MODULE LEVEL TEMPLATE – Principles of Management

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| **Details of institution that has developed the module** | |
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| **Information regarding format of material to upload onto the OER Africa repository** | |
| Primary resource (Not PDF) | MSWord |
| Will a Moodle common cartridge be uploaded as well? | Yes |

*(A Moodle common cartridge is a .ZIP file of your module – if it is created in Moodle – that can be imported into another university’s Moodle platform.)*

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| **Course details** | | | |
| Module title: | Principles of Management | | |
| Academic level: | Year 2 Trimester 1 | Number of credits: | 3 |
| Class contact time (hours): | 24 |
| Private/online study hours: | 66 | Number of weeks of study: | 12 |
| Total student learning hours: | 90 | Number of topics of study: | 11 |

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| Programme(s) which might include this Module: | BCom, BSc (IBM), BA (Business Administration), BSc (Procurement), other business-related degree programs |
| Pre-requisite student abilities and knowledge: | Basic digital skills, business knowledge |
| Pre-requisite (or co-requisite) modules: | None |

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| Aim of the module: | The module aims to introduce learners to the fundamentals of management, the philosophies, roles and functions of management, and the ethical issues related to management. |
| Brief description of module: | The module will cover the fundamentals of management as they are practiced today. These include introduction to the philosophies, roles, and functions of management, effective management planning, organizing, influencing and controlling, the internal and external organization environments, and issues of ethics and social responsibility. |

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| Intended learning outcomes: | *At the end of this* ***module****, you will be able to:*   1. Explain the roles and functions of management. 2. Justify management philosophies and their implications to modern organizations’ management. 3. Describe management principles appropriate for sound management practices. 4. Assess managerial practices and choices relative to ethical principles and standards. |
| Indicative content | Week 0: Module preliminaries |
| Week 1: Introduction to management |
| Week 2: Historical foundation of management |
| Week 3: The environment of organizations and managers |
| Week 4: Organization planning |
| Week 5: Organization structure and design |
| Week 6: Organization culture |
| Week 7: Leadership and influence processes |
| Week 8: Managing groups and teams |
| Week 9: Motivating employees |
| Week 10: Controlling function |
| Week 11: Ethical issues in management |
|  | Week 12: Module recap |
| Form of final/summative assessment: | End of trimester exam |

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| **Assessment of module-level learning outcomes** | |
| Module-level learning outcome | Module assessment task |
| 1. Explain the roles and functions of management. | The students will Complete all the e-tivities outlined in the module. In Completing the tasks outlined in the e-tivities, the learners will be able to achieve the outlined learning outcomes. Students will also Complete assessment questions listed at the end of every pre-topic activity. |
| 1. Justify management philosophies and their implications to modern organizations’ management. |
| 1. Describe management principles appropriate for sound management practices. |
| 1. Assess managerial practices and choices relative to ethical principles and standards |

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| **Significant features or elements of module** |
| Pre-topic activities are to be taken during the face-to-face session. The e-tivities are to be done online on the VLE. |

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| **Student profile in the context of this module:** | |
| What is the target group of students who would do this module? | This module is designed for students of business administration and related courses. It is a level 2 module. Taken during trimester 1. |
| What **skills** should a *student* have **already** mastered before starting this Module? | Digital skills in navigating LMS and researching online |
| What **prior knowledge** of the subject matter should a *student* have? | Basic business knowledge |

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| **Non-expert support:** | |
| What **skills** and **prior knowledge** of the subject matter  should *facilitators* have **already** mastered before starting to teach this Module? | Prior knowledge in a business course; prior knowledge in facilitating online classes. |
| What **skills** do *support staff* need in order to support the delivery of this module? | Knowledge and skills in facilitating online classes |

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| **Quality assurance matters** | | |
| How will feedback on module be obtained from students? | From online survey and performance in module assessments both formative and summative | |
| How will student feedback be used to improve module? | To improve on lesson delivery/facilitation, content design, and development for current and future lessons | |
| A certificate, signed by the university’s Head of Quality Assurance, confirming that the module meets the requirements of the PEBL QA rubric is attached. | | Yes  No |

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| **Topic-level overview** | | **Week** | **0.** |
| Topic name: | Module preliminaries | | |
| Aim of the Topic: | To introduce you to the principle of management module, self-introduction, and laying the ground for the module | | |
| This topic covers: | 1. Introduction to the module learning outcome, course outline, and core resources 2. Module facilitator’s contacts 3. Participation and engagement rules | | |
| Intended learning outcomes: | *At the end of this topic, you will be able to:*   * + 1. Introduce yourself in the ‘’Self Introductions’’ Discussion forum.     2. Give a general overview of the module. | | |
| Overview of student activity: | 1. Reading of week 0 pre-topic activity. 2. Reading the module course outline and module prerequisites. 3. Creating a personal biography and identifying synergies between their own and two of their fellow students’ strengths and form groups of fives. These groups will be used for group discussions later. 4. Developing personal expectations of the module, reflecting on those expectations in the light of what other students’ have written. | | |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment.** | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this topic, you will be able to:*** | | | |
| 1. Introduce yourself | 1 | E-tivity 0.1 | No assessment |
| 1. Give a general overview of the module | 3 | E-tivity 0.2 | The overview will be assessed graded accordingly. |

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| Detailed explanation of ALL students and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So, if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.)* | | | | | | |
| Module – level outcomes addressed: | | | | | | |
| Week 0 is a preliminary to the core content of the module. It is meant to prepare you and set the pace for the covering of the main content of module. | | | | | | |
| Purpose of the topic: | | | | | | |
| The purpose is to give you a general overview of the module and to create a rapport amongst yourselves and the moderator of the module. It is also meant to bring to your attention the guidelines that will ensure smooth learning. This includes the procedures on how to navigate Moodle. | | | | | | |
| Over to you: *(a description of the process of the section)* | | | | | | |
| This week you will be expected to read the module course outline, post a brief bio of yourself and respond to at least two bios of your classmates. You are expected to post your interpretation of the course outline and respond to others posts. | | | | | | |
| Pre-topic activity: | | | | Number of hours | 1 | |
| * Log into LMS * Download the course outline for your review (e-tivity 0.2).   *If you are unfamiliar with the features of the ENaz platform, you are encouraged to watch the videos found at the IODL YouTube channel:* [*https://www.youtube.com/channel/UCo9m-e0MytU2RarCYJIYsMQ*](https://www.youtube.com/channel/UCo9m-e0MytU2RarCYJIYsMQ)*.* | | | | | | |
| Online activities: | | | | Number of hours | 5 | |
| What should students do? | **E-tivity 0.1**  The purpose of this e-tivity 0.1 is to introduce yourself to your moderator and fellow classmates; this is important as a foundation for the relationships that are going to develop during this module.  **Task:**   * Write a brief biography that; * Tells your fellow students something about your background; * Explains why you have chosen to study *Principles of Management;* and * Identify what you believe to be your greatest strength academically. * Post your bio in the discussion forum on the VLE called ‘Self Introductions 1’ by Tuesday at 23h00. * Read what the other students have posted, and comment on at least two of their bios, suggesting how you might work together to exploit your strengths for each other’s benefit. Post these comments by Wednesday at 23h00.   *Note that completing this e-tivity is a requirement of* ***Principles of Management****. If you do not engage with both aspects, your tutor may require you resubmit those aspects that were not fully addressed.*  **E-tivity 0.2**  The purpose of this e-tivity is to enable you make your own interpretation of the course outline in line with your expectations of this module, and your future career.  **Task:**   * Read the course outline that you downloaded in the pre-topic activity.      * Then, write out your expectations of this module and how you view it as a preparation for your future career aspirations.      * Post your expectations in the discussion forum, ‘’Self Introductions 2’’ by Thursday at 23h00. * Read what other students have said. Make notes of ideas that you hadn’t thought of, but which are relevant to your own interpretation and outline.      * Take the notes that you made while reading other posts and rework your expectations to include these additional ideas. * Post your reworked expectations in the, ‘’Self Introductions’’ by Friday 23h00.   *Note that completing this e-tivity is a requirement of* ***Principles of Management.*** *If you do not engage with both aspects, your tutor may require you resubmit those aspects that were not fully addressed.* | | | | | |
| Where do they do it? | E-tivity 0.1 (a) | | Bio is posted to ‘’Self Introductions’’ discussion forum. | | | |
| E-tivity 0.1 (b) | | Comments are posted to ‘’Self Introductions’’ discussion forum. | | | |
| E-tivity 0.2 (a) | | Expectations are posted to ‘’Self Introductions’’ discussion forum. | | | |
| E-tivity 0.2 (b) | | Revised expectations are posted to ‘’Self Introductions’’ discussion forum. | | | |
| By when should they do it? | E-tivity 0.1 (a) | | Tuesday at 23h00 | | | |
| E-tivity 0.1 (b) | | Wednesday at 23h00 | | | |
| E-tivity 0.2 (a) | | Thursday at 23h00 | | | |
| E-tivity 0.2 (b) | | Friday at 23h00 | | | |
| E-moderator/tutor role | | | | | | |
| * 1. Ensure that learners are focused on the content and context of discussion.   2. Stimulate further learning and generation of new ideas.   3. Provide prompt and meaningful feedback on the learning progress. | | | | | | |
| How are the learning outcomes in this unit assessed? | | | | Number of hours | 0 | |
| The learning activities are designed to focus on the learning outcomes of the week. The posts will be marked using ratings to assess your performance, though they will not be graded. | | | | | | |
| How does this section link to other sections of the module? | | | | | | |
| The concepts learnt in this week are to create an atmosphere that is inclusive and collaborative, and conducive for future engagement with module content. | | | | | | |
| = Total numbers of hours | | | | | | 6 |
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| **Some important questions** | | | | | | |
| Which learning resources/ references will scaffold the students’ learning? | | * Course outline downloaded from the LMS * YouTube video to familiarize with eNaz learning platform at <https://www.youtube.com/channel/UCo9m-e0MytU2RarCYJIYsMQ>. | | | | |
| How are students enabled to access the resources? | | The students will be enrolled in the LMS to be able to access the module and relevant links outlined in the LMS. | | | | |
| Where in this unit are students expected to work collaboratively? | | In e-tivity 0.1 | | | | |
| How has an inclusive approach been incorporated in this unit? | | The diversity in media usage, more so the audios support students who may be visually challenged. The resources used are OER and therefore support students who are not able to access resources that require subscription. The resources can also be downloaded to be used when offline. Hence one does not need to be always connected to the internet. | | | | |
| How will feedback on unit be obtained from students? | | An online survey will be carried out at the end of the trimester and analysis of performance in module assessments both formative and summative | | | | |
| How will student feedback be used to improve unit? | | The tutor will reflect on the work submitted by the students and give feedback on the aspects addressed in E-tivities 0.1 and 0.2. | | | | |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | | Feedback will be provided at the end of the topic. | | | | |

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| **Topic-level overview** | | **Week** |  |
| Topic name: | Introduction to fundamentals of management | | |
| Aim of the topic: | To introduce you to the fundamentals of management | | |
| This topic covers: | 1. Definition of management 2. Characteristics of management 3. Classification of managers 4. Functions of a manager 5. Skills and roles of a manager | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*   * + 1. Explain the various concepts and meaning of the term management     2. Describe characteristics of management     3. Describe the roles, functions and skills of successful managers. | | |

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| Overview of student activity: | 1. Read the notes under *pre-topic activity*. 2. Read chapters 1 of (Mason, Talya, & Berrin, 2012) 3. Read the articles outlined in the e-tivity 1.2 and e-tivity 1.3. 4. Download and read the article outlined in e-tivity 1.3. 5. Complete the tasks outlined in E-tivities 1.1, 1.2, and 1.3. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment.** | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this topic, you will be able to:*** | | | |
| 1. Explain the various concepts and meaning of the term management. | 1 | E-tivity 1.1 | Complete Assignment 1 Week 1 in the LMS. |
| 1. Describe characteristics of management. | 1 | E-tivity 1.2 | Complete Assignment 2 Week 1 in the LMS. |
| 1. Describe the roles, functions and skills of successful managers. | 1 | E-tivity 1.3 | Complete Assignment 3 Week 1 in your respective Groups and submit the work. |

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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So, if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.)* | | | | |
| Module – level outcomes addressed: | | | | |
| Week 1 focuses on the module learning outcome 1 that deals with roles and functions of management. The lesson focuses on the fundamental concepts of management. | | | | |
| Purpose of the topic: | | | | |
| The purpose is to introduce you to the fundamentals of management, characteristics, roles and functions of management. | | | | |
| Over to you: | | | | |
| Before you come to class this week there are some fundamental concepts that you will explore in the pre-topic activity. In class, we are going to ensure that you have a clear grasp of the concepts before you start to derive your own definitions of these ideas. There will also be some reading for you to do. You will read chapter 1 of the book “Management Principles’ by (Mason, Talya, & Berrin, 2012). You will watch video clips that will help to consolidate your understanding of some key aspects of management and be able to complete e-tivities 1.1, 1.2 and 1.3*.* | | | | |
| Pre-topic activity: | | | Number of hours | 1 |
| **INTRODUCTION TO MANAGEMENT** *‘Management is, above all, a practice where art, science, and craft meet’ Henry Mintzberg* **Introduction** Welcome to week One!  In this topic we introduce the course by first defining the term management and examine its uses. Second, we describe characteristics of management as well as the functions of managers. We will further delve into classification of managers, attributes of successful managers as well as their characteristics. Finally, we will examine skills that managers require and the roles they play in their organizations. The purpose of this week is to lay foundation of the course and to encourage learners to set their minds on the journey of understanding principles of management.  **Learning Outcomes**  By the end of this week, you will be able to:   * + 1. Explain the various concepts and meaning of the term management     2. Describe characteristics of management     3. Describe the roles, functions and skills of successful managers.  **1.2** **Definition of management** Oxford Advanced Learners’ dictionary gives the meaning of managing as: “*To succeed in doing something especially if it is difficult, to deal with or solve a problem or handle successfully a difficult situation, to use money, time and information in a sensible way to be in charge of a business, a team an organization etc. and to keep something under control.”*  Kathyrn (1991) defines management as the process of achieving organizational goals through engaging in the four major functions of planning, organizing, leading and controlling. Bateman and others (1991) view management as the process of working with people and resources to accomplish organizational goals. On his part, Stewart (2000) states that management is a process of assembling and using resources (human, financial, material and information) in a goal directed manner to accomplish tasks in an organization while Robins (2007) explains that management involves coordinating and overseeing the work activities of others so that their activities are completed efficiently and effectively. From these definitions we observe that management is:   1. A process that involves several activities. 2. It involves people and other resources 3. It is aimed at attaining a known goal 4. The process requires one to use the right resources in the right way.   The term management is also used to refer to a discipline of study that has its own principles and theories. The term is also used to refer to the senior managers in an organization. For example, management of a University as well as to make distinction between members of an organization who are eligible for joining a trade union and those who are not.  Management practices have certain characteristics that all managers need to be aware of. Management is said to be *universal, multi-disciplinary*, *intangible*, *continuous process*, social *process*, *purposeful, art as well as a science.* Being universal implies that practice is carried out everywhere in all kinds of organizations. Whether they be for profit or not for profit, big or small, the principles of management are applicable everywhere.    As a social process, it implies that one manages people. It’s about planning, organizing and leading people to achieve specified goals. Being an art implies that managers have to be creative to address specific issues as solutions applied in one situation will not necessary work in another. As a science it means that it has certain principles/laws that must be adhered to by managers for them to succeed in their work. For greater clarity on definition and characteristics of management Complete E-tivity 1.1.   * 1. **Classification of managers**   A manager is defined as a person in charge of an organization. It is the individual responsible for setting goals, mobilizing both human and non-human resources and offers leadership to accomplish the set goals. Traditionally in organization set up, managers are classified into three categories. First we have top managers responsible for making long term decisions of the organization, middle level managers who are charged with responsibility of making tactical decisions and lower level managers who make operational decisions.  **1.4 Functions, skills and roles of a manager**  Think of any manager you know in a certain big organization. What do they do on daily basis in their work? What are their job descriptions? In this section we examine the functions performed by managers in their organizations, the skills they require and roles they play in making their workplaces exciting places to work in. Complete E-tivity 1.3 to gain more insight on what managers do.  A manager at any level and any type of an organization basically performs four functions. These are planning, organizing, leading and controlling. Planning involves the process of setting up organization goals and the actives to be carried out to achieve the goals. Organizing involves setting up appropriate organizational structures, recruiting the right human resources and mobilizing other resources to accomplish the goals of the organization.  Leading involves the process of influencing and giving members of the organization direction as well as motivating them to accomplish the organization mission. Controlling involves setting up of systems to monitor progress to ensure all the organizational activities and processes are working towards achieving the goals of the organization. Management studies generally revolve around these functions.  To perform any task well, an individual requires knowledge and skills. For managers to perform their duties effectively and efficiently, they should possess certain skills depending on their level of operation in their organizations. Business dictionary defines a skill as an ability and capacity acquired through deliberate, systematic and sustained effort to smoothly and adaptively carry out complex activities or job functions involving ideas (cognitive skills), things (technical skills) and people (interpersonal skills). Managers require a variety of skills to succeed in their work. These include technical skills, human/interpersonal skills, conceptual skills, diagnostic skills, political skill and computer skills among others*.*  Henry Mintzberg (1973) is credited for identifying and describing the roles that managers are expected to perform in organizations. Roles are deeds expected from a person who occupies a certain position in an organization. He identified ten roles of a manager that were classified into three categories.  First the interpersonal roles (figurehead, leadership role, liaison role), followed by informational roles (monitor role, disseminator and spokesperson) and finally the decisional roles (entrepreneurial, disturbance handler, resource allocator and negotiator).  **Revision Questions**   * + 1. From the definitions of management, we observe that management refers to the following concepts except;  1. A process that involves several activities. 2. It involves people and other resources. 3. It is aimed at attaining a known goal. 4. The process that doesn’t require one to use the right resources in the right way.    * 1. The following are characteristics of management except: 5. Management is universal, multidisciplinary in nature, tangible, purposeful, science and art. 6. Management is a continuous process, social, universal, multi-disciplinary, purposeful, art and science. 7. Management is universal, multi-disciplinary, intangible, continuous process, social process, purposeful, art as well as a science. 8. Management is a social process, purposeful, art and a science.    * 1. Which one of the following is not a classification of managers? 9. Top level managers. 10. Superior level managers. 11. Middle level managers. 12. Lower level managers.     * 1. Which of the following functions of a manager involves setting up appropriate organizational structures, recruiting the right human resources and mobilizing other resources to accomplish the goals of the organization; 13. Planning 14. Organizing 15. Leading 16. Controlling     * 1. Describe the different categories of roles of a manager. | | | | |
| Face to face time: *(if applicable)* | | | Number of hours | 2 |
| Group discussion on the roles of manager in selected local companies. | | | | |
| Online activities: | | | Number of hours | 3 |
| What should students do? | **E-tivity 1.1**  The purpose of this e-tivity is to help understand the various concepts and meaning of the term management.  **Tasks:**   * Read chapter 1 of the book “Management Principles by (Mason, Talya, & Berrin, 2012) and extract the various definitions of management. Describe the key components of management. Post your description in the discussion forum 1 week 1.   **E-tivity 1.2**  The purpose of this e-tivity is to help you describe the characteristics of management.  **Tasks:**   * + Read ‘Major characteristics of the Management’ available at <https://businessjargons.com/management.html>   + List and briefly describe five characteristics of a good manager and post in the discussion forum 2 week 1.   + Read two other posts and rewrite your five characteristics to include two aspects of a good manager that your classmates outlined. List the seven characteristics in order of importance, in your own opinion.   **E-tivity 1.3**  The main aim of this e-tivity is to enable you understand the roles, functions, and skills of managers at different levels of management.  **Tasks:**   * Read ‘management levels and types’ available at <https://courses.lumenlearning.com/boundless-management/chapter/management-levels-and-types/>. Note the different levels of management and their responsibilities. * Read the article: *An Analytical study on Mintzberg’s Framework: Managerial Roles* by Dr. Pardeep Kumar at <http://ijrmbs.com/vol2issue3/drpradeep.pdf>. Note Mintzberg’s interpretation of managerial roles in this article. * After doing the above activities in your respective groups, describe the roles, functions, and skills of a manager using between 400 – 500 words. Submit the Group Assignment in the next class or in the LMS. | | | |
| Where do they do it? | E-tivity 1.1 | Post the Explanation under Assignment 1 week 1 in the LMS. | | |
| E-tivity 1.2 (a)  E-tivity 1.2 (b) | Post the description under Assignment 2 week 1 in the LMS.  Post in the discussion forum 1 of week 1. | | |
| E-tivity 1.3 | Submit the Group Assignment during class time. | | |
| By when should they do it? | E-tivity 1.1 | Tuesday at 23h00 | | |
| E-tivity 1.2(a) | Wednesday at 23h00 | | |
| E-tivity 1.2 (b) | Thursday at 23h00 | | |
| E-tivity 1.3 | During the next face – to – face class or under Group assignment 1 week 1 in the LMS. | | |
| E-moderator/tutor role | | | | |
| 1. Ensure that learners are focused on the content and context of discussion. 2. Stimulate further learning and generation of new ideas. 3. Provide prompt and meaningful feedback on the learning progress. | | | | |
| How are the learning outcomes in this unit assessed? | | | Number of hours | 1 |
| The assignments will be marked using the marking scheme prepared by the tutor and graded accordingly. | | | | |
| How does this section link to other sections of the module? | | | | |
| The concepts learnt in this chapter will help you comprehend the key concepts in the rest of the module. The concepts form the key foundation of management. | | | | |

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| = Total number of hours | 7 |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | * Chapter 1 from the book, ‘Management Principles’ by (Mason, Talya, & Berrin, 2012) available at [http://bezak.umms.med.umich.edu/CIRHT/Content/Other%20Health%20Open%20Educational%20Resources/Leadership%20and%20Management%20for%20Health//Textbook-Principles%20of%20Management-Saylor-CC%20BY%20NC%20SA.pdf](http://bezak.umms.med.umich.edu/CIRHT/Content/Other%20Health%20Open%20Educational%20Resources/Leadership%20and%20Management%20for%20Health/Textbook-Principles%20of%20Management-Saylor-CC%20BY%20NC%20SA.pdf) |
| * The journal article, *An Analytical study on Mintzberg’s Framework: Managerial Roles* by Dr. Pardeep Kumar found at <http://ijrmbs.com/vol2issue3/drpradeep.pdf> |
| * The article ‘management levels and types’ available at <https://courses.lumenlearning.com/boundless-management/chapter/management-levels-and-types/> |
| * The article ‘Major characteristics of the Manager’s job’ available at <https://opentextbc.ca/principlesofmanagementopenstax/chapter/major-characteristics-of-the-managers-job/> |
| * Pre-topic activity that involves the reading of notes. |
| How are students enabled to access the resources? | The students will be enrolled in the LMS to be able to access the module notes under *pre-topic activity* and other relevant links. |
| Where in this topic are students expected to work collaboratively? | E-tivity 1.3 |
| How has an inclusive approach been incorporated in this unit? | Inclusivity has been incorporated in the group work assignment. The diversity in media usage such as videos ensure different opinions and views are included. |
| How will feedback on topic be obtained from students? | Analysis of performance in the topic assessments will provide an essential source of feedback on the topic. The students can also provide informal feedback by posting comments in the ‘Self Introductions’ discussion forum. |
| How will student feedback be used to improve unit? | To improve on successive topics’ delivery and/or facilitation, content design, and generally the development and design of future topics. |
| At which point(s) will students receive formative feedback on the work they have done in the topic? | Feedback will be provided at the end of every E-tivity and during face – to – face sessions. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Topic-level overview** | | **Week** |  |
| Topic name: | Historical foundation of management | | |
| Aim of the topic: | To introduce you to the historical foundation of management. | | |
| This topic covers: | 1. The early thoughts on management. 2. Schools of thoughts of management. 3. The future of management. | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*   1. Describe specific school of thoughts of management. 2. Describe contributions of various schools of thoughts of management. 3. Describe the future of management. | | |
| Overview of student activity: | 1. Reading the notes under *pre-topic activity.* 2. Reading chapter 3 from the core book (Mason, Talya, & Berrin, 2012). 3. Complete E-tivities 2.1, 2.2, and 2.3. 4. Read the article; <https://courses.lumenlearning.com/suny-principlesmanagement/chapter/why-it-matters-history-of-management/> | | |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment.** | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this topic, you will be able to:*** | | | |
| 1. Describe specific schools of thoughts. | 1 | E-tivity 2.1 | Complete Assignment 1 week 2 in the LMS |
| 1. Describe the contributions of various schools of thought of management. | 1 | E-tivity 2.2 | Complete Assignment 2 week 2 in the LMS. |
| 1. Describe the future of management. | 1 | E-tivity 2.3 | Describe the future of management in your respective Groups and submit your discussion in the next class. |

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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So, if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.)* | | | | | | |
| Module – level outcomes addressed: | | | | | | |
| Week 2 is application of terms learnt in week 1 in relation to the different perspectives of management. It deals with the historical development of management. It builds on outcome 1 and partially focuses on the module learning outcome 3 that is on management principles appropriate for sound management practices. | | | | | | |
| Purpose of the topic: | | | | | | |
| The week’s purpose is to introduce you to the historical development of management and the future of management. | | | | | | |
| Over to you: | | | | | | |
| Before you come to class this week there are some fundamental concepts that you will explore in the pre-topic activity. In class, we are going to ensure that you have a clear grasp of the concepts before you start to derive your own definitions of these ideas. There will also be some reading for you to do. You will read *Historical foundation of management*, and chapter 3 from the book *Management Principles*. You will also read the article at <https://courses.lumenlearning.com/suny-principlesmanagement/chapter/why-it-matters-history-of-management/> that will help to consolidate your understanding of some key aspects of management and be able to complete e-tivities for this week*.* | | | | | | |
| Pre-topic activity: | | | | Number of hours | 1 | |
| **HISTORICAL FOUNDATION OF MANAGEMENT**  **Introduction** Welcome to week Two!  In the last week we examined the meaning of the term management, who is a manager as well as the roles and functions of the manager. In this topic we will look into how the concept of management has evolved over the years to the modern ways of management. We will examine the various theories of management and how they have informed the philosophy and practice of management in modern organizations. **Learning Outcomes** By the end of this week, you will be able to:   * + 1. Describe the historical foundation of management.     2. Discuss contributions of various schools of management.     3. Point to the future of management  **2.2 The early thoughts on management** Management function is viewed by some as a natural process. People from all walks of life engage themselves in some form of planning with an aim of achieving certain goals. They mobilize resources and often set some systems in place to ensure that they achieve their goals. Management is practiced at individual, family and corporate level: at individual level, people always set personal goals and determine the way of achieving them. At family levels, goals such as educating children and owning a home are set while at corporate level organizations will set their own goals and determine means of achieving them.  There are many historical happenings that point to existence of management in old days. For instance, building of pyramids in Egypt, conquering of territories by leaders and cattle rustling among African communities. All these activities required a level of planning, mobilization of resources, leadership and mechanisms of ensuring the tasks were accomplished. Current management practices, however, have roots from two events that took place in 18th century: publication by Adam smith “wealth of nations” (1776) and industrial revolution(1765). The book by Adam Smith emphasized division of labor that would increase efficiency and wealth for nations while industrial revolution brought about the factory era. Developing of factories required people to work in them and therefore need to manage these people for efficiency and effectiveness within organizations. Scholars started to look at the subject of management seriously, hence the development of schools of thought on management.   * 1. **Schools of thought on management**   A school of thought comprises several writers, thinkers and practitioners of a subject who all adhere to the same fundamental principles and doctrines or follow similar working methods where the subject is concerned (Crosby, 2007). Crosby further identifies the criteria for grouping people into a school of thought as comprising the following:   1. Make the same basic assumptions about human nature. 2. Share a common perspective regarding the objectives of the discipline. 3. Their methods of analysis are essentially similar. 4. They hold similar opinions and usually come to similar and predictable conclusions about contentious issues in the field. 5. They have one person whom they recognize as the father of the school.   In the world of management, five schools of thought that inform modern management practices have been developed. These include the scientific management school of thought, classical theory of management, behavioral human relations theory of management, system theory and contingency approaches. Each of the school is discussed here.   1. **Scientific management school of thought**   This is perhaps the oldest school of thought whose father is Fredric Winslow Taylor (1865-1915). Taylor developed four principles of management that are applicable to organizations to date. These include: first, scientific study of the task and develop the best method for performing the task, careful selection of and training of workers, management to fully cooperate with workers to achieve results and division of responsibilities in the workplace between management and the workers.   1. **Classical theory of management**   The main contributors to this school of thought were Henry Fayol (1841-1925) and Max Webber (1864-1920). Henry Fayol identified five functions of management that include: Planning, Organizing, Command, Coordination and Control. Fayol further developed the famous 14 principles of management that constitute: Division of work, Authority, Discipline, Unity of command, Unity of direction, Remuneration, Subordination, Centralization, Scalar chain, Order, Equity, stability of tenure, Initiative, Esprit de corp.  Max Webber identified three basic sources/types of authority relationships within an organization that constitute the traditional authority, charismatic authority *and* rational/legal authority. Webber also developed the administrative theory often referred to as bureaucratic management theory.   1. **Behavioral human relations theory of management**   This was born out of ignorance of the previous studies in approaching human relations in the workplace. This school of thought has two main approaches: first the human relations approach which holds that relationships among workers and between them and their supervisors is the greatest determinants of workers performance. The second approach is the human resource approach that holds that workers’ talents and capabilities must be recognized and utilized effectively and efficiently to increase the workers’ contribution in the workplace.   1. **System theory**   Certo (2000) defines a system as an interconnected set of elements that have orderly interactions that form a unitary whole. Systems theory in the organization context refers to the process involved in how inputs get transformed by the organization into outputs  **Figure 2.1 Organizational system**  **Input**  Finance, Raw material,  Human Resources  Human  **Output**  Goods and services,  Profit and losses  Feedback from environment  **Transformation process**  Action of managers, employees’ technology, equipment etc  The manager must view his organization as one that attracts inputs such as finance, raw materials and human resources from environment and transforms these with the help of technology and actions of employees to produce outputs that include goods and services. Understanding the various types of interactions enables managers to use appropriate strategies to achieve their goals. A system can be open or closed. Managers who hold the view that an organization is an open system acknowledges the importance of understanding the environment for organization sustainability. The manager who vies organization as a closed system disregards environmental impacts leading to decay of the organization.   1. **Contingency approaches**   Contingency approach is a theory that emphasizes matching structured or flexible management style to the organization’s environment, its technology, the tasks to be performed and the types of employees. The approach implies that there are no general principles of management that can be applied to all situations. It provides an environment for managers to develop their diagnostic and analytical skills to provide effective approaches for changing circumstances.   * 1. **The future of management:**   Management theories and practices in the twenty first century must take into account global trends affecting organizational management. The most pronounced trends include managing diverse workforce (millennials), social media, natural catastrophes, and effects of terrorism, global climatic change, advanced information technology, and social entrepreneurship among others. **Revision Questions**  1. Discuss *five* advantages of classical theory as a school of Management thought. 2. Describe *six* contributions of Management thoughts to growth of management in the 21st century. 3. Using clear examples, discuss any *five* principles from the Henri Fayol’s fourteen principles of management. 4. Systems theory in the organization context refers to the process involved on how inputs get transformed by the organization into outputs. Using a well labelled diagram, describe the Organizational system. 5. State and explain *five* trends of management in the year 2020 going forward and suggest appropriate actions that managers should take today to remain relevant. | | | | | | |
| Face to face time: *(if applicable)* | | | | Number of hours | 2 | |
| Group discussions on different school of thoughts. | | | | | | |
| Online activity: | | | | Number of hours | 3 | |
| What should students do? | **E-tivity 2.1**  The purpose of this e-tivity 2.1 is to help describe the various schools of thought in management.  **Tasks:**   * Read the article from OER Africa on development management thought available at: <https://courses.lumenlearning.com/suny-principlesmanagement/chapter/introduction-bureaucratic-management/> * Describe the characteristics of bureaucracy. * Describe Fayol’s five duties of management. * Submit these as one document under Assignment 1 Week 2 in the LMS.   **E-tivity 2.2**  The purpose of this e-tivity is to help you describe the contributions of various schools of thought of management.  **Task:**  The interaction with the article above will assist you compile a table to summarize contributions of various school of management to modern management in the format below. Submit under Assignment 2 week 2.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **School** | **Main contributors** | **Contributions** | **Application in modern management** | **Weaknesses** | | 1. | Scientific school of management | Fredric W. Taylor | 4 principles of scientific management   * Scientifically study job task s * Scientific selection and training of workers * Cooperation with workers * Division of labor | * Job analysis * Recruitment and selection * Employee training * Teamwork * development of organizational structure | • Too much pressure to perform.   * Unfair division of rewards. * Oversimplified approach to workers’ motivation. * ignores social factors * Too authoritative in approach * Demands excessive specialization of jobs and tasks | | 2. | Classical theory of management | Henry Fayol |  |  |  | | Max Webber |  |  |  | | 3. | Behavioral human relations theories | Hawthorne studies |  |  |  | | 4. | System theory |  |  |  |  | | 5. | Contingency approach |  |  |  |  |   **E-tivity 2.3**  **Task:**  In your Groups, discuss the future of management considering the historical foundations that you have learnt in E-tivities 2.1 and 2.3. Note down the key points and submit your group work in the next class on in the LMS. | | | | | |
| Where do they do it? | E-tivity 2.1 | | Submit the description as one document under Assignment 1 week 2 in the LMS. | | | |
| E-tivity 2.2 | | Submit the complete table under Assignment 1 week 2 in the LMS. | | | |
| E-tivity 2.3 | | Submit your Group discussion of between 800 -1000 words during the next face-to- face class or in the LMS. | | | |
| By when should they do it? | E-tivity 2.1 | | Tuesday at or before 23h00 | | | |
| E-tivity 2.2 | | Thursday at or before 23h00 | | | |
| E-tivity 2.3 | | During the face-to-face class on Friday or under Group assignment 1 week 2 in the LMS. | | | |
| E-moderator/tutor role | | | | | | |
| 1. Ensure that learners are focused on the content and context of discussion. 2. Stimulate further learning and generation of new ideas. 3. Provide prompt and meaningful feedback on the learning progress. | | | | | | |
| How are the learning outcomes in this unit assessed? | | | | Number of hours | 1 | |
| The assignments will be marked using the marking scheme prepared by the tutor and graded accordingly. | | | | | | |
| How does this section link to other sections of the module? | | | | | | |
| The concepts learnt in this chapter will help you comprehend and bring into perspective the historical foundation of management and help you comprehend and relate well with the other concepts in the coming weeks. | | | | | | |
| = Total numbers of hours | | | | | | 7 |
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| **Some important questions** | | | | | | |
| Which learning resources/ references will scaffold the students’ learning? | | Pre-topic activity: Historical foundation of management. | | | | |
| Read chapter 3 from the book by Mason, Talya, & Berrin, 2012. | | | | |
| Read the article from OER Africa on development management thought available at: <https://courses.lumenlearning.com/suny-principlesmanagement/chapter/introduction-bureaucratic-management/> | | | | |
| How are students enabled to access the resources? | | The students will be enrolled in the LMS to be able to access the module and links. The book and reading are accessible in the respective links. | | | | |
| Where in this unit are students expected to work collaboratively? | | E-tivity 2.3 | | | | |
| How has an inclusive approach been incorporated in this unit? | | Group discussions will cater for the diversity in the students. Reading of journal that incorporate different perspective on content under discussion | | | | |
| How will feedback on unit be obtained from students? | | Analysis of performance in the topic assessments will provide an essential source of feedback on the topic. | | | | |
| How will student feedback be used to improve unit? | | To improve on future topics’ content design, development, and lesson delivery. To guide students in their learning experiences. | | | | |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | | Feedback will be provided at the end of every E-tivity and during face – to – face sessions. | | | | |

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| **Topic-level overview** | | **Week** | **3.** |
| Topic name: | The environment of organizations and managers | | |
| Aim of the topic: | To introduce you to the environment in which organizations and managers operate. Environment is basically the surrounding conditions that affect organization operations. | | |
| This topic covers: | 1. Organization’s internal environment. 2. Organization’s external environment. | | |
| Intended learning outcomes: | At the end of this **topic**, you will be able to:   1. Describe the internal environmental factors influence on organizational decision making. 2. Explain the effect of external environment on organization operations. 3. Describe the ideal business environment for quality production in organizations. | | |
| Overview of student activity: | 1. Reading of week 3 pre-topic activity on *the environment of organizations and managers.* 2. Read the article on the *Organization's internal environment and its importance in the organization's development’* available at: [https://www.researchgate.net/publication/318732316\_](https://www.researchgate.net/publication/318732316_The_Organization's_Internal_Environment_and_Its_Importance_in_the_Organization's_Development)**.** 3. Read the article on *The organization’s external environment* available at <https://opentextbc.ca/organizationalbehavioropenstax/chapter/the-organizations-external-environment/>. 4. Watch a video clip at <https://www.youtube.com/watch?v=iFdso_AV5PQ>. 5. Complete E-tivities 3.1 and 3.2. | | |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment.** | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this topic, you will be able to:*** | | | |
| 1. Describe the internal environmental factors influence on organizational decision making. | 2 | E-tivity 3.1 | Complete Assignment 1 Week 3 in the LMS. |
| 1. Explain the effect of external environment on organization operations. | 2 | E-tivity 3.2 | Complete Assignment 2 week 3. |
| 1. Describe the ideal business environment for quality production in organizations | 2 | E-tivities 3.1 and 3.2 | Describe the ideal business environment for quality production then post in the discussion forum 1 week 3. |

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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So, if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.)* | | | | | | |
| Module – level outcomes addressed: | | | | | | |
| Week 3 is application of terms learnt in week 1 in relation to the different organization environments. It deals with the environments of an organization. It builds on outcome 1 and partially focuses on the module learning outcome 4 that is, on assessing managerial practices and choices relative to ethical principles and standards. | | | | | | |
| Purpose of the topic: | | | | | | |
| The week’s purpose is to introduce you to environments of organizations, both internal and external. | | | | | | |
| Over to you: | | | | | | |
| Before you come to class this week there are some fundamental concepts that you will explore in the pre-topic activity. In class, we are going to ensure that you have a clear grasp of the concepts before you start to derive your own definitions of these ideas. There will also be some reading for you to do. You will read pre-topic activity and read the article on; ‘*The organization's internal environment and its importance in the organization's development’* available at: [https://www.researchgate.net/publication/318732316\_](https://www.researchgate.net/publication/318732316_The_Organization's_Internal_Environment_and_Its_Importance_in_the_Organization's_Development)**.** Read the article on *The organization’s external environment* available at <https://opentextbc.ca/organizationalbehavioropenstax/chapter/the-organizations-external-environment/>. To further help consolidate your understanding of key concepts watch a video clip at <https://www.youtube.com/watch?v=iFdso_AV5PQ>. This will introduce you to the external forces that influence organizational activities. These activities will help you complete E-tivities 3.1 and 3.2. | | | | | | |
| Pre-topic activity: | | | | Number of hours | 1 | |
| **THE ENVIRONMENT OF ORGANIZATIONS AND MANAGERS**   * 1. **Introduction**   Welcome to week Three!  In this lesson, we will introduce you to the environment in which organizations and managers operate. Environment is basically the surrounding conditions that affect organization operations. These conditions have a bearing on what happens in organizations and therefore the need to understand them. They are categorized into internal and external environmental factors.  **Learning Outcomes**  By the end of this week, you will be able to:   1. Describe the internal environmental factors influence on organizational decision making. 2. Explain the effect of external environment on organization operations. 3. Describe the ideal business environment for quality production in organizations.    1. **The internal environmental factors**   The internal environment consists of conditions, system and people within an organization and how they affect organization. Specifically, it comprises of organization shareholders, board of directors, employees, physical environment, operating systems and processes as well as culture. Managers must discern how the interaction of these forces influence achieving of the organization’s mission and vision.   * 1. **The organizations external environment**   The organizations external environment consists of forces outside organization that influence organizational activities. These comprise political-legal, social-cultural, economic, and technological, competitors and physical environment. Each of these forces would impact differently on organization operations. The managers need to be aware of the effect of each force to develop appropriate strategy to meet organization objectives.  **Revision Questions**   1. Describe the influence of Internal and External environment in Management. 2. It is important for the Manager in organizations to understand the different types of environment they are operating in lest they are bound to fail. Discuss. 3. Describe the factors affecting performance of general external environment in a business set-up. 4. What would you describe as the best business environment for quality production in organizations? | | | | | | |
| Face to face time: *(if applicable)* | | | | Number of hours | 2 | |
| Group discussions on internal and external environments of selected local organizations. | | | | | | |
| Online activity: | | | | Number of hours | 3 | |
| What should students do? | **E-tivity 3.1**  The purpose of this e-tivity 3.1 is to help you comprehend the organization internal environment influence on organizations operations.  **Task:**  You are expected to;   * Read the pre-topic activity on *the Environment of organizations,* and also readthe journal article on *The organization's internal environment and Its Importance in the organization's development* available at:   [https://www.researchgate.net/publication/318732316\_](https://www.researchgate.net/publication/318732316_The_Organization's_Internal_Environment_and_Its_Importance_in_the_Organization's_Development)   * After reading the article, discuss in your groups, how the major internal environmental forces affect organization operations. Then describe key internal environmental factors that can influence an organizational decision making and submit individually as Assignment 1 Week 3 in the LMS.   **E-tivity 3.2**  The purpose of this e-tivity is to help you understand how external environmental forces influence organizational activities.  **Task:**   * Read the article on *The organization’s external environment* available at <https://opentextbc.ca/organizationalbehavioropenstax/chapter/the-organizations-external-environment/> * Watch the video at <https://www.youtube.com/watch?v=iFdso_AV5PQ> to complement the reading above. * Outline the key elements of the external environment and explain how they affect organization’s operations. Then submit as your Assignment 2 week 3. * Describe the ideal business environment for quality production then post in the Discussion Forum 1 week 3. | | | | | |
| Where do they do it? | E-tivity 3.1 | | Discuss the e-tivity in your Groups and submit your outline as Assignment 1 week 3 in the LMS. | | | |
| E-tivity 3.2 | | Read the article and watch the video then submit Assignment 2 week 3 in the LMS. | | | |
| By when should they do it? | E-tivity 3.1(a) | | Ensure you have read the article and the pre-topic activity by Monday 08h00. | | | |
| E-tivity 3.1(b) | | Ensure you have discussed and uploaded your assignment 1 week 3 by Tuesday 23h00. | | | |
| E-tivity 3.2(a) | | Submit Assignment 2 week 3 on or before Wednesday 23h00. | | | |
| E-tivity 3.2(b) | | Post in the Discussion Forum 1 week 3 on or before Thursday 23h00. | | | |
| E-moderator/tutor role | | | | | | |
| 1. Ensure that learners are focused on the content and context of discussion. 2. Stimulate further learning and generation of new ideas. 3. Provide prompt and meaningful feedback on the learning progress. | | | | | | |
| How are the learning outcomes in this unit assessed? | | | | Number of hours | 1 | |
| The assignments will be marked using the marking scheme prepared by the tutor and graded accordingly. | | | | | | |
| How does this section link to other sections of the module? | | | | | | |
| The concepts learnt in this chapter are a build up to the previous chapters. | | | | | | |
| = Total numbers of hours | | | | | | 7 |
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| **Some important questions** | | | | | | |
| Which learning resources/ references will scaffold the students’ learning? | | Read pre-topic activity: *The Environment of organizations and managers.* | | | | |
| Read the journal article on *The organization's internal environment and Its Importance in the organization's development* available at:  https://www.researchgate.net/publication/318732316 | | | | |
| Watch the video on key elements affecting external environment of an organization at; <https://www.youtube.com/watch?v=iFdso_AV5PQ> to | | | | |
| How are students enabled to access the resources? | | The students will be enrolled in the LMS to be able to access the module and links. | | | | |
| Where in this unit are students expected to work collaboratively? | | E-tivity 3.1 (b) | | | | |
| How has an inclusive approach been incorporated in this unit? | | In group work E-tivity 3.1 and on the online activities such as reading the journals and watching videos. | | | | |
| How will feedback on unit be obtained from students? | | Analysis of performance in the topic assessments will provide an essential source of feedback on the topic. | | | | |
| How will student feedback be used to improve unit? | | The feedback will inform the tutor on the effectiveness of the learning process. This will provide essential details on how to go about in delivering the next lesson. | | | | |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | | Feedback will be provided at the end of every E-tivity and during the face-to-face class. | | | | |

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| **Topic-level overview** | | **Week** | **4** |
| Topic name: | Organization planning | | |
| Aim of the topic: | To define planning, examine the benefits of planning and discuss the tools of planning. | | |
| This topic covers: | 1. Definition and benefits of planning. 2. Types of plans. 3. The planning processes. 4. Planning tools and techniques. 5. Criticisms of planning. | | |
| Intended learning outcomes: | By the end of this topic, you will be able to:   * + 1. Define planning and explain the benefits of planning to an individual and organization.     2. Evaluate the planning process     3. Describe the planning tools and techniques used by managers in modern organization | | |
| Overview of student activity: | 1. Reading of pre-topic activity on *Introduction to planning.* 2. Read section 1.3 of the book; *Management principles* by Mason, C., Talya, B., & Berrin, E. (2012). 3. Read the articles on the links;  * <http://saylordotorg.github.io/text_principles-of-management-v1.1/s05-04-planning-organizing-leading-an.htm> * <https://opentextbc.ca/principlesofmanagementopenstax/chapter/types-of-plans/>  1. Watch the video on planning at; <https://www.youtube.com/watch?v=tsiAkSOgz_c> 2. Complete E-tivities 4.1, 4.2, and 4.3. | | |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment.** | | | |
| Intended topic learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this topic, you will be able to:*** | | | |
| 1. Define planning and explain the benefits of planning to an individual and organization. | 2 | E-tivity 4.1 | Complete Assignment 1 week 4 in the LMS. |
| 1. Evaluate the planning process. | 2 | E-tivity 4.2 | Complete Assignment 2 week 4 in the LMS. |
| 1. Describe the different types of plans used in an organization. | 2 | E-tivity 4.3 | Complete Group Assignment and during the next face-to-face class or in the LMS. |

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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.)* | | | | | | |
| Module- level outcomes addressed: | | | | | | |
| Week 4 is application of terms learnt in week 1 in relation to organizational planning. It builds on outcome 1 and partially focuses on the module learning outcomes 1 and 3 that is, on how to demonstrate ability to integrate management principles into management practices. | | | | | | |
| Purpose of the topic: | | | | | | |
| The purpose of the topic is to define planning, examine the benefits of planning and discuss the tools of planning. | | | | | | |
| Over to you: | | | | | | |
| Before you come to class this week there are some fundamental concepts that you will explore in the pre-topic activity. In class, we are going to ensure that you have a clear grasp of the concepts before you start to derive your own definitions of these ideas. There will also be some reading for you to do. You will read the pre-topic activity on *Introduction to planning* and read Section 1.3 of the book *Management Principles* by Mason, C., Talya, B., & Berrin, E. (2012). You will read the article in the link; <http://saylordotorg.github.io/text_principles-of-management-v1.1/s05-04-planning-organizing-leading-an.html> Read the article on *Types of plans* available at  <https://opentextbc.ca/principlesofmanagementopenstax/chapter/types-of-plans/>. Watch the video on organization planning at;  [https://www.youtube.com/watch?v=tsiAkSOgz\_c](%20https://www.youtube.com/watch?v=tsiAkSOgz_c). All this will help you comprehend the key concepts for this week and help you complete E-tivities 4.1, 4.2, and 4.3. | | | | | | |
| Pre-topic activity: | | | | Number of hours | 1 | |
| **INTRODUCTION TO PLANNING** *‘Give me six hours to chop down a tree and I will spend the first four sharpening the axe’ Abraham Lincoln, former USA president.* **Introduction** Welcome to week Four!  In this week, we examine the first function of managers which is planning. Perhaps you have heard of the saying “to fail to plan is to plan to fail”. Planning is the most fundamental responsibility of any manager in any organization. It is a function carried out at all levels of organization and may involve all employees. As individuals we develop plans that enable us to accomplish certain objectives. Even people who have not been to school do plan their activities and execute them. In this week we will define planning, examine the benefits of planning and also discuss the tools of planning.   **Learning Outcomes** By the end of this week, you will be able to:   * + 1. Define planning and explain the benefits of planning to an individual and organization.     2. Evaluate the planning process.     3. Describe the different types of plans used in an organization.  **Definition and benefits of planning**  We start by asking ourselves “What is a plan?” A plan is an intention, it is a method of doing something that is worked out in advance. From management perspective, planning is the process of specifying the goals to be achieved and deciding in advance the appropriate actions to take to achieve those goals. From this definition we notice that planning involves two main activities:   1. Setting of goals 2. Determining appropriate actions to meet the objectives  Planning has many benefits to both the individual and organization. It improves employee’s morale, reduces uncertainties, increases chances of success and facilitates controlling among others. We have now examined the benefits of planning to an individual and organizations.  Let us now turn to the different types of plans in an organization. There are generally three types of plans in an organization. These include *Strategic plans*, *Tactical plans* and *Operational plans*. The three plans are interrelated and interconnected. It is the strategic plan that informs tactical plans while operational plans are drawn from tactical plans. Figures 4.1 represents this relationship.  **Figure 4.1 Types of Organizational Plans**    **Figure 1 Types of organization plans**  Managers have various planning tools and techniques at their disposal. Some of the most commonly used tools include budgets, schedules, standards, policies, procedures and research   * 1. **The planning processes**   As mentioned earlier, planning is a process that involves distinct but interrelated steps. The steps are summarized in figure 4.2 and include, reviewing organization mission and vision, analyzing the current situation, anticipating the future, setting of objectives, develop strategy to achieve the objectives, determine the resources needed, and develop evaluation and implementation of the plan. These steps follow each other and must all be done well to ensure success of the organization.   * 1. **Criticisms of planning**   Though planning has many advantages, it also has many challenges. Planning may create rigidity in the organization and reduce creativity as employees will have to follow certain procedures already laid down. In some instances, long term planning may make it difficult for an organization to adjust its operation in a dynamic and changing environment. The planning process is also time consuming and often requires large input in terms of finances and human resource skills.  2. Analyze the current organization situation  1. Reviewing the organization’s mission and vision  7.  Develop evaluation mechanism  6. Determine the resources needed to implement the strategy  5. Develop a strategy to achieve the objectives  4. Determine objectives  3. Anticipate the future  **The**  **Planning**  **Process**  **Revision Questions**   * + - 1. Which of the following is not a characteristic of planning?  1. Pervasiveness 2. Secondary in nature 3. Continuous process 4. Goal oriented    * + 1. At which level of management are decisions on day to day activities of the organization made; 5. Tactical 6. Operational 7. Strategic 8. None of the above    * + 1. Which of the following is not a planning tool; 9. Marketing research 10. Budget 11. Procedure 12. Gantt chart     * + 1. All the following are limitations of planning apart from; 13. Uncertainty of future 14. Time consuming 15. Costly process 16. An enjoyable exercise     * + 1. Managers should always consider the changing environment when they make their plans; 17. True 18. False | | | | | | |
| Face to face time: *(if applicable)* | | | | Number of hours | 2 | |
| Discuss local organizations that have collapse in view of determining how they fared in key steps in the planning processes of organizations. | | | | | | |
| Online activity: | | | | Number of hours | 3 | |
| What should students do? | **E-tivity 4.1**  The purpose of this e-tivity 4.1 is to help you define planning and describe its benefits to an organization.  **Task:**   * Read pre-topic activity on *Introduction to* *Planning.* * You are expected to read Section 1.3 of the book *Management Principles.* * Watch the video on organization planning at;   [https://www.youtube.com/watch?v=tsiAkSOgz\_c](%20https://www.youtube.com/watch?v=tsiAkSOgz_c)   * Define planning and explain the importance of planning in an organization. Submit as Assignment 1 week 4 in the LMS   **E-tivity 4.2**  This e-tivity is a build up to E-tivity 4.1 above and it will help you understand the planning process.  **Task:**   * Read the article in this link;   <http://saylordotorg.github.io/text_principles-of-management-v1.1/s05-04-planning-organizing-leading-an.html>   * Evaluate the essentials steps in the planning process. Submit your work as Assignment 2 week 4 in the LMS.   **E-tivity 4.3**  The purpose of this e-tivity is to introduce you to the different plans in an organization.  **Task:**   * Read the article on *Types of plans* available at <https://opentextbc.ca/principlesofmanagementopenstax/chapter/types-of-plans/> * In your Groups, describe the different types of plans used in an organization. Submit your Group Assignment during the next face-to-face class or submit under Group assignment 1 week 4 in the LMS. | | | | | |
| Where do they do it? | E-tivity 4.1 | | Submit Assignment 1 week 4 in the LMS. | | | |
| E-tivity 4.2 | | Submit Assignment 2 week 4 in the LMS. | | | |
| E-tivity 4.3 | | Submit the Group Assignment during the face-to-face class. | | | |
| By when should they do it? | E-tivity 4.1 | | On or before Tuesday 23h00 | | | |
| E-tivity 4.2 | | On or before Wednesday 23h00 | | | |
| E-tivity 4.3 (a) | | The reading and the discussion should be done on or before Thursday 23h00 | | | |
| E-tivity 4.3 (b) | | Submission of the Group Assignment should be done on Friday during the face-to-face class or submit under Group assignment 1 week 4 in the LMS. | | | |
| E-moderator/tutor role | | | | | | |
| 1. Ensure that learners are focused on the content and context of discussion. 2. Stimulate further learning and generation of new ideas. 3. Provide prompt and meaningful feedback on the learning progress. | | | | | | |
| How are the learning outcomes in this unit assessed? | | | | Number of hours | 1 | |
| The assignments will be marked using the marking scheme prepared by the tutor and graded accordingly. | | | | | | |
| How does this section link to other sections of the module? | | | | | | |
| The concepts learnt in this chapter will help you comprehend and bring into perspective of factors that influence organization and hence determine other factors that affect management that shall be covered in the next chapters. | | | | | | |
| = Total numbers of hours | | | | | | 7 |
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| **Some important questions** | | | | | | |
| Which learning resources/ references will scaffold the students’ learning? | | Pre-topic activity on *Introduction to* *Planning.* | | | | |
| Section 1.3 of the book *Management Principles*by Mason, C., Talya, B., & Berrin, E. (2012). | | | | |
| Video clip on organization planning at;  [https://www.youtube.com/watch?v=tsiAkSOgz\_c](%20https://www.youtube.com/watch?v=tsiAkSOgz_c) | | | | |
| Article in this link;  <http://saylordotorg.github.io/text_principles-of-management-v1.1/s05-04-planning-organizing-leading-an.html> | | | | |
| Article on *Types of plans* available at <https://opentextbc.ca/principlesofmanagementopenstax/chapter/types-of-plans/> | | | | |
| How are students enabled to access the resources? | | Following the links as uploaded in the LMS. | | | | |
| Where in this unit are students expected to work collaboratively? | | E-tivity 4.3 (b) | | | | |
| How has an inclusive approach been incorporated in this topic? | | In group work, and video clips and articles that the learners will interact in or with respectively. | | | | |
| How will feedback on unit be obtained from students? | | Analysis of performance in the topic assessments will provide an essential source of feedback on the topic. | | | | |
| How will student feedback be used to improve unit? | | To improve on lesson delivery/facilitation, content design, and development for current and future lessons | | | | |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | | Feedback will be provided at the end of every E-tivity and during the face­-to-face session. | | | | |

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| **Topic-level overview** | | **Week** | **5.** |
| Topic name: | Organization structure and design | | |
| Aim of the topic: | To examine organizational design process as well as the basic organizational structure found in modern organizations. | | |
| This topic covers: | 1. Organization structure 2. Types of organization structure | | |
| Intended learning outcomes: | *At the end of this topic, you will be able to:*   1. Discuss objectives of organization designs. 2. Describe the various organization structures. 3. Justify the adoption of different organization structures. | | |
| Overview of student activity: | * + 1. Read pre-topic activity on *organization structure and design.*     2. Read the article at; <https://courses.lumenlearning.com/boundless-management/chapter/common-organizational-structures/>     3. Read article at; <https://opentextbc.ca/organizationalbehavioropenstax/chapter/organizational-structures-and-design/> .     4. Listen to the audio available at; <https://www.youtube.com/watch?v=fcWQAd-u8jo>     5. Listen to the audio at; <https://www.youtube.com/watch?v=g3pZGs2JMeQ> .     6. Complete E-tivities 5.1, 5.2, and 5.3. | | |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this topic, you will be able to:*** | | | |
| 1. Describe the objectives of organization designs. | 2 | E-tivity 5.1 | Group discussion assignment on the objectives of organization designs. |
| 1. Describe the various organization structures. | 2 | E-tivity 5.2 | Complete Assignment 1 week 5 in the LMS. |
| 1. Justify the adoption of different organization structures. | 2 | E-tivity 5.3 | Complete Assignment 2 week 5 in the LMS. |

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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So, if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.)* | | | | | | |
| Module-level outcomes addressed: | | | | | | |
| Week 5 is application of terms learnt in week 1 in relation to organizational structure. It builds on outcome 1 and partially focuses on the module learning outcomes 3 on management principles appropriate for sound management practices and organizational structure and design. | | | | | | |
| Purpose of the topic: | | | | | | |
| The purpose of the topic is to define organizational structure and design, examine what an organization, organizational design process is, as well as the roles of managers in modern organizations’ structure. | | | | | | |
| Over to you: | | | | | | |
| Before you come to class this week there are some fundamental concepts that you will explore in the pre-topic activity. In class, we are going to ensure that you have a clear grasp of the concepts before you start to derive your own definitions of these ideas. There will also be some reading for you to do. You will read the article at; <https://courses.lumenlearning.com/boundless-management/chapter/common-organizational-structures/> and <https://opentextbc.ca/organizationalbehavioropenstax/chapter/organizational-structures-and-design/> . These articless will introduce you to the different organization structures. Organization structures are dynamic in nature. Then listen to the audios available at; <https://www.youtube.com/watch?v=fcWQAd-u8jo> and <https://www.youtube.com/watch?v=g3pZGs2JMeQ> . These resources will assist you complete E-tivities 5.1, 5.2, and 5.3. | | | | | | |
| Pre-topic activity: | | | | Number of hours | 1 | |
| **ORGANIZATION STRUCTURE AND DESIGN** **Introduction** Welcome to week Five!  We have already looked at the first function of management which is planning and its benefits as well as challenges. In this lesson we turn our attention to the second function of management which is organizing. We will examine what is an organization, organizational design process as well as the basic organizational structure found in modern organizations. We will conclude by looking at emerging issues in organizational design in the twenty first century. **Learning outcomes**  By the end of the lesson, you will be able to;   1. Describe objectives of organization designs. 2. Describe the various organization structures. 3. Justify the adoption of different organization structures.  **What is an organization**  The term organization refers to two or more people working together toward one or more shared goals. Allen (2019) defines an organization as the process of identifying and grouping work to be performed, defining and delegating responsibility and authority and establishing relationships for the purpose of enabling people to work most effectively together in accomplishing objectives (articlelibrary.com/organization/). From the definition we learn that in an organization:   1. Two or more people are involved 2. These people have a common objective 3. Each person’s work is clearly defined within the set-up 4. There is a system of relating the different people within this set-up 5. The system enables people to work efficiently and effectively.   Think of common organizations that you have interacted with and see whether they all fulfill these requirements. A family is an organization and so is a big corporate like Safaricom Plc.   * 1. **Organization Structure**   Organizational structure is a major determinant of organizational success. It is viewed as the sum of the ways an organization divides its labor into distinct tasks and then coordinates them. It is the formal pattern of interaction and coordination of activities designed by management to link the tasks of individuals and groups in achieving organizational goals thereby providing basis for decision making, reporting relationships, control and authority among others. The process of developing organization structure is often referred to as organizational design, which is guided by principles such as differentiation, integration, formalization, in-formalization, centralization and decentralization among others.  Organizational structures are not static. They keep on evolving as organizations seek to align themselves with dynamic environments in which they find themselves. Traditionally, there are six recognized organizational structures that include the product, functional, geographical/regional, market/customer, divisional and matrix structures. Each of these emphasize different aspects of relationships. For instances market structures emphasizes the need to recognize different customers and their significance to the organization while functional structures lay weight on different departments and their contribution to achieving organizational objectives.  **Revision questions**   1. Organization is characterized by all the following except; 2. Two or more people working together 3. System of relationship 4. A building where people work from 5. System of authority and decision-making 6. Developing organizational structures requires managers to consider the following principles apart from; 7. Differentiation vs integration 8. Formalization vs in-formalization 9. Centralization vs decentralization 10. Creativity vs Self confidence 11. The process of developing organizational structure is referred to as; 12. Organization structuring 13. Organizational development 14. Organizational management 15. Organizational design 16. Organizational structure is highly flexible; 17. True 18. False 19. In designing Product structures managers put weight on;     * 1. The various customers and their contribution to achieving organizational objectives.       2. The various department and their contribution to achieving organizational objectives.       3. The various services and their contribution to achieving organizational objectives.       4. The various markets and their contribution to achieving organizational objectives. 20. Organizational design involves three main components that include 21. Structures 22. Systems 23. Culture 24. All the above 25. None of the above | | | | | | |
| Face to face time: *(if applicable)* | | | | Number of hours | 2 | |
| A manager of a local organization will be visiting and give a talk on organization structure and design of the particular organization. | | | | | | |
| Online activity: | | | | Number of hours | 3 | |
| What should students do? | **E-tivity 5.1**  The purpose of this e-tivity is to introduce you to the objective of sound organization designs.  **Task:**   * Listen to the audio at; <https://www.youtube.com/watch?v=fcWQAd-u8jo> * Describe in your respective Groups the objectives of sound organization designs and submit your discussion in the next class or under Group assignment 1 week 5.   **E-tivity 5.2**  The purpose of this E-tivity 5.2 is to help you explain different organization structures.  **Task:**   * Read the article on *Common organizational structures* available at;   <https://courses.lumenlearning.com/boundless-management/chapter/common-organizational-structures/>   * Describe five (5) common organizational structures and submit as Assignment 1 week 5 in the LMS.   **E-tivity 5.3**  The purpose of this e-tivity is to understand why organizations adopt various structures. The activity builds on E-tivity 5.2.  **Task:**   * Listen to the audio at; <https://www.youtube.com/watch?v=g3pZGs2JMeQ> * Justify the adoption of different organization structures and submit as assignment 2 week 5 in the LMS. | | | | | |
| Where do they do it? | E-tivity 5.1 | | Submit your discussion task during the next class or under Group assignment 1 week 5. | | | |
| E-tivity 5.2 | | Submit Assignment 1 week 5 in the LMS. | | | |
| E-tivity 5.3 | | Submit Assignment 2 week 5 in the LMS. | | | |
| By when should they do it? | E-tivity 5.1 | | Submit during the next class or under Group assignment 1 week 5 on or before Thursday 23h00. | | | |
| E-tivity 5.2 | | Submit the Assignment 1 week 5 on or before Tuesday at 23h00. | | | |
| E-tivity 5.3 | | Submit on or before Thursday at 23h00. | | | |
| E-moderator/tutor role | | | | | | |
| 1. Ensure that learners are focused on the content and context of discussion. 2. Stimulate further learning and generation of new ideas. 3. Provide prompt and meaningful feedback on the learning progress. | | | | | | |
| How are the learning outcomes in this unit assessed? | | | | Number of hours | 1 | |
| The assignments will be marked using the marking scheme prepared by the tutor and graded accordingly. | | | | | | |
| How does this section link to other sections of the module? | | | | | | |
| The concepts learnt in this chapter will help you comprehend and bring into perspective factors that influence organization and hence determine other factors that affect management that shall be covered in the next chapters. | | | | | | |
| = Total numbers of hours | | | | | | 7 |
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| **Some important questions** | | | | | | |
| Which learning resources/ references will scaffold the students’ learning? | | Pre-topic activity on *Organization structure and design.* | | | | |
| Article at; <https://courses.lumenlearning.com/boundless-management/chapter/common-organizational-structures/> | | | | |
| Article at; <https://opentextbc.ca/organizationalbehavioropenstax/chapter/organizational-structures-and-design/> | | | | |
| Audio available at; <https://www.youtube.com/watch?v=fcWQAd-u8jo> | | | | |
| Audio at; <https://www.youtube.com/watch?v=g3pZGs2JMeQ> | | | | |
| How are students enabled to access the resources? | | The students can access the links from the LMS. | | | | |
| Where in this unit are students expected to work collaboratively? | | E-tivity 5.1 | | | | |
| How has an inclusive approach been incorporated in this unit? | | In group work, and video clips and articles that the learners will interact in or with respectively. | | | | |
| How will feedback on unit be obtained from students? | | Analysis of performance in the topic assessments will provide an essential source of feedback on the topic. | | | | |
| How will student feedback be used to improve unit? | | To improve on lesson delivery/facilitation, content design, and development for current and future lessons | | | | |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | | Feedback will be provided at the end of every E-tivity and during the class. | | | | |

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| **Topic-level overview** | | **Week** | **6.** |
| Topic name: | Organization culture | | |
| Aim of the topic: | Week focuses on formation of organizational culture, various types of cultures, transfers of culture from one generation to the other, and the functions of cultures to organizations. | | |
| This topic covers: | 1. Definition of culture. 2. Formation of culture. 3. Types of organizational culture. 4. Significance of culture. | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*   1. Explain culture and its components. 2. Describe types of culture according to different schools of thought or dimensions. 3. Examine the impact of culture within an organization. | | |
| Overview of student activity: | 1. Read pre-topic activity on *organization culture.* 2. Read the article on *Types of organizational culture*  at <http://oer2go.org/mods/en-boundless/www.boundless.com/management/textbooks/boundless-management-textbook/organizational-culture-and-innovation-4/culture-33/types-of-organizational-culture-187-3936/index.html> . 3. Read the article on *corporate culture at;* <https://opentextbc.ca/principlesofmanagementopenstax/chapter/corporate-cultures/>. 4. Watch the videos on *Organization culture*  at <https://www.youtube.com/watch?v=xkD3ZERhhAE> , <https://www.youtube.com/watch?v=zLpTXN3emyM> , and <https://www.youtube.com/watch?v=ohdKcqS1AN0> 5. Complete E-tivities 6.1, 6.2, and 6.3. | | |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment.** | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this topic, you will be able to:*** | | | |
| 1. Explain what culture is and its components. | 2 | E-tivity 6.1 | Complete Assignment 1 week 6 in the LMS. |
| 1. Describe the types of culture. | 2 | E-tivity 6.2 | Complete Assignment 2 week 6 in the LMS. |
| 1. Examine the impact of culture within an organization. | 1 | E-tivity 6.3 | Complete the Group Task and submit in the next face-to-face class or in the LMS. |

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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So, if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.)* | | | | | | |
| Module-level outcomes addressed: | | | | | | |
| Week 6 discusses the organization culture. The week builds on what has been covered in the last 5 weeks. It builds on outcomes 1, 2, and 3. | | | | | | |
| Purpose of the topic: | | | | | | |
| The purpose of the topic is to define organizational culture and examine the functions of culture in an organization. | | | | | | |
| Over to you: | | | | | | |
| Before you come to class this week there are some fundamental concepts that you will explore in the pre-topic activity. In class, we are going to ensure that you have a clear grasp of the concepts before you start to derive your own definitions of these ideas. There will also be some reading for you to do. You will read the article on *Types of organizational culture*  at <http://oer2go.org/mods/en-boundless/www.boundless.com/management/textbooks/boundless-management-textbook/organizational-culture-and-innovation-4/culture-33/types-of-organizational-culture-187-3936/index.html> . Read the article on *corporate culture at;* <https://opentextbc.ca/principlesofmanagementopenstax/chapter/corporate-cultures/>. To complete the readings and assist you consolidate the key concepts you will watch the videos on *Organization culture*  at <https://www.youtube.com/watch?v=xkD3ZERhhAE> , <https://www.youtube.com/watch?v=zLpTXN3emyM> , and <https://www.youtube.com/watch?v=ohdKcqS1AN0> .These resources will assist you complete E-tivities 6.1, 6.2, and 6.3. | | | | | | |
| Pre-topic activity: | | | | Number of hours | 1 | |
| **ORGANIZATION CULTURE**  ‘*Culture is simply a shared way of doing something with a passion’ Brian Chesky, co-founder, Airbnb* **Introduction** Welcome to week Six!  This is the sixth lesson in the principles of management class. We just completed the section on organization structure which is part of organizing function. Organizational culture is also classified as part of organizing function. This lesson focuses on formation pf organizational culture, various types of cultures and even transfers of culture from one generation to the other. **Learning Outcomes** By the end of the lesson, you will be able to;   1. Explain culture and its components. 2. Describe the different types of culture according to different schools of thought. 3. Examine the impact of culture within an organization.  **What is Organization Culture?** From the quote by Brian Chesky, culture is simply a shared way of doing something with a passion. It is a way of life that inform our attitudes, behaviors and actions. Different authors define culture differently: for instance Robins and Coulter (2007) view culture as shared values, principles, traditions and ways of doing things that influence the way organizational members act while Stewart (2000) states that culture is a learned set of assumptions, values and behaviors that has been accepted as successful enough to be passed on to new generations. From these descriptions, we learn that culture constitutes the following:   * 1. Values- significant and lasting beliefs or ideals shared by the members of an organization about what is good or bad.   2. Assumptions – these are beliefs about fundamental aspects of life   3. Traditions - established, or customary pattern of thought, action, or behavior   4. Behaviors- A response of an individual or group to an action, environment, person, or stimulus.   5. Artifacts - artifacts are the physical discoveries that represent a culture   Culture is one of the most elusive elements of an organization but determine what happens in the organization. Culture originates with the founders of an organization. The process of culture formation occurs in several ways: first, organizational founders live and display a predetermined lifestyle and also engage people with similar values and traditions. Second, they may opt to engage employees and indoctrinate them with their beliefs or finally they may act as role models and behave in such a way that employees emulate their lifestyle. Through these behaviors culture is formed. It is sustained by recruiting people with similar beliefs as the organizational founders, by developing codes of conduct to be adhered to by employees as well as through the process of socialization into an organization.  There are several types of culture found in modern organizations. Examples of culture include the power culture, the role culture, the task culture and the person culture. Within these cultures, managers and employees display certain behaviors attributed to their beliefs and assumptions made about life. Cultures may also be classified as clan, hierarchy, adhocracy and market cultures.   * 1. **Significance of culture to an organization**   Though culture is not prescribed anywhere in the organization, it determines what transpires in organizational activities. New managers recruited in an organization have to understand the culture of their new organizations to perform effectively. Culture is significant in that it gives members a sense of identity, encourages members to practice the management principle of *Subordination* where the interest of one employee or group or employees does not prevail over that of the organization as well as acting as a sense-making and control mechanism that guides and shapes the attitudes and behaviors of employees. Culture may also become a liability to an organization when it becomes a barrier to a necessary change.  Organization culture is not taught formally but new employees must find ways of learning it. Ideally, new employees learn the culture through interactions with older employees. Specifically, new culture is learnt through storytelling, company ceremonies and rituals, company symbols and artefacts among others. **Revision Questions**  1. Organizational culture is made up of all the following except    1. Significant and lasting beliefs or ideals shared by the members of an organization about what is good or bad.    2. Beliefs about fundamental aspects of life    3. Established, or customary pattern of thought, action, or behavior    4. Internal and external forces of an organization.    5. The physical discoveries that represent a culture 2. The main components of organizational culture include;    1. Purpose    2. Values    3. Behaviors    4. Procedure    5. Cues 3. Which of the following is not a form of organization culture;    1. Tribe    2. Hierarchy    3. Clan    4. Market 4. The following explain how culture is formed apart from one. Which one?    1. Story telling    2. Organizational structure    3. Organizational ceremonies    4. Ritual in the organization 5. Culture is significant to an organization because of;    1. It gives members a sense of identity.    2. Encourages members to practice the management principle of subordination.    3. Acting as a sense-making and control mechanism.    4. Determines what the organization will achieve in future. | | | | | | |
| Face to face time: *(if applicable)* | | | | Number of hours | 2 | |
| Group discussions and presentations on the organizational culture of our institution. | | | | | | |
| Online activity: | | | | Number of hours | 3 | |
| What should students do? | **E-tivity 6.1**  The purpose of this E-tivity 6.1 is to help you explain culture and describe its components.  **Task:**   * Read the pre-topic activity *Organization culture.* * Watch the videos at; <https://www.youtube.com/watch?v=xkD3ZERhhAE> and   <https://www.youtube.com/watch?v=zLpTXN3emyM>   * After reading the chapter and listening to the videos do the following; * Give your own definition of organization culture. * Describe the seven components of culture. * Submit as Assignment 1 week 6 in the LMS.   **E-tivity 6.2**  The purpose of this e-tivity is to assist you describe the various types of culture found in modern organizations.  **Task:**   * Read the article at;   <http://oer2go.org/mods/en-boundless/www.boundless.com/management/textbooks/boundless-management-textbook/organizational-culture-and-innovation-4/culture-33/types-of-organizational-culture-187-3936/index.html> Describe the types of culture according to Hofstede's cultural dimensions and Charles Handy's types of culture.Submit as Assignment 2 week 6 in the LMS. **E-tivity 6.3**  The purpose of this e-tivity is to assist you examine and describe the impact of culture in an organization.  **Task:**   * Read the article at;   <https://opentextbc.ca/principlesofmanagementopenstax/chapter/corporate-cultures/>   * Watch the video at; <https://www.youtube.com/watch?v=ohdKcqS1AN0> * In your Groups, describe the impact of culture in various aspects of an organization. Submit the Group Task in the next face-to-face class or under group assignment 1 week 6 in the LMS. | | | | | |
| Where do they do it? | E-tivity 6.1 | | Submit Assignment 1 week 6 in the LMS. | | | |
| E-tivity 6.2 | | Submit Assignment 2 week 6 in the LMS. | | | |
| E-tivity 6.3 | | Submit the Group Task during the face-to-face class or in the LMS on or before Thursday 23h00. | | | |
| By when should they do it? | E-tivity 6.1 | | Submit on or before Tuesday at 23h00 | | | |
| E-tivity 6.2 | | Submit on or before Thursday at 23h00 | | | |
| E-tivity 6.3 | | Submit during the face-to-face class or in the LMS on or before Thursday 23h00. | | | |
| E-moderator/tutor role | | | | | | |
| 1. Ensure that learners are focused on the content and context of discussion. 2. Stimulate further learning and generation of new ideas. 3. Provide prompt and meaningful feedback on the learning progress. | | | | | | |
| How are the learning outcomes in this unit assessed? | | | | Number of hours | 1 | |
| Assignments will be marked using the marking scheme prepared by the tutor and graded accordingly. | | | | | | |
| How does this section link to other sections of the module? | | | | | | |
| The concepts learnt in this chapter will help you comprehend and bring into perspective factors that influence organization culture and hence determine other factors that affect management that have and shall be covered in the next chapters. Culture relates with what was covered in the previous chapters such as planning, organization environment, and organization structure and design. | | | | | | |
| = Total numbers of hours | | | | | | 7 |
| **Some important questions** | | | | | | |
| Which learning resources/ references will scaffold the students’ learning? | | Pre-topic activity *Organization culture.* | | | | |
| Article on *Types of organizational culture*  at <http://oer2go.org/mods/en-boundless/www.boundless.com/management/textbooks/boundless-management-textbook/organizational-culture-and-innovation-4/culture-33/types-of-organizational-culture-187-3936/index.html> | | | | |
| Article on *Corporate culture at;* <https://opentextbc.ca/principlesofmanagementopenstax/chapter/corporate-cultures/> | | | | |
| Video on *Organization culture* at <https://www.youtube.com/watch?v=xkD3ZERhhAE> , | | | | |
| Video on *six components of an organization* at; <https://www.youtube.com/watch?v=zLpTXN3emyM> | | | | |
| Video on *why organizational culture matters* at; <https://www.youtube.com/watch?v=ohdKcqS1AN0> | | | | |
| How are students enabled to access the resources? | | The students will be enrolled in the LMS to be able to access the module and links. | | | | |
| Where in this unit are students expected to work collaboratively? | | E-tivity 6.3 | | | | |
| How has an inclusive approach been incorporated in this unit? | | In group work, and video clips and articles that the learners will interact in or with respectively. | | | | |
| How will feedback on unit be obtained from students? | | Analysis of performance in the topic assessments will provide an essential source of feedback on the topic. | | | | |
| How will student feedback be used to improve unit? | | To improve on lesson delivery/facilitation, content design, and development for current and future lessons. | | | | |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | | Feedback will be provided at the end of each e-tivities and during the face to face class. | | | | |

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| **Topic-level overview** | | **Week** | **7.** |
| Topic name: | Leadership and influence processes | | |
| Aim of the topic: | To introduce you to leadership as a major human resource that determine the future and success of organization. | | |
| This topic covers: | 1. Leadership defined. 2. Styles of leadership. 3. Leadership theories. | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*   1. Define leadership and role of leadership in an organization. 2. Describe sources of authority for leaders in an organization. 3. Describe leadership theories and styles. | | |

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| Overview of student activity: | 1. Read pre-topic activity on *Leadership and influence processes.* 2. Read the article on *Leadership theories* available at: <https://www.leadership-central.com/leadership-theories.html> 3. Read article on *Types of leadership styles* <https://blog.hubspot.com/marketing/leadership-styles> 4. Watch the video on *leadership* available at <https://www.youtube.com/watch?v=6K_tbqhKwJM>. 5. Read the article on *Types of authority* available at; <https://courses.lumenlearning.com/alamo-sociology/chapter/reading-types-of-authority/> . 6. Complete E-tivities 7.1 and 7.2. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** | | | |
| Intended unit learning outcomes: | No of module-level outcomes | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this topic, you will be able to:*** | | | |
| 1. Define leadership and role of leadership in an organization | 1 | E-tivity 7.1 | Complete Assignment 1 week 7 in the LMS. |
| 1. Describe source of authority for leaders in an organization. | 1 | E-tivity 7.2 | Complete Group Task Assignment and submit in the LMS. |
| 1. Describe leadership theories and styles. | 1 | E-tivity 7.3 | Complete Assignment 2 week 7 in the LMS. |

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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So, if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.)* | | | | |
| Module – level outcomes addressed: | | | | |
| The week deals with leadership and influence processes. The topic focuses on module – level outcome 1 that address the roles and functions of management. | | | | |
| Purpose of topic: | | | | |
| To introduce you to leadership and its influence processes as a major human resource that determines the future and success of organization. It will focus on styles of leaderships, theories, and role of leadership in an organization. | | | | |
| Over to you: | | | | |
| The intention of this week topic is to introduce leadership and influence processes. To help you achieve the intended learning outcomes. Before you come to class this week there are some fundamental concepts that you will explore in the pre-topic activity. In class, we are going to ensure that you have a clear grasp of the concepts before you start to derive your own definitions of these ideas. There will also be some reading for you to do. You will read the article on *Leadership theories* available at: <https://www.leadership-central.com/leadership-theories.html>; read the following article on *Types of leadership styles* <https://blog.hubspot.com/marketing/leadership-styles>, and watch the video on *leadership*  available at <https://www.youtube.com/watch?v=6K_tbqhKwJM>. To understand different sources of authority read the article on *Types of authority* available at; <https://courses.lumenlearning.com/alamo-sociology/chapter/reading-types-of-authority/> . This will help you complete E-tivity 7.1 and 7.2. | | | | |
| Pre-topic activity: | | | Number of hours | 1 |
| **LEADERSHIP AND INFLUENCE PROCESSES**  **7.1 Introduction**  Welcome to week Seven!  In this week we focus on organizational leadership. As people generally say “the buck stops with leadership”. Leadership can make or break an organization. It is the most significant component of human resources that determine the future and success of an organization. What then is leadership and why is it so influential in an organization set-up? In this lesson we will define leadership, power and authority. We shall also examine leadership styles, and leadership theories as well as contemporary issues in leadership.  **Learning outcomes**  By the end of this week you will be able to:   1. Define leadership and the role of leadership in an organization. 2. Describe sources of authority for leaders in an organization. 3. Describe leadership theories and styles.   **7.2 Leadership defined**  Leadership is the ability to influence others to do certain things or move in a particular direction. It is ability to mobilize people and resources in an organization with a purpose of accomplishing organizational goals. Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent (<https://onpurpose.ca/teams-and-teamwork/leadership-excellence/>). Leadership is also viewed as an interpersonal process involving Completes to influence other people in attaining some goals. From these definitions we can see clearly that a leader requires:   1. Power which is defined as ability to influence others. A leader may have various forms of power such as legitimate/authority, reward, coercive, expert and even reference power. 2. Sight or a goal to accomplish, often referred to as a vision. A vision is defined as a mental image of a possible and desirable future state of the organization.   **7.3 Styles of Leadership**  Meriam Webster dictionary defines style as a distinctive manner or custom of behaving or conducting oneself or a particular manner or technique by which something is done, created, or performed ([https://www.merriam-webster.com/dictionary/, 2020](https://www.merriam-webster.com/dictionary/,%202020)). Leadership styles therefore imply the way leaders conduct themselves as they exercise power over their subjects. There are generally three styles of leadership that include autocratic on one extreme and democratic and laissez-faire on the other extreme. Autocratic style is where the leader has all power to make all decisions and is viewed as a dictator. Democratic style is where the leaders involves his subjects in decision making while laissez-faire is where he gives his subjects complete freedom to make decisions. E-tivity 7.1 helps clarify the different leadership styles.  **7.4 Leadership theories**  A theory is a scientifically acceptable general principle or body of principles offered to explain a phenomenon. It is a belief, policy, or procedure proposed or followed as the basis of action ([https://www.merriam-webster.com/dictionary/, 2020](https://www.merriam-webster.com/dictionary/,%202020)). Leadership theories are therefore ways of explaining leadership behaviors and actions in an organization. Some theories of leadership such as trait theories hold the opinion that leaders are born while others like behavioral and contingency are of the view that leaders are made.  **Revision Questions**   * 1. Leadership is the process of stimulating people to be high performers in an organization      1. True      2. False   2. A leader should have power and ----------------- to perform his work effectively      1. Strength      2. Morale      3. Vision      4. Charisma   3. The following are styles of leadership apart from      1. Democratic      2. Participative      3. Autocratic      4. Laissez-faire   4. A leader may possess the following types of power apart from      1. Transactional      2. Referent      3. Authority      4. Coercive   5. According to trait theory, which of the following is not a characteristic of a leader      1. Drive      2. Desire to follow      3. Desire to lead:      4. Honesty and integrity  1. Good leaders are made, not born. Briefly describe six differences between a leader and a Manager in the modern management. 2. Discuss four styles of Leadership in the modern management 3. Describe the two generic approaches to leadership in management 4. Do you think it’s necessary to have major situational approaches to leadership in management? 5. Discuss if you agree or not with the saying “the buck stops with leadership”. Justify your responses. | | | | |
| Face to face time: | | | Number of hours | 2 |
| Group discussions on specific leaders and their leadership styles. | | | | |
| Online activity: | | | Number of hours | 3 |
| What should students do? | **E-tivity 7.1**  The purpose of this E-tivity is to introduce you to the definition, roles, and source of leadership.  **Task:**   * Read the pre-topic activity *leadership and influence processes.* * Watch the video on *leadership*  available at; <https://www.youtube.com/watch?v=6K_tbqhKwJM> * Define leadership and develop your own definition of leadership. * Describe four roles of leadership and four sources of leadership. * Submit as Assignment 1 week 7 in the LMS.   **E-tivity 7.2**  The goal of this E-tivity is to introduce you to the different sources of authority for leaders in an organization.  **Task:**   * Read the article on *Types of authority* available at; <https://courses.lumenlearning.com/alamo-sociology/chapter/reading-types-of-authority/> * Group Task: Describe the different sources of authority and illustrate with relevant examples from any organization(s). Submit your Group work under Group Task 1 Week 7 in the LMS.   **E-tivity 7.3**  The aim of the E-tivity is to introduce the theories and styles of leadership in management.  **Task:**   * Read the following article on *Leadership theories* available at: <https://www.leadership-central.com/leadership-theories.html> * Read the following article on *Types of leadership styles* <https://blog.hubspot.com/marketing/leadership-styles> * Describe five styles and five theories of leadership. * Submit as Assignment 2 week 7 in the LMS. | | | |
| Where do they do it? | E-tivity 7.1 | Submit assignment 1 week 7 in the LMS. | | |
| E-tivity 7.2 | Submit Group Task 1 week 7 in the LMS. | | |
| E-tivity 7.3 | Submit assignment 2 week 7 in the LMS. | | |
| By when should they do it? | E-tivity 7.1 | On or before Tuesday at 23h00. | | |
| E-tivity 7.2 | On or before Wednesday at 23h00. | | |
| E-tivity 7.3 | On or before Thursday at 23h00. | | |
| E-moderator/tutor role | | | | |
| 1. Ensure that learners are focused on the contents and context of the topic. 2. Stimulate further learning and generation of new ideas. 3. Provide feedback on the learning progress. 4. Round-up the e-tivity | | | | |
| How are the learning outcomes in this unit assessed? | | | Number of hours | 1 |
| The assignments will be marked using the marking scheme prepared by the tutor and graded accordingly. | | | | |
| How does this section link to other sections of the module? | | | | |
| Leadership plays a critical role in the management of an organization. Therefore, the concepts learnt here builds on the concepts learnt in previous weeks i.e. environment, planning, culture, structure and design. It will also build on the next topic, more so, on management of groups and ethics. | | | | |

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| = Total number of hours | 7 |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | Pre-topic activity on *Leadership and influence processes.* |
| Video on *leadership* at; <https://www.youtube.com/watch?v=6K_tbqhKwJM> |
| Article on *Types of authority* at; <https://courses.lumenlearning.com/alamo-sociology/chapter/reading-types-of-authority/> |
| Article on *Leadership theories* at: <https://www.leadership-central.com/leadership-theories.html> |
| Article on *Types of leadership styles at* <https://blog.hubspot.com/marketing/leadership-styles> |
| How are students enabled to access the resources? | The pre-topic activity and all the links will be accessible through the LMS. |
| Where in this unit are students expected to work collaboratively? | E-tivity 7.2 |
| How has an inclusive approach been incorporated in this unit? | In group work, and video clips and articles that the learners will interact in or with respectively. |
| How will feedback on unit be obtained from students? | Analysis of performance in the topic assessments will provide an essential source of feedback on the topic. |
| How will student feedback be used to improve unit? | To improve on lesson delivery/facilitation, content design, and development for current and future lessons. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Feedback will be provided at the end of every assignment and activities done by the learner. |

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| **Topic-level overview** | | **Week** | **8.** |
| Topic name: | Managing groups and teams | | |
| Aim of the topic: | The aim of the topic is to identify the different teams and groups in an organization, their differences and similarities, and their roles. | | |
| This topic covers: | 1. Definition of teams and groups. 2. Types of groups. 3. Group formation and effectiveness 4. Team management. 5. Conflict management in groups and teams. | | |
| Intended learning outcomes: | *At the end of this topic, you will be able to:*   1. Describe different types of teams and groups, and their formation. 2. Explain functions of groups and teams in an organization. 3. Explain conflict resolution processes in teams and groups. | | |

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| Overview of student activity: | 1. Read pre-topic activity on *managing groups and teams.* 2. Watch the video on group formations : <https://www.youtube.com/watch?v=Q3dPUtcRBDY> 3. Read the article on formal and informal organizations available at:   <https://www.researchgate.net/publication/327111799_Formal_and_Informal_Organizations>   1. Watch the video: <https://www.youtube.com/watch?v=WqLSZJSZsk0> 2. Read the journal article on conflict management available at: <http://www.iosrjournals.org/iosr-jbm/papers/Vol8-issue6/B0860716.pdf> 3. Complete E-tivities 8.1, 8.2, and 8.3. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment.** | | | |
| Intended unit learning outcomes: | No of module-level outcomes | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this topic, you will be able to:*** | | | |
| * + 1. Describe different types of teams and groups, and their formation. | 1 | E-tivity 8.1 | Complete Assignment 1 week 8 in the LMS. |
| * + 1. Explain functions of groups and teams in an organization. | 1 | E-tivity 8.2 | Complete Assignment 2 in the LMS. |
| * + 1. Explain conflict resolution processes in teams and groups. | 1 | E-tivity 8.3 | Complete Group Task 1 week 8 in the LMS or submit physically. |

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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So, if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.)* | | | | |
| Module-level outcomes addressed: | | | | |
| The topic focus is on module-level outcomes 2 and 3. | | | | |
| Purpose of the topic: | | | | |
| The aim of the topic is to define and differentiate between teams and groups. Their formation and roles in an organization. | | | | |
| Over to you: | | | | |
| Before you come to class this week there are some fundamental concepts that you will explore in the pre-topic activity. In class, we are going to ensure that you have a clear grasp of the concepts before you start to derive your own definitions of these ideas. There will also be some reading for you to do. You will read the journal article on *conflict management* available at: <http://www.iosrjournals.org/iosr-jbm/papers/Vol8-issue6/B0860716.pdf> and the article on *formal and informal organizations* available at:  <https://www.researchgate.net/publication/327111799_Formal_and_Informal_Organizations>. You will watch the video clips on *Team management* available at: <https://www.youtube.com/watch?v=WqLSZJSZsk0> and on *group formations*: <https://www.youtube.com/watch?v=Q3dPUtcRBDY>. This will make you complete individual e-tivities 8.1 and 8.2. E-tivity 8.3 is a group task and should be completed in collaboration with your group members. | | | | |
| Pre-topic activity: | | | Number of hours | 1 |
| **MANAGING GROUPS AND TEAMS** **Introduction** Welcome to the eighth week in the Principles of Management class. In the previous week, we explored leadership and its influence in the organization. Leadership requires followership and in this week, we examine how people are organized and how they are influenced by the leaders. The week’s focus is on group formation, functioning and conflict resolution within a group. **Learning Outcomes** By the end of the week, you will be able to;   1. Describe different types of teams and groups, and their formation. 2. Explain functions of groups and teams in an organization. 3. Explain conflict resolution processes in teams and groups.  **8.2 Defining a group** A Group is a set of two or more people who come together to accomplish a certain mission or objective. It is a set of people who have some degree of interaction and shared goals. Groups are normally formed in an organization set-up with the aim of accomplishing a certain task or maintaining members’ satisfaction. Groups are characterized by norms which are acceptable standards or expectations that are shared by group members and anyone joining the group is expected to conform to the established norms. Groups are known to convey certain status to the members and are useful in accomplishing organization mission. E-tivity 8.1 gives more information on definition of a group. **Types of groups** There are generally two major categories of groups in an organization: formal and informal groups. Formal groups are official groups set-up by the organization to enable it to accomplish its mission. Examples of such groups include supervisory/departmental groups, committees, task forces, and think-tanks among others. Formal groups are the ones formed by organizational members. On the other hand, informal groups are voluntary membership groups where employees come together to address common interests. These may include friendship and welfare groups. The informal groups are known to help members in times of crisis, help them maintain certain held norms and values and offers a sense of social satisfaction and security. **8.4 Group formation**  Once a group of people come together to from a group, they go through a certain process before they can accomplish their mission. The process involves five main stages namely, forming, storming, norming performing and adjourning. Managers should be well aware of these stages and help the group members to negotiate their ways through them. Many groups often are unable to go through the stages successfully resulting in dysfunctionality.  **Group formation process**  *Source: Tuckman model (1977)* **8.6 Group effectiveness and cohesiveness** A group is said to be effective when its members function as a team and accomplish assigned tasks at the lowest cost possible. Effectiveness of a group is affected by factors such as the group size, the degree of cohesiveness, the norms held and the level of interaction. Small groups are more efficient in accomplishing tasks while larger group may address a major problem more easily. Groups that work from the same station and hold similar believes and values are also quite effective compared with groups that are sparsely distributed. Groups that have established solidarity and positive feelings towards the groups are also quite effective. **8.7 Team management** A team is a formal group made up of individuals who depend on each other in order to accomplish a task or a goal. The most common type of teams are functional teams, self-managed teams, virtual teams and cross functional teams. Team management is a process that requires well thought strategy. Team management strategy requires one to set clear team goals, selection of the right people for the team, training of the team and coming up with an efficient way of recognizing and compensating the team for the work done.   * 1. **Conflict management in teams and groups**   Conflicts are strong differences that arise within a group and often results in misunderstandings that may hamper group performance. Within an organization set-up there are managers who believe that conflicts are absolutely necessary for effective group performance, others believe that they should be avoided at all cost for the smooth running of an organization while others hold the view that they are part and parcel of live and should be addressed naturally. Conflicts could have roots from people’s interaction within the organization or it could be about the tasks being performed. If a conflict interferes with organizational performance, it should be addressed to reduce its effect on the organization performance. Conflicts can be resolved through such techniques as forcing, collaborating, compromising, avoiding and accommodating. **Revision Questions**  * + - 1. Groups are characterized by the following apart from:  1. Norms 2. Acceptable standards 3. Convey certain status to the members 4. Authorize members to carry organizational task    * + 1. All the following are examples of formal groups apart from: 5. Friendly groups 6. Supervisory/departmental groups 7. Committees 8. Task forces    * + 1. Group formation stage three according to Tuckman is referred to as namely 9. Formation 10. Storming 11. Performing 12. Norming 13. Team management strategy requires one to do the following: 14. Set clear team goals 15. Selection of the right people for the team 16. Training of the team 17. Which of the following is not a conflict management technique in a team? 18. Argument 19. Avoiding 20. Compromising 21. Collaborating 22. Describe the various views of conflict. 23. Discuss the various sources of conflict. 24. Highlight the characteristics of formal teams. 25. Evaluate characteristics of informal groups. 26. Discuss methods of managing conflicts in a team. | | | | |
| Face to face time: | | | Number of hours | 2 |
| Class discussions on group formation and conflict management in specific local organizations. | | | | |
| Online activity: | | | Number of hours | 3 |
| What should students do? | **E-tivity 8.1**  The purpose of this activity is to help you understand what groups and teams are, and how groups are formed.  **Task:**   * Read pre-topic activity on managing groups and teams. * Watch the video on group formations : <https://www.youtube.com/watch?v=Q3dPUtcRBDY> * Give your own definition of a group and explain how a group is formed. * Submit as Assignment 1 week 8 in the LMS.   **E-tivity 8.2**  The purpose of this E-tivity is to define groups as informal organizations and understand their functions in an organization.  **Task:**   * Read the article on formal and informal organizations available at:   <https://www.researchgate.net/publication/327111799_Formal_and_Informal_Organizations>   * Distinguish between formal and informal groups and explain the functions of informal groups in the organization. * Submit as Assignment 2 in the LMS.   **E-tivity 8.3**  The purpose of this E-tivity is to help you understand how to manage a team, forms and sources of conflicts, and techniques of managing conflicts in an organization.  **Task:**   * Watch the video: <https://www.youtube.com/watch?v=WqLSZJSZsk0> * Read the journal article on conflict management available at: <http://www.iosrjournals.org/iosr-jbm/papers/Vol8-issue6/B0860716.pdf> * Group Task 1 week 8: After watching the video and reading the journal;  1. Describe tips given on how to manage a team effectively. 2. Highlight various forms of conflict, sources and techniques to manage conflict.  * Submit your group work in the next face-to-face class or under group assignment 1 week in the LMS. | | | |
| Where do they do it? | E-tivity 8.1 | Submit as Assignment 1 week 8. | | |
| E-tivity 8.2 | Submit as Assignment 2 week 8. | | |
| E-tivity 8.3 | Submit as Group Task 1 week 8. | | |
| By when should they do it? | E-tivity 8.1 | On or before Tuesday 23h00. | | |
| E-tivity 8.2 | On or before Wednesday 23h00. | | |
| E-tivity 8.3 | On Friday during the face to face class session or on or before Thursday 23h00. | | |
| E-moderator/tutor role | | | | |
| 1. Ensure that learners are focused on the contents and context of the topic. 2. Stimulate further learning and generation of new ideas. 3. Provide feedback on the learning progress. 4. Round-up the e-tivity | | | | |
| How are the learning outcomes in this unit assessed? | | | Number of hours | 1 |
| The assignments will be marked using the marking scheme prepared by the tutor and graded accordingly. | | | | |
| How does this section link to other sections of the module? | | | | |
| Groups and teams form the structure of an organization. The groups and teams are a product of the environment and influence the environment too. The groups and teams influence leadership. Therefore, this topic relates with the other topics already discussed and will also influence the ethics of an organization. | | | | |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | Pre-topic activity on M*anaging teams and groups.* |
| Video on *Group formations*: <https://www.youtube.com/watch?v=Q3dPUtcRBDY> |
| Article on *Formal and informal organizations* available at:  <https://www.researchgate.net/publication/327111799_Formal_and_Informal_Organizations> |
| Video on *Team management* at: <https://www.youtube.com/watch?v=WqLSZJSZsk0> |
| Journal article on *Conflict management* available at: <http://www.iosrjournals.org/iosr-jbm/papers/Vol8-issue6/B0860716.pdf> |
| How are students enabled to access the resources? | The pre-topic activity and all the links will be accessible through the LMS. |
| Where in this unit are students expected to work collaboratively? | E-tivity 8.3 |
| How has an inclusive approach been incorporated in this unit? | In group work, and video clips and articles that the learners will interact in or with respectively. Inclusivity will also be incorporated in the face to face class. |
| How will feedback on unit be obtained from students? | Analysis of performance in the topic assessments will provide an essential source of feedback on the topic. |
| How will student feedback be used to improve unit? | To improve on lesson delivery/facilitation, content design, and development for current and future lessons. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Feedback will be provided at the end of every e-tivity and during the face to face class. |

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| **Topic-level overview** | | **Week** | **9.** |
| Topic name: | Motivation | | |
| Aim of the topic: | The aim of the topic is to define motivation, basic assumptions made about it, theories of motivation and how to motivate diverse work force. | | |
| This topic covers: | 1. Definition of motivation 2. Sources of motivation 3. Theories of motivation | | |
| Intended learning outcomes: | *At the end of this topic, you will be able to:*   1. Describe motivation and sources of motivation. 2. Explain the importance of motivating employees. 3. Explain the theories of motivation. | | |

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| Overview of student activity: | * + - 1. Reading the pre-topic activity on *motivation.* |
| 1. Read the article on *10* *Most common sources of motivations* available at; <https://www.psychologytoday.com/us/blog/science-choice/201904/the-10-most-common-sources-motivations> |
| 1. Read the article on *Motivation* available at; <http://www.edugyan.in/2017/03/motivation-definition-classification.html> |
| 1. Read the article on managing a diverse workforce: https://cyberleninka.org/article/n/1439041.pdf |
| 1. Read the article on *Theories of motivation* at <https://researchleap.com/theories-motivation-application-organizations-risk-analysis/> |
| 1. Complete E-tivities 9.1, 9.2, and 9.3. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment.** | | | |
| Intended unit learning outcomes: | No of module-level outcomes | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this topic, you will be able to:*** | | | |
| 1. Describe motivation and sources of motivation. | 2 | E-tivity 9.1 | Complete Assignment 1 week 9 in the LMS. |
| 1. Explain the importance of motivating employees. | 2 | E-tivity 9.2 | Complete Assignment 2 week 9 in the LMS. |
| 1. Explain the theories of motivation. | 2 | E-tivity 9.3 | Complete Group Task 1 week 9 in the LMS or submit physically. |

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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.)* | | | | |
| Module-level outcomes addressed: | | | | |
| The topic address module-level outcome 3 and 4. | | | | |
| Purpose of the topic: | | | | |
| The purpose of the topic is to define motivation, basic assumptions made about it, theories of motivation and how to motivate a diverse work force in an organization. | | | | |
| Over to you: | | | | |
| Before you come to class this week there are some fundamental concepts that you will explore in the pre-topic activity. In class, we are going to ensure that you have a clear grasp of the concepts before you start to derive your own definitions of these ideas. There will also be some reading for you to do. You will read the following articles on *Theories of motivation* at <https://researchleap.com/theories-motivation-application-organizations-risk-analysis/>, on *10* *Most common sources of motivations* available at; <https://www.psychologytoday.com/us/blog/science-choice/201904/the-10-most-common-sources-motivations>, on *Motivation* available at; <http://www.edugyan.in/2017/03/motivation-definition-classification.html> ,on managing a diverse workforce: <https://cyberleninka.org/article/n/1439041.pdf> , on *Importance of motivation*  available at; <http://oer2go.org/mods/en-boundless/www.boundless.com/management/textbooks/boundless-management-textbook/organizational-behavior-5/motivating-an-organization-45/the-importance-of-motivation-234-8375/index.html>, and on *Theories of motivation* at <https://researchleap.com/theories-motivation-application-organizations-risk-analysis/>. These will consolidate your understanding of motivation and help you complete the assignments in E-tivity 9.1, 9.2, and 9.3. | | | | |
| Pre-topic activity: | | | Number of hours | 1 |
| **MOTIVATION****9.1 Introduction** Welcome to week Nine!  You are now almost coming to an end of your course and it is my sincere hope that you have gained a lot from the previous sessions. This week we shall put focus on motivation. Motivation is one of the strongest factors that a manager can use to increase job performance and improve employee’s morale. We will define motivation, basic assumptions made about it, theories of motivation and how to motivate a diverse work force. **Learning outcomes** By the end of the week, you will be able to;   1. Describe motivation and sources of motivation. 2. Explain the need for motivating employees. 3. Explain the theories of motivation.    1. **Definition of motivation**   Motivation is one of the forces that strongly affects employee’s performance. It is the force that employees exert in attaining their goals. Robins (2001) defines motivation as the willingness to exert high levels of effort to reach organizational goals conditioned by the effort’s ability to satisfy some individual needs. The organization has a goal while the employees have a need. The organization promises to meet the needs of the employees in return for the employees to meet the needs of the organization. The employee exerts much effort hoping that as he addresses the organizational needs, his needs will be met in return. Motivation is always seen as a good thing but is often in short supply. Managers must put effort to keep on replenishing it among employees.  Employee’s motivation may be affected by many factors such as the work environment, employee’s needs, and organizational policy among others. **Motivation theories**  Many theories that explain motivation have been developed over the years. Most of these theories explain motivation from the perspective of meeting employee’s needs, where employees in return meet the organizational needs. Among the most pronounced are the Abraham Maslow hierarchy of needs theory, McGregor’s theory X and theory Y, Herzberg two factor theory, three needs theory, goal-setting theory**,** reinforcement theory**,** equity theory**,** expectancy theoryand job design theory among others.  Motivating a diverse workforce is one of the challenges that modern managers face. Today’s workforce constitutes women, semi-skilled workers, youth, people from different races, nationalities, cultures and continents. The diverse workforce requires managers to come up with different strategies for the different categories of the staff. Professionals will not be motivated in the same way as non-professionals. It’s also important to accept that money will not always be a motivator hence the need to carefully study the diverse workforce and come up with different strategies to motivate them**.**  Theories of motivation are further expounded here; <https://courses.lumenlearning.com/boundless-management/chapter/motivating-an-organization/> **Revision Questions**  * + - 1. Motivation requires interaction of three main factors listed here apart from  1. Need 2. Effort 3. Goal 4. Position    * + 1. Motivation is assumed to have the following apart from 5. Good thing 6. In short supply 7. Effort is required to replenish it 8. Can never be exhausted    * + 1. The most important factor that affects employee’s motivation in workplace is 9. Work environment 10. Employee’s needs 11. Organizational policies 12. Relationship with employee’s seniors     * + 1. Motivational theories may be classified into three main categories that include the following apart from one 13. System 14. Process 15. Content 16. Contemporary     * + 1. Operational risk of poorly motivated employees includes absenteeism, poor quality work and.... 17. Financial loss 18. Poor health 19. Toxic work environment 20. Family problems     * + 1. Define motivation.         2. Discuss the statement; Motivation can be intrinsic or extrinsic.         3. How would you motivate a diverse work force?         4. With the aid of a diagram, describe Maslow’s hierarchy of needs theory showing how it is applied in modern organizations.         5. Differentiate between content and process theories of motivation. | | | | |
| Face to face time: | | | Number of hours | 2 |
| Discuss the role of motivation or lack of it as cause of frequent industrial action by workers’ unions. | | | | |
| Online activity: | | | Number of hours | 3 |
| What should students do? | **E-tivity 9.1**  The purpose of this E-tivity is to help you define motivation and describe sources of motivation.  **Task:**   * Read the pre-topic activity on *Motivation.* * Read the article on *10* *Most common sources of motivations* available at;   <https://www.psychologytoday.com/us/blog/science-choice/201904/the-10-most-common-sources-motivations>   * Read the article on *Motivation* available at; <http://www.edugyan.in/2017/03/motivation-definition-classification.html> * Then complete Assignment 1 week 9 i.e. Describe motivation and sources of motivation. Submit it under assignment 1 week 9 in the LMS.   **E-tivity 9.2**  This activity will help you understand the importance of motivating employees in an organization.  **Task:**   * Read the article on managing a diverse workforce: <https://cyberleninka.org/article/n/1439041.pdf> * Read the article on *Importance of motivation*  available at; <http://oer2go.org/mods/en-boundless/www.boundless.com/management/textbooks/boundless-management-textbook/organizational-behavior-5/motivating-an-organization-45/the-importance-of-motivation-234-8375/index.html> * Explain ten benefits of motivating employees. * Describe the steps followed in motivating a diverse workforce. * Submit these as Assignment 2 week 9 in the LMS.   **E-tivity 9.3**  The purpose of this activity is to help you comprehend theories of motivation and how they can be used in a modern organization.  **Task:**   * Read the article on *Theories of motivation* at <https://researchleap.com/theories-motivation-application-organizations-risk-analysis/> * In your Groups Complete the following questions; * Explain four theories of motivation and give an illustration for each theory and show how it can be applied in modern organization. * Describe four risks of not motivating employees. * Submit the Group Task 1 week 9 in the next face-to-face class or under group assignment 1 week 9 in the LMS. | | | |
| Where do they do it? | E-tivity 9.1 | Submit your Assignment 1 week 9 in the LMS. | | |
| E-tivity 9.2 | Submit your Assignment 2 week 9 in the LMS. | | |
| E-tivity 9.3 | Submit Group Task 1 week 9 in the next face-to-face class. | | |
| By when should they do it? | E-tivity 9.1 | Submit on or before Tuesday 23h00. | | |
| E-tivity 9.2 | Submit on or before Thursday 23h00. | | |
| E-tivity 9.3 | Submit during the face-to-face 10th week class or under group assignment 1 week 9 in the LMS. | | |
| E-moderator/tutor role | | | | |
| 1. Ensure that learners are focused on the content and context of discussion. 2. Stimulate further learning and generation of new ideas. 3. Provide prompt and meaningful feedback on the learning progress. | | | | |
| How are the learning outcomes in this unit assessed? | | | Number of hours | 1 |
| The assignments will be marked using the marking scheme prepared by the tutor and graded accordingly. | | | | |
| How does this section link to other sections of the module? | | | | |
| Motivation is a key factor in determining the efficiency of an organization. The success of key elements or aspects of the organization are dependent on the motivation of teams and groups in an organization. This influences the planning, environment, leadership and structure of the organization. This topic complements the other topics and motivation influence the ethics of an organization. | | | | |

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| = Total number of hours | 7 |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | Pre-topic activity on *Motivation.* |
| Article on *10* *Most common sources of motivations* available at;  <https://www.psychologytoday.com/us/blog/science-choice/201904/the-10-most-common-sources-motivations> |
| Article on *Motivation* available at; <http://www.edugyan.in/2017/03/motivation-definition-classification.html> |
| Article on managing a diverse workforce: <https://cyberleninka.org/article/n/1439041.pdf> |
| Article on *Theories of motivation* at <https://researchleap.com/theories-motivation-application-organizations-risk-analysis/> |
| Article on *Importance of motivation*  available at; <http://oer2go.org/mods/en-boundless/www.boundless.com/management/textbooks/boundless-management-textbook/organizational-behavior-5/motivating-an-organization-45/the-importance-of-motivation-234-8375/index.html> |
| How are students enabled to access the resources? | The pre-topic activity and all the links will be accessible through the LMS. |
| Where in this unit are students expected to work collaboratively? | E-tivity 9.3 |
| How has an inclusive approach been incorporated in this unit? | In group work, and video clips and articles that the learners will interact in or with respectively. The interactions in the face to face classes cater for inclusivity. |
| How will feedback on unit be obtained from students? | Analysis of performance in the topic assessments will provide an essential source of feedback on the topic. |
| How will student feedback be used to improve unit? | To improve on lesson delivery/facilitation, content design, and development for current and future lessons. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Feedback will be provided at the end of the topic and for each e-tivity done, as well as during the face to face interactions. |

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| **Topic-level overview** | | **Week** | **10.** |
| Topic name: | Controlling function | | |
| Aim of the topic: | The topic is on understanding how managers in an organization Complete to ensure that what they have planned is being realized i.e. by control. | | |
| This topic covers: | 1. Definition of control. 2. The control function and process. | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*   * + 1. Define the controlling function of management.     2. Describe the control process.     3. Explain the significance and limitations of control function to the world of management. | | |

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| Overview of student activity: | * + 1. Pre-topic activity on *controlling function.* |
| * + 1. Reading the article on *controlling function of management* available at; <http://www.yourarticlelibrary.com/management/controlling/controlling-function-of-management-meaning-importance-process-and-need/99652>. |
| 1. Complete E-tivities 10.1, 10.2, and 10.3. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment.** | | | |
| Intended unit learning outcomes: | No of module-level outcomes | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this topic, you will be able to:*** | | | |
| 1. Define the controlling function of management. | 1 | E-tivity 10.1 | Complete Assignment 1 week 10 in the LMS. |
| 1. Describe the control process. | 1 | E-tivity 10.2 | Complete Assignment 2 week 10 in the LMS. |
| 1. Explain the significance and limitations of control function to the world of management. | 1 | E-tivity 10.3 | Complete the Group Task 1. |

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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So, if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.)* | | | | |
| Module-level outcomes addressed: | | | | |
| The topic will address the module-level outcomes 3 and 4, that is, outcome on management principles appropriate for sound management practices and on managerial practices and choices relative to ethical principles and standards. | | | | |
| Purpose of the topic: | | | | |
| The purpose of this topic is to introduce you to one of the key processes in management, that is, the control function. | | | | |
| Over to you: | | | | |
| Before you come to class this week there are some fundamental concepts that you will explore in the pre-topic activity. In class, we are going to ensure that you have a clear grasp of the concepts before you start to derive your own definitions of these ideas. There will also be some reading for you to do. You will read the article on *Controlling function of management* available at; <http://www.yourarticlelibrary.com/management/controlling/controlling-function-of-management-meaning-importance-process-and-need/99652>. Then Complete E-tivities 10.1, 10.2, and 10.3. | | | | |
| Pre-topic activity: | | | Number of hours | 1 |
| **Controlling Function****10.1 Introduction** Welcome to the 10th lesson!  You are almost completing the course. Cheer up as you reflect on what you have covered in the last ten weeks. We are now on the second last lap and I hope you have enjoyed the course so far. This week we put our attention on how managers try to ensure that what they have planned is being realized. We will do this by monitoring what is being done against what was planned, a function referred to as controlling function. **Learning outcomes** By the end of the week, you will be able to;   * + 1. Define controlling function of management.     2. Describe the control process.     3. Explain the significance and limitations of control function to the world of management.   1. **Definition of controlling**   Controlling is the fourth and final function of management. The others being planning, organizing and leading. It is performed by managers at all levels and involve finding out whether things are happening according to plan. Controlling is defined as the process of monitoring performance and comparing it with the planned or predetermined performance and then taking corrective actions where necessary. The manager is expected to continuously monitor progress and if need be, make necessary adjustments. The procedure ensures organizational goals are met.  The purpose of control is to find out whether the organization is achieving both short and long-term goals. The function also empowers employees as they are assured that they are doing the right things and that their input contributes to the organization wellbeing. The function also ensures organizational assets are utilized in the right way for optimum results.   * 1. **Process of Control**   The process involves four main steps namely:   1. Setting up standards of performance. The organization starts by setting goals to be realized. These include long term and short-term goals. The goals are set for the entire organization and for different departments as well as for individual employees. 2. Measuring actual performance. In setting up the goals, either at individual or organizational level, the managers ensure that there are set standards as to what would constitute acceptable performance. The workers’ performance therefore is measured against the set standards. For example, an individual in a bank may be expected to attend to 50 customers per day or make sales of 100 units per day or deliver goods worth 1000 dollars per week. Measuring performance, therefore, implies whether the set standards are being met or otherwise 3. Comparing performance with set standards   Once the information obtained on the employee or organization is availed, the managers compare what has been achieved against the set standards. This helps to identify whether there is any variation. The variation could be falling short of expectation or rising above expectation. In either case, the manager must decide the next move.   1. Taking corrective action. Corrective action is necessitated by inability to meet the set standards. The manager may decide to do nothing if the variation is within accepted levels. However, if the variation is too high or too low the manager may have to act on employees to ensure they meet standards or revise the standards.  **Revision Questions**  * + - 1. Control is a function of management  1. True 2. False    * + 1. Control function is carried at both individual and organizational level 3. True 4. False    * + 1. Which of the following is not a step-in control function? 5. Set performance standards 6. Raise performance standards 7. Measure performance against set standards 8. Take a corrective action 9. If organizational performance falls short of manager’s expectation, the manager may 10. Raise performance standards 11. Lower performance standards 12. Do nothing about it 13. All the above | | | | |
| Face to face time: | | | Number of hours | 2 |
| Attend a class talk on a visiting manager on *controlling function* of management. | | | | |
| Online activity: | | | Number of hours | 3 |
| What should students do? | **E-tivity 10.1**  The purpose of this E-tivity is to help you define and describe the control function in an organization.  **Task:**   * Read the article on *Controlling function of management* available at; <http://www.yourarticlelibrary.com/management/controlling/controlling-function-of-management-meaning-importance-process-and-need/99652> * Describe controlling function of management. * Submit as Assignment 1 week 10 in the LMS.   **E-tivity 10.2**  The purpose of this activity is to help you understand the control process.  **Task**   * Read the article on *Controlling function of management* available at; <http://www.yourarticlelibrary.com/management/controlling/controlling-function-of-management-meaning-importance-process-and-need/99652> * Describe the six key control processes and submit as Assignment 2 week 10 in the LMS.   **E-tivity 10.3**  The purpose of this activity is to help you understand the importance and limitations of control in an organization.  **Task:**   * Read the article on *Controlling function of management* available at; <http://www.yourarticlelibrary.com/management/controlling/controlling-function-of-management-meaning-importance-process-and-need/99652> * In your Groups, explain the significance and limitations of control function in an organization. * Submit as Group task 1 week 10 during the next face-to-face class or under group assignment 1 week 10 in the LMS. | | | |
| Where do they do it? | E-tivity 10.1 | Submit as Assignment 1 week 10 in the LMS. | | |
| E-tivity 10.2 | Submit as Assignment 2 week 10 in the LMS. | | |
| E-tivity 10.3 | Submit as Group Task 1 week 10 during the week 11 face-to-face class or under group assignment 1 week 10 in the LMS. | | |
| By when should they do it? | E-tivity 10.1 | Submit on or before Tuesday at 23h00. | | |
| E-tivity 10.2 | Submit on or before Thursday at 23h00. | | |
| E-tivity 10.3 | Submit during the week 11 face-to-face class or under group assignment 1 week 10 in the LMS, on or before Thursday 23h00. | | |
| E-moderator/tutor role | | | | |
| 1. Ensure that learners are focused on the content and context of discussion. 2. Stimulate further learning and generation of new ideas. 3. Provide prompt and meaningful feedback on the learning progress. | | | | |
| How are the learning outcomes in this unit assessed? | | | Number of hours | 1 |
| The assignments will be marked using the marking scheme prepared by the tutor and graded accordingly. | | | | |
| How does this section link to other sections of the module? | | | | |
| The control process is one of the key processes in management and others include planning and organizing. Hence, this topic links with other topics such as leadership, structure, and motivation. Control is an integral part of leadership and structure. Again, the control processes influence the ethics of an organization. | | | | |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | Pre-topic activity *Controlling function* |
| Article on *Controlling function of management* available at; <http://www.yourarticlelibrary.com/management/controlling/controlling-function-of-management-meaning-importance-process-and-need/99652> |
| How are students enabled to access the resources? | The resources are linked in the LMS. |
| Where in this unit are students expected to work collaboratively? | E-tivity 10.3 |
| How has an inclusive approach been incorporated in this unit? | E-tivity 10.3 allows collaboration and hence create room for inclusivity. The composition of discussion group allows inclusivity. |
| How will feedback on unit be obtained from students? | Analysis of performance in the topic assessments will provide an essential source of feedback on the topic. |
| How will student feedback be used to improve unit? | To improve on lesson delivery/facilitation, content design, and development for current and future lessons. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Feedback will be provided at the end of the topic and for each E-tivity done and during the face to face session. |

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| **Topic-level overview** | | **Week** | **11.** |
| Topic name: | Ethical issues in management | | |
| Aim of the topic: | The topic aims at introducing the issue of ethics in an organization. It aims at defining ethics and describing ethical issues in an organization. | | |
| This topic covers: | * + 1. Definition of ethics.     2. Resolving ethical dilemmas in an organization.     3. Ways of enhancing ethical practices. | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*   * + 1. Define ethics.     2. Describe ways of resolving ethical dilemmas in an organization.     3. Describe ways of enhancing ethical practices in an organization. | | |

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| Overview of student activity: | * + - 1. Reading of pre-topic activity on *ethical issues in management.*       2. Watching the video on *what is business ethics*  at; <https://www.youtube.com/watch?v=7jTpzkFCPZs>       3. Reading the article on *ethics* available at; <http://oer2go.org/mods/en-boundless/www.boundless.com/management/definition/ethics/index.html>       4. Reading the article on *ethics and business ethics* at; <https://opentextbc.ca/principlesofmanagementopenstax/chapter/ethics-and-business-ethics-defined/>       5. Reading the article on *Ethical responsibilities of management* available at; <https://courses.lumenlearning.com/boundless-management/chapter/ethical-responsibilities-of-management/>       6. Reading the article on *Understanding business ethics* available at;   <https://opentextbc.ca/businessopenstax/chapter/understanding-business-ethics/>   * + - 1. Complete E-tivities 11.1,11.2, and 11.3 |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment.** | | | |
| Intended unit learning outcomes: | No of module-level outcomes | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this topic, you will be able to:*** | | | |
| 1. Define ethics | 1 | E-tivity 11.1 | Completer Assignment 1 week 11 in the LMS. |
| 1. Describe ways of resolving ethical dilemma in an organization. | 1 | E-tivity 11.2 | Complete Assignment 2 week 11 in the LMS. |
| 1. Describe ways of enhancing ethical practices in an organization. | 1 | E-tivity 11.3 | Complete Group Task in the LMS or submit physically. |

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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So, if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.)* | | | | |
| Module – level outcomes addressed: | | | | |
| The topic addresses directly the module-level outcome 3. | | | | |
| Purpose of the topic: | | | | |
| The purpose of the topic is to introduce you to the issue of ethics in an organization, and how ethical issues influence the organization. | | | | |
| Over to you: | | | | |
| Before you come to class this week there are some fundamental concepts that you will explore in the pre-topic activity. In class, we are going to ensure that you have a clear grasp of the concepts before you start to derive your own definitions of these ideas. There will also be some reading for you to do. You will watch the video clip on *what is business ethics*  at; [https://www.youtube.com/watch?v=7jTpzkFCPZs.](https://www.youtube.com/watch?v=7jTpzkFCPZs.e) You will read the articles on *ethics* available at; <http://oer2go.org/mods/en-boundless/www.boundless.com/management/definition/ethics/index.html> , on *ethics and business ethics* at; <https://opentextbc.ca/principlesofmanagementopenstax/chapter/ethics-and-business-ethics-defined/>, on *Ethical responsibilities of management* available at; <https://courses.lumenlearning.com/boundless-management/chapter/ethical-responsibilities-of-management/> and on *Understanding business ethics* available at; <https://opentextbc.ca/businessopenstax/chapter/understanding-business-ethics/>. These activities will consolidate your understanding of ethics in relation to management and help you complete E-tivities 11.1, 11.2, and 11.3. | | | | |
| Pre-topic activity: | | | Number of hours | 1 |
| **ETHICAL ISSUES IN MANAGEMENT****11.1 Introduction** Congratulations! You have come to the last week in Principles of Management course. Our focus in this week is on what is generally considered morally upright and what is not. We will consider the various reference points for codes of ethics for managers, the dilemmas they face and how ethical practices can be enhanced in an organization set-up. **Learning outcomes** By the end of the week, you will be able to;   * + 1. Define ethics.     2. Describe ways of resolving ethical dilemmas in an organization.     3. Describe ways of enhancing ethical practices in an organization.   1. **Definition of ethics**   Ethics refers to the set standard in a certain context as to what is good or bad or right or wrong. Hilt, Porter & Black (2009) observe that managerial ethics is concerned with morality and standards of business conduct especially among individuals. Ethical questions extend to personal values i.e. the underlying beliefs and attitudes that help determine individual behavior. Different groups of people view what is right or wrong from different perspectives. For instance, some people hold the view that what is universally acceptable is right while others believe in the saying “do to others what you would like them do to you”. The main views on ethics include the utilitarian view, the moral right view, individual view, the justice view, universal approach and compensatory justice. E-tivities in this section are useful in understanding the various views on ethics. **Ethical dilemma**  An ethical dilemma is a situation that although offering potential benefit or gain, is also unethical (Stonner, 1990). It is often a situation in which action must be taken but for which there is no clear consensus on what is right and wrong. Some of the problem areas where managers get caught up in ethical dilemmas include, discrimination, sexual harassment, conflicts of interest, customer confidence and usage of organizational resources  Why do people generally engage themselves in unethical behavior knowingly? To some they convince themselves that the behavior is not really wrong or that, it is in the best interest of the majority of people while others have a belief that no one will ever know about it or that the organization will support them especially when dealing with outsiders. It will be significant for us to test our ethical standards in decision making and ensure we work on areas of weaknesses. E-tivity 11.1 will be of value in this exercise.  **Raising ethical standards in an organization** Developing an ethical organization where managers and employees do what is right requires concerted efforts of all players in the organization. What is accepted as the set standards in an organization must be documented and made known to employees. Managers can maintain high ethical standard through, ethics training, whistleblower protection, by becoming ethical role models and by ensuring their decisions are informed by set standards.   **Revision Questions**  * + - 1. Ethics refers to  1. What is right 2. What is good 3. What is acceptable 4. All the above    * + 1. Being ethical is considered more superior to being legal 5. True 6. False    * + 1. Which of the following is not a way of maintaining high ethical standards? 7. Whistle blower protection 8. Ethics training 9. Ethics survey 10. Role modelling     * + 1. What is ethical is universally accepted 11. True 12. False     * + 1. ……………… is a situation that although offering potential benefit or gain is also unethical 13. Utilitarian 14. Justice 15. Dilemma 16. Compensatory | | | | |
| Face to face time: | | | Number of hours | 2 |
| Class group discussions on ethics issues that been in the limelight among local organizations lately. | | | | |
| Online activity: | | | Number of hours | 3 |
| What should students do? | **E-tivity 11.1**  The purpose of this e-tivity is to comprehend the meaning of ethics in organizations.  **Task:**   * Read the pre-topic activity on *Ethical issues in management.* * Watch the video on *what is business ethics*  at; <https://www.youtube.com/watch?v=7jTpzkFCPZs> * Read article on *ethics* available at; <http://oer2go.org/mods/en-boundless/www.boundless.com/management/definition/ethics/index.html> * Read the article on *ethics and business ethics* at; <https://opentextbc.ca/principlesofmanagementopenstax/chapter/ethics-and-business-ethics-defined/> * Develop a comprehensive definition of ethics in business. * Submit as Assignment 1 week 11 in the LMS   **E-tivity 11.2**  The purpose of this activity is to help you understand ways of resolving ethical dilemmas in an organization.  **Task:**   * Read the article on *Ethical responsibilities of management* available at; <https://courses.lumenlearning.com/boundless-management/chapter/ethical-responsibilities-of-management/> * Describe five ways of resolving ethical dilemmas in an organization. * Submit as assignment 2 week 11 in the LMS.   **E-tivity 11.3**  The purpose of this activity is to help you understand ways that can enhance ethical practices in an organization.  **Task:**   * Read the article on *Understanding business ethics* available at;   <https://opentextbc.ca/businessopenstax/chapter/understanding-business-ethics/>   * In your Groups, describe ten ways of enhancing ethical practices in an organization. * Post your Group Task 1 week 11 in the Discussion forum 1 week 11. * Review the posting of other groups and rewrite your assignment incorporating the others’ views and Submit during the face to face class for week 12 or submit under group assignment 1 week 11 in the LMS. | | | |
| Where do they do it? | E-tivity 11.1 | Submit Assignment 1 week 11 in the LMS. | | |
| E-tivity 11.2 | Submit Assignment 2 week 11 in the LMS. | | |
| E-tivity 11.3(a) | Submit Group Task 1 week 11 in the Discussion Forum 1 week 11. | | |
| E-tivity 11.3(b) | Submit your review Group Task 1 week 11 during the week 12 face to face class or submit under group assignment 1 week 11 in the LMS. | | |
| By when should they do it? | E-tivity 11.1 | Submit on or before Tuesday at 23h00. | | |
| E-tivity 11.2 | Submit on or before Thursday at 23h00. | | |
| E-tivity 11.3(a) | Post on or before Tuesday at 23h00 | | |
| E-tivity 11.3(b) | Submit during the week 12 face to face class or submit under group assignment 1 week 11 in the LMS on or before Thursday 23h00. | | |
| E-moderator/tutor role | | | | |
| 1. Ensure that learners are focused on the content and context of discussion. 2. Stimulate further learning and generation of new ideas. 3. Provide prompt and meaningful feedback on the learning progress. 4. Guide the students in completing the e-tivities. | | | | |
| How are the learning outcomes in this unit assessed? | | | Number of hours | 1 |
| The assignments will be marked using the marking scheme prepared by the tutor and graded accordingly. | | | | |
| How does this section link to other sections of the module? | | | | |
| Ethics plays a great role in the success of the processes in management i.e. the process of planning, organization, leading and control, which have been discussed in previous topics. | | | | |

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| = Total number of hours | 7 |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | Pre-topic activity on *ethical issues on management.* |
| Video on *what is business ethics*; <https://www.youtube.com/watch?v=7jTpzkFCPZs> |
| Article on *ethics* available at; <http://oer2go.org/mods/en-boundless/www.boundless.com/management/definition/ethics/index.html> |
| Article on *ethics and business ethics* at; <https://opentextbc.ca/principlesofmanagementopenstax/chapter/ethics-and-business-ethics-defined/> |
| Article on *Understanding business ethics available* at;  <https://opentextbc.ca/businessopenstax/chapter/understanding-business-ethics/> |
| Article on *Ethical responsibilities of management* available at; <https://courses.lumenlearning.com/boundless-management/chapter/ethical-responsibilities-of-management/> |
| How are students enabled to access the resources? | The links can be accessed from the LMS. |
| Where in this unit are students expected to work collaboratively? | E-tivity 11.3(a) and (b). |
| How has an inclusive approach been incorporated in this unit? | In group work, watching the video which helps the student see the views of other people, and face – to – face interactions. |
| How will feedback on unit be obtained from students? | Analysis of performance in the topic assessments will provide an essential source of feedback on the topic. |
| How will student feedback be used to improve unit? | To improve on lesson delivery/facilitation, content design, and development for current and future lessons. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Feedback will be provided at the end of the topic, at the end of each r-tivity and during the face to face session. |

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| **Topic-level overview** | | **Week** | **12.** |
| Topic name: | Module recap | | |
| Aim of the topic: | The aim of the topic is to review the module coverage in the last 11 weeks. | | |
| This topic covers: | The topic covers a summary of all the topics covered in week 1 to 11. | | |
| Intended learning outcomes: | *At the end of this* ***week****, you will be able to;*   1. Outline the key outcomes of all the topics of the module. | | |

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| Overview of student activity: | 1. Review all the topics and outline the key learning points of all the topics of the module. 2. Complete e-tivities 12.1,12.2, 12.3, and 12.4 |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment.** | | | |
| Intended unit learning outcomes: | No of module-level outcomes | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this topic, you will be able to:*** | | | |
| 1. Explain the roles and functions of management. | 1 | E-tivity 12.1 | No assessment |
| 1. Justify management philosophies and their implications to modern organizations’ management. | 1 | E-tivity 12.2 | No assessment |
| 1. Describe management principles appropriate for sound management practices. | 1 | E-tivity 12.3 | No assessment |
| 1. Assess managerial practices and choices relative to ethical principles and standards. | 1 | E-tivity 12.4 | No assessment |

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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.)* | | | | |
| Module – level outcomes addressed: | | | | |
| This is the module recap week that will briefly address all the four module-level outcomes. | | | | |
| Purpose of the topic: | | | | |
| The purpose of this week is to do a recap of the module. | | | | |
| Over to you: | | | | |
| You are expected to outline key points of all the topics covered in this module. | | | | |
| Pre-topic activity: | | | Number of hours | 3 |
| Review pre-topic activities for topics 1 to 11. | | | | |
| Face to face time: | | | Number of hours | 2 |
| Attend the face to face lecture. | | | | |
| Online activity: | | | Number of hours | 2 |
| What should students do? | The purpose of these E-tivities is to outline key points learnt in the module.  **E-tivity 12.1**  Outline five key roles and functions of management  Post in the discussion forum 1 week 12.  **E-tivity 12.2**  Outline five key philosophies of management.  Post in the discussion forum 2 week 12.  **E-tivity 12.3**  State five key principles of management.  Post in the discussion forum 3 week 12.  **E-tivity 12.4**  Outline five ethical issues in management.  Post in the discussion forum 4 week 12.  Note the key points that you have missed out in your colleagues’ postings and rewrite all the e-tivities 12.1 to 12.4 incorporating the new ideas and submit it in the face to face class. | | | |
| Where do they do it? | E-tivity 12.1 | Submit under Discussion forum 1 week 12 on or before Monday 23h00 in the LMS. | | |
| E-tivity 12.2 | Submit under Discussion forum 2 week 12 on or before Tuesday 23h00 in the LMS. | | |
| E-tivity 12.3 | Submit under Discussion forum 3 week 12 on or before Wednesday 23h00 in the LMS. | | |
| E-tivity 12.4(a) | Submit under Discussion forum 4 week 12 on or before Thursday 23h00 in the LMS. | | |
| E-tivity 12.4(b) | Submit the version with ideas from your classmates posting during the face to face class or post in the LMS under discussion forum 4 week 12. | | |
| By when should they do it? | E-tivity 12.1 | On or before Monday 23h00 in the LMS. | | |
| E-tivity 12.2 | On or before Tuesday 23h00 in the LMS. | | |
| E-tivity 12.3 | On or before Wednesday 23h00 in the LMS. | | |
| E-tivity 12.4(a) | On or before Thursday 23h00 in the LMS. | | |
| E-tivity 12.4(b) | During the face to face class for week 12 or post on or before Friday 23h00. | | |
| E-moderator/tutor role | | | | |
| 1. Ensure that learners are focused on the content and context of discussion. 2. Stimulate further learning and generation of new ideas. 3. Guide the students in Completeing the e-tivities. 4. Summary the module key learning points. | | | | |
| How are the learning outcomes in this unit assessed? | | | Number of hours | 0 |
| There will be no assessment. | | | | |
| How does this section link to other sections of the module? | | | | |
| The topic is a summary of all the topics covered in the module. | | | | |

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| = Total number of hours | 7 |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | All the resources used in the topics 1 to 11. |
| How are students enabled to access the resources? | The resources links are accessible via the LMS. |
| Where in this unit are students expected to work collaboratively? | E-tivity 12.4(b) |
| How has an inclusive approach been incorporated in this unit? | Discussion forums and in interactions during the face-to-face class. |
| How will feedback on unit be obtained from students? | Feedback will be given during the face to face class by way of summarizing key learning points. |
| How will student feedback be used to improve unit? | It will offer an overall view of the attainment of the module level outcomes. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | During the face to face class week 12 and on the LMS. |

# Reference

Mason, C., Talya, B., & Berrin, E. (2012). *Management Principles;* avalaible at [http://bezak.umms.med.umich.edu/CIRHT/Content/Other%20Health%20Open%20Educational%20Resources/Leadership%20and%20Management%20for%20Health//Textbook-Principles%20of%20Management-Saylor-CC%20BY%20NC%20SA.pdf](http://bezak.umms.med.umich.edu/CIRHT/Content/Other%20Health%20Open%20Educational%20Resources/Leadership%20and%20Management%20for%20Health/Textbook-Principles%20of%20Management-Saylor-CC%20BY%20NC%20SA.pdf)