&gt;Thursday 31 August</td>
<td>Strategy&lt;br&gt;Reading: Chapter 8</td>
<td>Group Presentation 1</td>
</tr>
<tr>
<td><strong>Week 6</strong>&lt;br&gt;Monday 4 September&lt;br&gt;Thursday 7 September</td>
<td>Structure&lt;br&gt;Reading: Chapter 10</td>
<td>Group Presentation 2</td>
</tr>
<tr>
<td><strong>Week 7</strong>&lt;br&gt;Monday 11 September&lt;br&gt;Thursday 14 September</td>
<td>Mid Semester Test&lt;br&gt;Multiple choice 40 questions, wk 1-6</td>
<td>Group Presentation 3</td>
</tr>
<tr>
<td><strong>Monday 16 September</strong>&lt;br&gt;Monday 2 October</td>
<td><strong>MID SEMESTER BREAK</strong></td>
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<td><strong>Week 8</strong>&lt;br&gt;Monday 2 Oct P/Holiday&lt;br&gt;Thursday 6 October</td>
<td>Human Resource Management&lt;br&gt;Reading: Chapter 12</td>
<td>No tutorial&lt;br&gt;(public holiday)&lt;br&gt;Research Report Due</td>
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<tr>
<td><strong>Week 9</strong>&lt;br&gt;Monday 9 October&lt;br&gt;Thursday 12 October</td>
<td>Operations Management&lt;br&gt;Reading: Chapter 9</td>
<td>Class Activity 2</td>
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<tr>
<td><strong>Week 10</strong>&lt;br&gt;Monday 16 October&lt;br&gt;Thursday 19 October</td>
<td>Organisational Control&lt;br&gt;Reading: Chapter 11</td>
<td>Group Presentation 4</td>
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<td><strong>Week 11</strong>&lt;br&gt;Monday 23 October&lt;br&gt;Thursday 26 October</td>
<td>Decision Making&lt;br&gt;Reading: Chapter 7</td>
<td>Group Presentation 5</td>
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<tr>
<td><strong>Week 12</strong>&lt;br&gt;Monday 30 October&lt;br&gt;Thursday 2 November</td>
<td>Ethics&lt;br&gt;Reading: Chapter 4</td>
<td>Group Presentation 6</td>
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<tr>
<td><strong>Week 13</strong>&lt;br&gt;Monday 6 November&lt;br&gt;Thursday 11 November</td>
<td>Review&lt;br&gt;Reading: No reading</td>
<td>Class Activity 3</td>
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RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOMES

Knowledge and understanding of the material addressed in this unit are assessed using a mixture of assessment tasks. There are five assessment components, a presentation, three in-class tests (held in your tutorial class) and a final exam. The following table shows the proportion of marks for each of the pieces of assessment. You must pass the final exam to pass the unit.

<table>
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<tr>
<th>Assessment Component</th>
<th>Total % of Grade from this Component</th>
<th>Due Dates</th>
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<tr>
<td>Group Presentation</td>
<td>15%</td>
<td>See tutorial program</td>
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<tr>
<td>Mid-semester test</td>
<td>25%</td>
<td>Week 7</td>
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<tr>
<td>Research Report</td>
<td>25%</td>
<td>Week 8</td>
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<tr>
<td>Final Exam</td>
<td>40%</td>
<td>Exam Week</td>
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<td>TOTAL</td>
<td>100%</td>
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Presentation

The presentation is to be completed in groups, which will be organised in your tutorial class. Groups will be organised in weeks 2 and 3, i.e. the first and second tutorials. If you do not attend and join a group you will be unable to receive marks for this assessment.

In-class Quizzes

These activities are held in your tutorial class to aid exam preparation. A list of questions will be made available on the unit website in advance of each class quizzes. You are able to prepare answers for all questions in advance and may take notes into the In-class quiz. Your tutor will select the two questions from the list for your class to answer in 30 minutes. The selection will not be disclosed prior to the quiz. You will need to read ahead to cover the content for the quizzes.

Questions for In-class quiz 1 will address material covered in the lectures and tutorials of weeks 1 to 3. Questions for In-class quiz 2 will address material covered in the lectures and tutorials of weeks 4 to 7. Questions for In-class quiz 3 will address material covered in the lectures and tutorials weeks 8 to 12.

Final Examination

The final exam will be held in the formal examination period and will address the whole of the unit. You will be allowed to take one A4 page of your own notes into the final exam. Your name and student number must be printed no smaller than 12 point on both sides of this page of notes. You may write as much or as little as you want, use one or both sides, write in English or any other language. No other aids will be allowed into the exam. The exam will contain a multiple-choice section and a written section. The whole of the unit is examinable in the final exam. Further details will be given later in the semester regarding format. You must pass the final exam to pass the unit. If you fail the final exam your Standardised Numerical Grade will reflect your performance in the final exam, not the whole of the unit. The University examination period in Second Half Year 2006 is from 15 November to 1 December.
*To pass the unit you MUST PASS the final exam.
*To pass the unit you MUST ATTEMPT all assessment tasks

You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in Draft form approximately eight weeks before the commencement of the examinations and in Final form approximately four weeks before the commencement of the examinations. http://www.timetables.mq.edu.au/exam

The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. Information about unavoidable disruption and the special consideration process is available at http://www.reg.mq.edu.au/Forms/APSCon.pdf

If a Supplementary Examination is granted as a result of the Special Consideration process the examination will be scheduled after the conclusion of the official examination period.

You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester, that is the final day of the official examination period.

PLAGIARISM

The University defines plagiarism in its rules: "Plagiarism involves using the work of another person and presenting it as one's own." Plagiarism is a serious breach of the University's rules and carries significant penalties. You must read the University's practices and procedures on plagiarism. These can be found in the Handbook of Undergraduate Studies or on the web at: http://www.student.mq.edu.au/plagiarism/

The policies and procedures explain what plagiarism is, how to avoid it, the procedures that will be taken in cases of suspected plagiarism, and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee.

UNIVERSITY POLICY ON GRADING

Academic Senate has a set of guidelines on the distribution of grades across the range from fail to high distinction. Your final result will include one of these grades plus a standardised numerical grade (SNG).

On occasion your raw mark for a unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive. Under the Senate guidelines, results may be scaled to ensure that there is a degree of comparability across the university, so that units with the same past performances of their students should achieve similar results.
It is important that you realise that the policy does not require that a minimum number of students are to be failed in any unit. In fact it does something like the opposite, in requiring examiners to explain their actions if more than 20% of students fail in a unit.

The process of scaling does not change the order of marks among students. A student who receives a higher raw mark than another will also receive a higher final scaled mark.


STUDENT SUPPORT SERVICES

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at http://www.student.mq.edu.au.
GROUP RESEARCH REPORT TASK

Topic:
Analyse the impact of the Internet on an Industry at the level/s of Business to Consumer (B2C) &/or Business to Business (B2B)

Undertake an industry and business analysis that includes a detailed assessment of how the internet is impacting an assigned industry. Study the competitive strategies & responses initiated by the two (2) businesses selected. Indicate likely future business scenarios for the organisations. Your group should become experts in how the internet is transforming these businesses and the industry and devise business responses to the Internet challenge. See list below for industry type.

| Group 1 – Mining & Exploration | Group 4 – Infrastructure |
| Group 2 – Computer Components  | Group 5 – Childcare       |
| Group 3 – Medical Equipment   | Group 6 – Television/ Radio/ Broadcasting |

METHODOLOGY
Groups choose two (2) representative businesses/ organisations within the industry allocated. Apply theoretical tools and models learned in the unit to carry out your analysis. Research how the Internet can be used for B2B or B2C by business. Apply this knowledge to make recommendations for the chosen organisations.

TASKS to carry out using various TOOLS for analysis
1. Industry & organisation background & structure. Give a brief background about the industry and companies/organisations. (suggested chapters: 3 & 4, 6, 7, 10, 11)
2. General and task environmental analysis of the industry and organisation. Identify and prioritise forces? Why are these critical or important? Chapters 1, 2, 6
3. Situational analysis; using SWOT, brainstorm, key issues prioritised, give your rationale for identifying and prioritising issues. Ch 8
4. Industry Competition Analysis using Porter’s 5 Competitive Forces model to assess the competitive forces impacting on the industry/ organisation. Ch 8
5. Business level strategy using Porter’s differentiation/ low cost leader model - identify the current business model. Comment on how the business model has changed over time and what direction it might take in future. (Do not contact the organisations. Use deductive reasoning and your research material to identify the business model in use). Ch 8
6. Compare traditional ‘bricks & mortar’ (physical) with ‘online’ (virtual) organisations. Discuss differences between ‘online’ & ‘offline’ organisations and future challenges. Ch 18
7. Research and explain how e-commerce (EC) is transforming the industry and the organisations. Discuss whether change related to type of product/service/commodity? Is change evolutionary or revolutionary? Ch 9, 18, 16
8. Suggest ways the organisations can use the Internet to compete in future.
9. Reference in-text citing sources and provide a reference list.
10. Appendix – not included in the word count – other items or materials developed by the group or used that should be appended to the document eg. Brainstorming output.

11. Individual Written Reflective component **(Not included in the word count)** – reflecting on your experiences in undertaking this task explain how the report was developed. Were the theoretical frameworks and tools used helpful? What were their benefits and disadvantages? Did you develop a good understanding of the industry, the organisations? How well did the group interact? What tasks did you do? What grade would you assign to your group for this task? How would you change this task/ activity in future?

**INSTRUCTIONS - GROUP RESEARCH REPORT**

The group research report accounts for 25% of your final grade. Report Format MUST be used. USE style guides on academic writing for full information on a 'Report Format'. Reports must be type written, and include the following sections; title page, executive summary, table of contents, introduction, industry background, body of report; organisation; General/ Task environment, SWOT, Industry Competition, Business Level Strategies, outline of relevant theory, answers to any particular questions, summary of findings, recommendations, reference list, appendix. The reflective component goes into the appendix and does not count towards the word count. References do not count towards word count.

**Group functioning:** Start Early, Cooperate, Communicate, Contribute. Refer to pages 8-12 of the unit course outline for details about the expectations and the nature of cooperation and sharing of work equally in team-oriented assignments. Ensure you read and understand the information and the procedures for PEER assessment.

**Length of the report:** 2500 words (+/- 5%, 2,375-2,625). Do not waste words on irrelevant information. What separates the better assignments is the level of understanding of the theory and demonstration of a solid knowledge of the industry and organisation, integration and sensible recommendations.

**Your grade will be based on the quality of the following criteria,**

- Structure and presentation (format, spelling, grammar, page numbers, references)
- Typesetting; **12-point** Times New Roman font, 1.5 or double spaced
- Presentation is important, but content is much more important
- Securely staple the top left-hand corner of your assignment to submit.
- All group members must keep a copy of the final report in case of accidental loss or to provide evidence of authorship and plagiarism avoidance.
- Content should display comprehensive logical analysis, synthesis, and explanation of research information and key findings, clarity of argument, and developing sensible recommendations. Use bullet points, key point summaries, diagrams, tables and graphs.
- Research Sources: quality, breadth & relevance of library-research, acknowledgment of sources & information, in-text reference citation MUST be used.
- Ensure you read and understand the information in your unit outline about plagiarism and acknowledge the ideas of others
• Cases of plagiarism will be dealt with severely (i.e. you will receive a grade of zero).
• Reference formatting must be consistent. Use Harvard style. Do not use FOOTNOTES
• A late penalty of 5% per day will be deducted for late submission
• Display WORD COUNT on the TITLE page. Non-compliance Penalty 2% deduction.
• Attach the BBA102 coversheet, with PEER Review Mark x/100%, a title page with FULL NAMES and nicknames, and IDs.
• Reference sources – DO NOT USE MBAonline and Wikipedia as references as they are NOT quality assured. Use AUTHORED references from quality sources. Avoid anonymous works. Academic, Government, Business publications such as BRW, The Bulletin, SMH, The Age, & The Australian are acceptable for accessing current business information.

RESEARCH & REFERENCING

Go to the library. Join a library tour if you haven’t done one recently. A research task requires evidence of substantial research in order to gain a good grade. Use library electronic databases such as EbscoHost, Proquest ABI Inform, Current Contents, ABIX, Emerald. Each group member should acquire at least two (2) additional references. The course textbook must be used also. Below is a list giving some possible resources and websites that may help you. Remember Do Not rely solely on corporate/ company website information as it typically developed for marketing purposes rather than to provide a fair and balanced view of the company’s situation. Access and use AGPS/Harvard referencing format.

Some Suggested Research Sources


Senge, P.M. 1992, The Fifth Discipline: the art and practice of the learning organisation,
Random House, Milsons Point.
Solomon, R. C., 1988, A History of Western Philosophy: 7 Continental Philosophy since 1750: 
The rise and fall of the self, Oxford University Press, Oxford.
MARKING GUIDE ~ RESEARCH REPORT

STUDENT NAME
MARKER/TUTOR NAME
OVERALL GRADE

CONTENT
Research skills & understanding
Selects & uses ideas from appropriate sources
Demonstrates good comprehension of material
Defines & explains relevant aspects of the topic

ANALYSIS
Logic and quality of your response, thesis, theme
Responds appropriately to questions
Demonstrates coherent reasoning
Applies relevant concepts & theories
Critically selects supporting evidence
Integrates evidence & arguments
Draws consistent conclusion/s
Provides relevant & consistent recommendations

PRESENTATION
Correct format (eg. Report format, structure, page no)
Clearly written and edited
Gender neutral language, third person
Correct spelling, punctuation, grammar
Has avoided copying and plagiarism
Correct, consistent referencing in-text
Suitable reference list (AGPS, Harvard)
Meets word limit 2,500 words (+/-5%)  

COMMENTS

Please note that the above criteria are not of equal value.
BBA102: BUSINESS ORGANISATION PRINCIPLES

COVER SHEET

RESEARCH REPORT

DATE: ___________________ LECTURER/Marker ___________________

Day (circle) Mon, Tues, Wed, Thurs, Fri

Time (circle) 10:30AM, 11:30AM, 3:30PM, 4:30PM, 7:00PM, 8:00PM

GROUP Colour (circle) red green blue yellow purple orange

<table>
<thead>
<tr>
<th>ID</th>
<th>Student number</th>
<th>Student Name First Name, Last Name</th>
<th>Member % Effort X/ 100%</th>
<th>Signature</th>
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Plagiarism Statement

I/ We attest that the work presented herein is the intellectual property of the above students and that no copying of the work of others has occurred without proper acknowledgement according to the requirements of the educational institution in which I am/ we are enrolled in, and using a recognised referencing standard.

Name/s ____________________________________________
Signed ___________________________________________ Dated ___________________________

Please note that no responsibility shall be taken for non-allocation or misallocation of marks if students do not provide sufficient information to allow identification.
College of Commerce
Division of Economic and Financial Studies
Department of Business

BBA102:
BUSINESS ORGANISATION
PRINCIPLES

TUTORIALS/SEMINARS
2006
SUMMARY
The tutorial stream for BBA102 complements the lecture stream by introducing topics which are either contemporary issues or useful skills. These issues may be still emerging and developing, and so not commonly included in management texts. The generic skills will prove useful in business and many other areas of life.

You will form into groups in your class. Your group will prepare a presentation (for which each group member will receive an individual mark for their presentation) and a written handout which not only covers their presentation, but expands on it (for which the group will receive a mark).

The topics are:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Presented in the week commencing</th>
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<tbody>
<tr>
<td>Presentation 1 – Managers &amp; Managing</td>
<td>Monday August 28</td>
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<tr>
<td>Presentation 2 – Ethics in Business</td>
<td>Monday September 4</td>
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<tr>
<td>Presentation 3 – Global Environment</td>
<td>Monday September 11</td>
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<td>Presentation 4 – Strategy Implementation</td>
<td>Monday October 16</td>
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<tr>
<td>Presentation 5 – Total Quality Management</td>
<td>Monday October 23</td>
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<tr>
<td>Presentation 6 – HRM/Industrial Relations</td>
<td>Monday October 30</td>
</tr>
</tbody>
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GROUPS
In your tutorial class you will form into six groups. Each group will present one of the six topics to the tutorial class. It may initially seem preferable to be in a group with friends. However, while it certainly may be more comfortable to work with friends, research indicates that groups made up of strangers can often perform better, so please do not be concerned if it is not possible to be in a group with your friends. Groups must be finalised by week 3. It is each student’s responsibility to join, work with and in a group effectively.

To assist you in accomplishing these group tasks, the first and second tutorials will examine working in groups. It should be noted that in the limited time available it is not possible to deal with subject in great depth, and so you are commended to seek further information from the library. ULTIMATELY YOU AND YOUR FELLOW GROUP MEMBERS ARE RESPONSIBLE FOR MAKING THE GROUP FUNCTION EFFECTIVELY. You are also responsible for getting yourself into a group. If you are not in a group by week 5, it will be assumed that you are withdrawing from the unit. Individual submissions will not be marked.
CONTACT ARRANGEMENTS
As you will have to be in regular contact with your group it is recommended that you get the contact details of all of the members in your group. A blank table is provided below for this purpose. Not being in contact with your group is not an excuse for having little input into the group work.

GROUP MEMBERS CONTACT DETAILS

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<tr>
<th>Name</th>
<th>Phone Number</th>
<th>Mobile Number</th>
<th>e-mail</th>
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WORKLOAD
It is difficult to give guidelines on how much work is involved. If you manage your group processes well the work will take less time than if the group is inefficient with its time. Also, if you can achieve a common understanding as to what standard of work is acceptable early on, this can save a lot of time later.

In general groups will meet regularly, with group members having tasks to complete between meetings. This may mean that all members have the same task as you work towards a common understanding. As the deadline draws nearer more frequent meetings may be appropriate.

It is a common error to assume that because the output that is presented or handed in is quite small, that it will take only a short time to complete. A substantial effort will need to be made to achieve a high grade. The quality of the output is largely related to the time and effort that you put in as a group.

GROUP PRESENTATION, HANDOUT & ANNOTATED BIBLIOGRAPHY
For each presentation, you are be directed to a reading(s) listed later in this document and available either via e-Reserve, the net or the ERIC. The title for your presentation is
given in the above table. In addition to the reading(s) you are required to gain a broader understanding of the subject by reading additional articles and books (or relevant parts of books).

The task is in four parts:

1. Presentation
As a group, give a 30 minute presentation based on the material contained in the reading and your additional research. Each group member is required to present to the class. This will be given an individual mark out of five, accounting for five of the 15 group presentation marks. In almost all of the topics the reading combined with your own research will contain too much material to present in thirty minutes. You will have to
   • Come to a shared understanding of what each document is saying
   • Analyse the material and synthesise your own shared conception of the topic (which becomes the basis of your annotated bibliography)
   • Decide what are the key learnings and the necessary context and background to understand those learnings
   • Integrate the key learnings, context and background into a cohesive presentation
   • Make a presentation to the tutorial class in a way that promotes understanding and interest

Some points are worth noting:
   • All group members must participate in the presentation, this will require the sort of coordination that comes from practicing together
   • All group members are to have an equal amount of time in which to present. In groups of six each member will have five minutes.
   • You are advised to use overheads to assist your presentation
   • Powerpoint presentations are NOT to be used
   • It is important to split up the material being presented in such a way that each member has an equal opportunity to perform
   • When using overheads, it is a reasonable rule of thumb that about eight will be the limit for an half hour presentation.
   • Following the presentation your group will be expected to lead a discussion and answer questions for a period not exceeding fifteen minutes.

2. Hand Out
The content of your presentation will be given a single group mark. Five of the 15 group presentation marks will be awarded for content based on the content of the presentations given in class and the hand out. Your group is required to provide a hand out to the class covering your presentation (six copies, one per group and one for the tutor). The hand out is to be prepared as a group. It is to cover the material that you present and include a reference list.

3. Annotated Bibliography
Five of the 15 group presentation marks will be awarded for your annotated bibliography. An annotated bibliography covering your research for this presentation is to be handed in.
An example from an annotated bibliography is included in the referencing exercise completed in the second tutorial.

4. Peer Assessment
The hand out will be given a single mark, however this mark will be adjusted for individual’s efforts as judged by you and your group members. This is done by each group member agreeing on the other members’ contribution to the work. Agreement is indicated by signing the group presentation cover sheet. The cover sheet is to be completed and handed to your tutor with a copy of your presentation hand out. Please read the section in this outline titled ‘Marking and Peer Assessment’ for guidance in peer assessment. You are each also required to hand in about half a page describing what your contribution was (as a member of the group) toward the completion of the presentation.

NOTE Parts 2, 3 and 4 must be handed in to your tutor at the time of your presentation. One mark will be deducted for each day that they are late. Marks will not be awarded until all three parts have been received.

General points to observe are:
- All work is to be in 12 point pitch/font size.
- While presentation is important, content is much more important. Please, in the interests of the environment, do not purchase binders for this assignment. It is sufficient to hand in your work securely stapled in the top left-hand corner.
- If you do choose to use a binder, please choose one that is flat when open. Under no circumstance use a folder which is a collection of plastic sleeves.
- Please use recyclable materials where possible.
- It is the responsibility of the group to make and keep a photocopy of the project.

Marking and Peer Assessment
Working in groups is a valuable experience for students in that it reflects working life, however, it presents some difficulties for markers. In particular, the marker is not present at any of the group meetings, and so does not see the contributions of the individual members. The marker will mark the project, but will rely on information from each group to generate individual marks.

To provide an assessment of each group member’s contribution to the project two things are to be handed in as part of your project.

1/- each student is to write up to one page outlining their own contribution to the project and include it in an appendix to the project

2/- the group members are to agree on the contribution made by each member and sign off on their decision. This information is to be included on the assignment cover sheet. An assignment cover sheet is provided at the end of this outline.
If the group considers that all members have contributed equally, then each member will put 100% as their contribution and all members will be given the same grade as the marker gives the written assignment. If, for example, the group considers that one person has contributed significantly more than the others then that person will put down 100% as their contribution, and the others will put down something less than 100%. Another example would be where the group agrees that one member has done significantly less than the others, in this case that person would put down something less than 100% as their contribution. It is not acceptable to say that you did everything that you were asked to do and therefore should get 100% with the others if you did not do an equal share of the work. It is your responsibility to ensure that the group thinks that you are ‘pulling your weight’.

The markers will give a mark for the project. This mark will then be multiplied by the contribution % for each member of the group to arrive at an individual mark for each student. So, if a student has a contribution of 100%, and a group project mark of 75, then the student will be given an individual mark of 75 (75*100%). If, however, a student has a contribution of 90%, and a group project mark of 75, then the student will be given an individual mark of 67.5 (75*90%).

When assessing each member’s contribution it is important to take a balanced view, recognising that there are various roles, skills and stages involved in the project. The project will involve information gathering, familiarisation with theory, synthesis of ideas, analysis of information, writing of the project report and finally word processing the project report. When working in groups it is usual for people to take on various roles (leader, scribe, idea generator, etc). While some roles are more visible than others, none is any more important than the others. Unless all are done well, the result will be flawed. It is up to the group to negotiate amongst itself how the work will be allocated in an equitable manner, making the best use of people’s strengths. There are three things that we would give weight to when assessing group members contributions, firstly their attendance at group meetings, secondly their punctual delivery of the work that the group has assigned them, and thirdly whether or not their contribution to discussions are based on the theory.

In general most groups recognise equal effort from all members. However if you are tempted to slack off in your group just remember that if your group gets a mark of 60%, and your participation is put at only 50% by your group members then you will have to perform at a very high level in the exams to pass the unit.

**Plagiarism**

The project must represent the group’s own work. It is recognised that many of the points expressed in the project will have been derived from textbooks, other books, articles, and other publications. However, **group members cannot simply directly copy from these or other sources.** The points made, must be explained by group members in their own words (and referenced), although selected direct quotes, correctly referenced, may be used by students to reinforce points explained in their paper.
In addition, copying of another student's work or in this instance, another group's work, or part thereof is also clearly regarded as plagiarism. Cases of plagiarism will be dealt with severely.

Students unsure about how to write up their project in a style, which conforms to academic standards, must consult "Essay writing in Economics" by Prof. Rod O'Donnell. Copies are held in the ERIC. This is a particularly good guide for the appropriate ways to reference other scholars' work and how to write up bibliographies. It is a student's responsibility to prepare essays, which are, in stylistic terms, academically acceptable.

REFERENCES AND DIRECTIONS FOR GROUP PRESENTATIONS -

All of these articles can be found on through the Macquarie University library electronic journals. If you experience trouble locating an article contact the library helpdesk, your tutor/lecturer.

1. Manager & Managing


Your presentation should, as a minimum, address the following points:
- what is/ are the main point/s of the article
- why the report is of interest to business students
- other views on management science and practice
- the reports major findings/ conclusions
- reliability of the report

Other sources of information can be found through the business sections of the major daily newspapers, business magazines such as BRW, The Bulletin, The Economist, Harvard Business Review.
2. Ethics in Business

This article puts forward a distinct view on corporate social responsibility CSR. Your presentation should, as a minimum, address the following points:
- a concise description of Leisinger’s main argument/s
- a comparison with other CSR approaches which you will find through your research
- instructions on how the “CSR” approach might be applied in business
- your views on the value of the CSR approach

REPUTEX is a relatively new organisation established to monitor and report on CSR in Australia. You might like to visit the website, www.reputex.com.au

3. Global Environment


Your presentation should, as a minimum, address the following points:
- definitions and context of global environment
- your opinions as to whether or not China’s approach is effectively responding to global environmental forces and is good for business
- how the global environment affects other companies/ countries
- a description of what China is doing/ might do to manage and respond to changing global environmental conditions

4. Strategy Implementation

It is a fact that, for many organisations, strategies do realize their potential. Your presentation should, as a minimum, address the following points:
- what strategy implementation is
- how it is done
- what this article contributes to our understanding of strategy implementation
- an analysis of its propositions and your views on how achievable they are
5. **Total Quality Management**

Your presentation should, as a minimum, address the following points:
- a definition of TQM are
- an explanation of how and why TQM concepts are of benefit to corporations
- provide an alternative view or argument for why TQM failed to deliver on expectations
- discuss the three key issues raised in this article

6. **Human Resource Management (HRM/ Industrial Relations (IR))**


The above article is a good start to your topic area of Human Resource Management (HRM), however you are expected to carry out substantial additional research. Your presentation should, as a minimum, address the following points:
- define and explain HRM
- explain what is Global and/or International Human Resource Management is and how it differs from HRM at a domestic level?
- Give examples of issues confronting HRM and IHRM/ Global HRM
- Provide current Australian HRM examples as part of your presentation
Resources for Presentation Skills, Report Writing & Group/Team Work.

BOOKS
HF5549.12.B77 (RESERVE)

HF5718.C54 CHAPTERS 2, 7, 10, 14.

HD69.P75.L494 (RESERVE)

HF5718.22.R34 (RESERVE)

HD66.S86 (RESERVE)

HF5718.3.S68  CHAPTER 10 - copy in Economics Reference Room.

VIDEOS
Team Building: A positive approach  HF5549.T42

Presentation Skills  PN4121.S64

Speaking with Confidence  PN4129.S645

Speaking in Public  PN4121.S64

Common mistakes in Presenting Information

Forgetting the audience - why should the audience want to listen?
Give them reasons to listen - what might interest or puzzle them?

Including too much content - Avoid having too much material and rushing through.
Make your presentation flexible so that you can add or delete information as required.

Lack of direction - Explain what you are going to do in your presentation.
Lack of structure - Present material in a structure, provide signposts along the way.

Nothing to look at - It is easier to make a point if you provide visual information particularly of graphs and tables.

Nothing to do - Try to give the audience something to do to keep them active.

No questions - You need to invite questions.

No summary - Summarise what you have said and leave the audience with a clear overview.

Not drawing on what your audience knows - Try to adjust your presentation according to what your audience already knows.

Reading out notes in full - Try brief notes or index cards. Look at your audience.

No fun - include some humour IF it is appropriate

No responsiveness or flexibility - Don't just continue along if the audience is clearly bored. Stop, ask some questions, think about what you might do to catch their attention.
Macquarie University  
**BBA102: BUSINESS ORGANISATION PRINCIPLES**  
**TUTORIAL PRESENTATION MARKING SHEET**

**TUTOR NAME:** __________________________  **Date:** __________  **Time:** ______  **Room:** ______

Day (circle)  Mon,  Tues,  Wed,  Thurs,  Fri

<table>
<thead>
<tr>
<th>Order 1,2,3...</th>
<th>ID Student</th>
<th>Student Name (+nickname) (eg: Jae Sung Lee [Jason])</th>
<th>% Effort X/100%</th>
<th>Individual Mark</th>
<th>Group Mark</th>
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**BREAK DOWN OF MARKS – Individual Mark %**

- **2 marks** - Content: knowledge of article & theory, examples and definitions, references
- **2 marks** - Understanding: analysis, critique and application of theory covered
- **1 mark** - Presentation: clear explanation, vocal variety, eye contact, notes, visual aids, timing (over or under)

**BREAK DOWN OF MARKS – Group Mark 10%**

- **3 marks** - Content: relevant, complete, shows wide research, theory relevant and understood
- **3 marks** - Organisation: overall group administration, timing, visuals, demonstrations, handouts & notes, games/activities, references
- **4 marks** - Integration: coordination, cooperation, collaboration and equal participation

**THIS FORM MUST BE COMPLETED IN FULL, INDICATE SPEAKER ORDER**

Handouts/slides MUST be provided to the lecturer BEFORE the presentation begins!! References must be included in a list and in-text, Prepare 5 copies, one for each tutorial group

**Please note that no responsibility shall be taken for non-allocation of marks if students do not provide sufficient information to allow identification**

**LECTURER IN CHARGE:** Sheri Evans, Room 640, Level 6, E4A, Department of Business, EFS Division.
TUTORIAL QUIZZES

Three Tutorial Quizzes will be conducted throughout the semester. The purpose of the quizzes is multifocal:

- to reinforce learning
- to encourage summarising of lecture/topic content
- to practice formulating answers under time pressure
- to practice structuring answers under time pressure
- to practice physically writing under time pressure
- to prepare for exam essay conditions

The quiz topic areas are given in the unit outline. Some quizzes will require reading ahead in order to prepare.

Guides to answers will be made available the following week. Students will be able to check their answers against the answers provided. Reflection on the outcome should inform students for the purposes of alignment of effort to outcome. In addition if student’s are experiencing difficulty with the quizzes help should be sought during the tutorial sessions from your tutor.

Although no marks are assigned to the quizzes their value resides in the opportunity to practice valuable academic skills and to self-assess against the answers provided.