

## Unit of Study Guide

<b>Unit Code and Title</b>	<b>BUS5101 Achieving Success in Diverse Settings</b>
<b>Course(s)</b>	Graduate Diploma of Business Management Master of Business Administration
<b>Core or Elective</b>	<b>Core:</b> Graduate Diploma of Business Management Master of Business Administration
<b>Credit Points</b>	8 credit points
<b>Duration</b>	12 weeks
<b>AQF Level</b>	8
<b>Student Workload</b>	Students should expect to spend 156 hours on learning activities across the study period. This includes time spent attending scheduled classes, undertaking private study, preparing assessments, and completing examinations.
<b>Essential Requirements</b>	N/A
<b>Mode(s) of Delivery</b>	On campus / Online
<b>Pre-Requisites / Co-Requisite</b>	Pre-Requisite BUS5001 Ethical, Legal and Industrial Frameworks
<b>Unit Coordinator</b>	
<b>Contact Information</b>	✉: ☎: +61 02 9318 8111 Consultation: By appointment

### Unit Description

*BUS5101 Achieving Success in Diverse Settings* takes the core theme of managerial decision making under uncertainty and complexity and provides students with methods and theories to solve real world organisational problems. The unit does not distinguish between large and small, local, or international enterprises, but focuses on theories, practices, and tools for succeeding in organizational environments. On completion of this unit students will be able to develop creative strategic and tactical solutions for real-world problems.

### Unit Learning Outcomes (ULOs)

On successful completion of this unit, students will be able to:

- ULO1** Analyse diverse contextual settings and perspectives and their influence on enterprise direction and momentum.
- ULO2** Evaluate organisational culture, ethics and social responsibility and their impact enterprises.
- ULO3** Work collaboratively to evaluate the factors that affect enterprise performance and outcomes.
- ULO4** Create potential solutions to organisational issues.

### Course Learning Outcomes (CLOs)

Successful completion of this unit will contribute to the following Course Learning Outcomes (CLOs):

- CLO1** Using appropriate technologies and methodologies, review, critically analyse and apply theoretical and practical knowledge, research findings, information, concepts, and standards to support and justify enterprise decisions.
- CLO2** Generate sustainable solutions to complex real world, contemporary enterprise problems.
- CLO3** Interact effectively in diverse teams to deliver outcomes, both as team members and as team leaders, as appropriate to the context.
- CLO4** Effectively communicate complex concepts, relating to the analysis, planning, design and evaluation of responses to enterprise problems to stakeholders using appropriate communication modalities.
- CLO5** Demonstrate responsible, accountable and ethical behavior.
- CLO6** Objectively reflect on and evaluate outcomes and feedback for continuous improvement.

### Graduate Attributes (GAs)

Successful completion of this unit will contribute to the following APIC Graduate Attributes (GAs):

**GA1. Analytical and Scholarly:** APIC graduates will be able to locate, select and evaluate information from a range of sources to ensure currency of their knowledge base.

**GA 2. Ethical and Inclusive Professionals:** APIC graduates will respect multiple perspectives, human rights, and ethical principles. They will also be capable of autonomy and self- directed practice.

**GA 3. Innovative Problem Solvers and Decision Makers:** APIC graduates will be curious, enquiring and adaptable, embracing and creating change. They will be able to find novel and effective solutions for anticipated and unexpected challenges and make appropriate, timely and justified decisions.

**GA 4. Excellent Communicators:** APIC graduates will be able to communicate effectively in oral and written English and collaborate with others to achieve outcomes. They will be able to adapt their communication style to context.

**GA 5. Critical and Reflective Thinkers:** APIC graduates will actively reflect on and critique information, decisions, and strategies for continuous improvement.

**GA 6. Leaders and Collaborators:** APIC graduates will be able to work effectively in diverse teams that require leadership, collaboration and teamwork skills to achieve outcomes.

### Learning and Teaching Approach

Learning and teaching in this unit applies the APIC model of providing transformational learning experiences that are student-centered, collaborative, active, reflective and applied. Key themes embedded into the resources, challenges and assessments are ethical practice, sustainability, evidence-based decision making and real-world applications. Completion of the learning activities for each week will give students the discipline knowledge and skills required to complete the assessments. Successful completion of all assessments demonstrates that the unit learning outcomes have been achieved. Additional support to further enhance students' academic skills is available from the Academic Enhancement team.

### Expectations of Students

Students are expected to:

- Prepare for scheduled classes by completing assigned activities
- Attend at least 80% of scheduled classes
- Actively participate in class activities
- Seek clarification and advice from teaching staff as needed
- Attempt all assessments
- Submit assessments on time
- Review and reflect on feedback on assessments and seek clarification about feedback where needed
  - Notify the lecturer and / or unit coordinator if unable to attend classes and/or submit assessments

Completion of the learning activities for each week will give students the discipline knowledge and skills required to complete the assessments. Successful completion of all assessments demonstrates that the unit learning outcomes have been achieved.

### Schedule of Learning and Teaching Activities

	Topic	Learning Activities	Readings
<b>Week 1</b>	Introduction to Achieving Success in Diverse Settings	<b>Concepts</b> <ul style="list-style-type: none"> <li>• Introduction, expectations and purpose</li> <li>• Student code of conduct</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>• Forming groups</li> <li>• case sector briefing</li> <li>• Weekly blog entry</li> </ul>	Readings provided through the LMS

<b>Week 2</b>	Industry Sponsor Briefing - [Framing & Intelligence Gathering]	<b>Concepts and Activities</b> <ul style="list-style-type: none"> <li>• Problem setting, scope of work</li> <li>• Q&amp;A by the Industry Sponsor</li> <li>• Weekly blog entry</li> </ul>	Readings provided through the LMS
<b>Week 3</b>	Decision Making Under Uncertainty - [Framing]	<b>Concepts</b> <ul style="list-style-type: none"> <li>• What is a decision?</li> <li>• Decision theory</li> <li>• How decisions are made</li> <li>• Decision modelling</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>• Group work: applied decision making basics</li> <li>• Weekly blog entry</li> </ul>	Readings provided through the LMS
<b>Week 4</b>	Environmental Considerations - [Framing]	<b>Concepts</b> <ul style="list-style-type: none"> <li>• Topology of environments</li> <li>• Contextual decision making</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>• Group work: applied decision making in context</li> <li>• Weekly blog entry</li> </ul>	Readings provided through the LMS
<b>Week 5</b>	Decision Making Tools - [Intelligence Gathering]	<b>Concepts</b> <ul style="list-style-type: none"> <li>• SWOT, Five Forces, and other tools</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>• Group work: using tools for decision making in context</li> <li>• Weekly blog entry</li> </ul>	Readings provided through the LMS
<b>Week 6</b>	Market Intelligence - [Intelligence Gathering]	<b>Concepts</b> <ul style="list-style-type: none"> <li>• Methods and types of market intelligence gathering</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>• Group work: market intelligence gathering</li> <li>• Weekly blog entry</li> </ul>	Readings provided through the LMS
<b>Week 7</b>	Creative Problem Solving - [Intelligence Gathering]	<b>Concepts</b> <ul style="list-style-type: none"> <li>• TRIZ</li> <li>• QFD</li> <li>• Total Design</li> <li>• TOC</li> <li>• Design Thinking</li> </ul>	Readings provided through the LMS

		<b>Activities</b> <ul style="list-style-type: none"> <li>Group work: problem solving for intelligence gathering</li> <li>Weekly blog entry</li> </ul>	
<b>Week 8</b>	Frameworks for enterprise Decision Making	<b>Concepts</b> <ul style="list-style-type: none"> <li>Enterprise decision making</li> <li>EQT</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>Group work: identifying and applying decision making frameworks</li> <li>Weekly blog entry</li> </ul>	Readings provided through the LMS
<b>Week 9</b>	Cause and Effect	<b>Concepts</b> <ul style="list-style-type: none"> <li>Enterprise transformation</li> <li>Game theory</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>Weekly blog entry</li> <li>Generating and analysing causal maps</li> <li>Develop impact analyses and amelioration plans</li> </ul>	Readings provided through the LMS
<b>Week 10</b>	Solution Delivery	<b>Concepts</b> <ul style="list-style-type: none"> <li>Bringing It all together</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>Integrated case studies</li> <li>Scenario presentations</li> <li>Weekly blog entry and commentary</li> </ul>	
<b>Week 11</b>	<b>Presentations and Discussion</b>		
<b>Week 12</b>	<b>Presentations and Discussion</b>		

### Assessment Information

Assessment	Weight	Due Week	Duration	ULO
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<b>1. Scaffolded Case study (Collaboration)</b>  Pt 1 – situation analysis. Following group discussion, students submit a situation analysis for an identified organization. Pt 2 - report Following feedback from staff and further consideration in class, students complete a report on their assigned case.	45% total			
	15%	4	1500 words	ULO1 ULO3
	30%	8	2000 words	ULO2 ULO4
<b>2. Presentation (individual)</b> Students present their case study in a pecha kucha style	25%	11 -12	20 slides 20 seconds each 2000 words eq	ULO1 ULO2 ULO3 ULO4
<b>3. Reflection (individual)</b> Students reflect on the issues, cases and theories considered in the unit.	30%	12	1500 words	ULO1 ULO2 ULO4

## Resources

### **Prescribed Text(s):**

Banasiewicz, AD, 2019, *Evidence-based decision-making: How to leverage available data & avoid cognitive biases*, Taylor & Francis Ltd, New York, NY, USA.

Brandimarte, P, Consigli, G & Kuhn, D 2017, *Optimal financial decision making under uncertainty*, Springer International Publishing, Switzerland.

Charlesworth, D 2017, *Decision analysis for managers: A guide for making better personal and business decisions*, 2<sup>nd</sup> edn, Business Expert Press, New York, NY, USA.

### **Recommended Readings:**

Allen, J, Root, J & Schwedel, A 2017, 'The Firm of the Future', *Bain and Company*, viewed 28 October 2019, <<https://www.bain.com/fr/insights/firm-of-the-future/>>

Ariely, D 2008, *Predictably irrational*, HarperCollins Publishers, New York, NY, US.

Bhalla, V, Dyrchs, S, & Strack, R 2017, 'Twelve Forces That Will Radically Change How Organizations Work', *Boston Consulting Group*, viewed 28 October 2019, <<https://www.bcg.com/en-au/publications/2017/people-organization-strategy-twelve-forces-radically-change-organizations-work.aspx>>

Christopher, E & Deresky, H 2012, *International Management: Managing Cultural Diversity*, 2<sup>nd</sup> edn, Pearson Education, Australia.

Culmsee, P & Awati, K 2013, *The Heretic's Guide to Best Practices: The Reality of Managing Complex Problems in Organisations*, iUniverse, Bloomington, IN, USA.

Jean-Francois, C, Davel, E & Dupius, J 2013, *Cross-Cultural Management - Culture and Management across the World*, Taylor & Francis Ltd, New York, NY, USA.

Kahneman, D 2012, *Thinking, fast and slow*, Penguin Press, London, UK.

Luthans, F & Doh 2014, *International Management - Culture, Strategy, and Behavior*, 8<sup>th</sup> edn, McGraw-Hill, New York, NY, USA.

Mcfarlin, D & Sweeney, P 2011, *International Management - Strategic Opportunities and Cultural Challenges*, 4<sup>th</sup> edn, Taylor & Francis Ltd, New York, NY, USA.

Silver, N 2012, *The signal and the noise: Why so many predictions fail-but some don't*, Penguin Press, London, UK.

**Other Recommended Resources:**

Global edge Global business resources <http://globaledge.msu.edu/>

Country profile <http://www.kwintessential.co.uk/resources/country-profiles.html>

Virtual Library on International Development <http://www2.etown.edu/vl/intldev.html>

The World Index of Chambers of Commerce & Industry <http://www.worldchambers.com/>

The United Nations <http://www.un.org/>

## **Participation**

Students are required to participate in all collaborative work, group work and work integrated activities, such as study tours, industry lead activities and open forums, (a) actively, fully and positively; and (b) in a timely manner. Student contributions to collaborative, group, and work integrated activities must be meaningful, of value to peers, and follow the specifications of the Unit Study Guide.

## **Academic Misconduct**

Ethical conduct and academic integrity and honesty are fundamental to the mission of APIC and academic misconduct will not be tolerated by the College. It is the responsibility of every student to make sure that they understand what constitutes academic misconduct and to refrain from engaging in it. Please refer to APIC's [Academic Integrity Policy](#) for further details.

## **Attendance**

APIC has a responsibility to ensure that all students enrolled at the College are able to make satisfactory progress through their course and attending scheduled classes is essential for course progression. In addition, for onshore international students maintaining satisfactory attendance in the course and making satisfactory progress with the course are conditions of the student Visa. APIC therefore monitors the attendance of all students at scheduled classes and students are required to attend at least 80% of scheduled classes for units in which they are enrolled, where attendance means that the student is present for the whole duration of the scheduled class. Students are advised that decisions about the award of supplementary assessments will take into account student attendance.

## **Disclaimer**

This unit study guide may be updated and amended from time to time. Any changes to the unit will be notified to students through the Online Learning System (OLS) for the unit.