



Central University of  
Technology, Free State

CENTRAL UNIVERSITY OF TECHNOLOGY, FREE STATE  
SENTRALE UNIVERSITEIT VIR TEGNOLOGIE, VRYSTAAT  
YUNIVESITHI E BOHARENG YA THEKENOLOJI, FOREISTATA

Fakulteit Bestuurswetenskappe /  
Faculty of Management Sciences

## **FACULTY OF MANAGEMENT SCIENCES**

**DEPARTMENT OF BUSINESS SUPPORT STUDIES**

**PROGRAMME:**

**B-TECH BUSINESS ADMINISTRATION  
(BBBTAS)**

# **MANAGEMENT PRACTICE IV (FBS41AB)**

NQF Level = 7

COMPILED BY: R.E NDJIKE- FONGWA

2018















Semester 1







<b>1. A word of welcome</b>	<b>6</b>
<b>2. Information about the lecturer</b>	<b>6</b>
<b>3. Course Details</b>	<b>7</b>
<b>4. Aim of the study guide</b>	<b>7</b>
<b>5. Expectations</b>	<b>7-8</b>
<b>6. Instructional method</b>	<b>8-9</b>
<b>7. Motivation</b>	<b>9</b>
<b>8. Helpful Hints</b>	<b>9</b>
<b>9. Evaluation</b>	<b>10-17</b>
<b>10. Plagiarism</b>	<b>18</b>
<b>11. Penalties</b>	<b>18</b>
<b>12. Extensions</b>	<b>18</b>
<b>13. e-Thuto</b>	<b>18</b>
<b>14. Prescribed Book</b>	<b>19</b>
<b>15. Division of the Course</b>	<b>19-25</b>

<b>16. Semester work plan</b>	<b>26</b>
<b>17. Annexure 1: Penalty Guidelines</b>	<b>27-28</b>
<b>18. Curriculum and course syllabus</b>	<b>29</b>
<b>ASSESSMENT TASKS</b>	<b>30</b>

<b>MODULE 1: THE NATURE OF MANAGEMENT</b>	
LEARNING UNIT 1: INTRODUCTION TO THE FIELD OF MANAGEMENT	
LEARNING UNIT 2: EVOLUTION OF MANAGEMENT THOUGHT	
<b>MODULE 2: PLANNING CHALLENGES IN THE 21<sup>ST</sup> CENTURY</b>	
LEARNING UNIT 3: STRATEGIC MANAGEMENT & PLANNING IN A GLOBAL ENVIRONMENT	
LEARNING UNIT 4: MANAGERIAL FUNCTIONS	
<b>MODULE 3: ORGANISING CHALLENGES IN THE 21<sup>ST</sup> CENTURY</b>	
LEARNING UNIT 5: ORGANISATIONAL CULTURE IN CHANGE MANAGEMENT	
LEARNING UNIT 6: ORGANISATIONAL STRUCTURE AND DESIGN TO ACHIEVE STRATEGY AND MISSION	
LEARNING UNIT 7: STRUCTURED APPROACH TO DECISION MAKING	

## A. ICON LIBRARY

	<b>Outcomes checklist</b> At the beginning of each unit there is a list of learning outcomes. These outcomes indicate what you should know and must be able to do after the completion of the unit.
	<b>Read a reference/Additional sources</b> This symbol will indicate what you have to read and learn from your textbook or other sources. Reference to additional text/paper sources.
	<b>Notes</b> Read the notes in the blocks indicated by this symbol. These notes will give you important information.
	<b>WWW links</b> These blocks will contain hyperlinks to WWW sites where you can find useful/more information on a particular subject that relates to the unit.
	<b>Short questions</b> You will come across these questions throughout the modules. These questions are applicable to the work you have just completed. Try to answer them.
	<b>Answers to short questions</b> This symbol indicates the answers to short questions that appeared throughout the modules.
	<b>Check your progress</b> When you see this symbol you must check yourself against the list of outcomes provided at the beginning of the module. When you feel that you have accomplished all the outcomes, you can complete the quizzes for that particular unit. You will find these quizzes on the subject on-line page.
	<b>Assignments</b> This symbol indicates assignments that you will have to hand in as part of your assessment. Check the assignment schedule for the dates of submission.
	<b>Work on the computer</b> This symbol will be displayed whenever you need to carry out work on the computer.
	<b>Read and learn</b> This indicates that you have to read and/or learn from your textbook(s).
	<b>Hints</b> The notes in the blocks indicated by this symbol, contain special hints for future/current use.
	<b>Time</b> This symbol indicates that there is a specific amount of time allocated to the completion of the given task.
	<b>Date</b> This symbol indicates the date when an assignment must be submitted or when a class test/evaluation will take place.
	<b>Audio/Video</b> This is an indication that extra work has been assigned in this specific work area, e.g. watching a video; listening to a guest speaker; watching a slide show, etc.

	<b>Self-study</b> This is an indication that the mentioned work will not be done in class, but must be done by the student as extra work. The student can expect to be evaluated on this self-study material.
	<b>Enrichment activities</b> This symbol is an indication that the mentioned work is not compulsory, but only for self-enrichment purposes.
	<b>Self-tests</b> These are tests that are given so that the student can evaluate him-/herself. They do not count for evaluations and are not marked by the lecturer.
	<b>Group work</b> This activity is not for individual work and must be done in a group context.
	<b>Exercise</b> The activity indicated by this symbol is the homework given to students in order to enable them to apply the work done in class and to target difficult aspects.
	<b>Example</b> This indicates a practical explanation of the theory work done in class.

## 1. A WORD OF WELCOME

Welcome to Management Practice IV. It is a very exciting time to be studying the field of management. Managers were forced in the last few years to adapt to many external changes in order to survive. Few examples include the shake out that occurred in e-business, the results of September 11, and the Enron debacle.

Managers in the 21<sup>st</sup> Century do not actually do what managers back in the eighties did. Changes that occurred in this new era such as the effects of globalisation towards the business World and the increasing use of technology just to name a few have ushered managers into a whole new dimension. We will focus on the new challenges managers face today and will face tomorrow and hopefully as your facilitator, I will succeed to excite you by offering you this glimpse of the manager's world.

The course is designed in such a manner that it is expected of you as a tertiary student to study on your own. During lectures you shall receive guidance relative to personal study and course content. Pro-active learning is vital.

I trust that you will find the subject stimulating and rewarding. If you encounter any problems, please feel free to contact me so that we can solve your problems as soon as possible.

## 2. INFORMATION ABOUT THE LECTURER

**Name:** Mrs R.E Ndjike - Fongwa

**Office number:** Room B106A, Faculty of Management Sciences

**Telephone no:** 051 507 4065

**E-mail:** rfongwa@cut.ac.za

**Consulting hours:** The specific hours will be announced in class.

You may personally consult the lecturer in her office during **office hours**.

**Please note that no lectures of any nature, missed because of poor class attendance, will be repeated during consultation hours. That is why classes are scheduled.**

### 3. COURSE DETAILS

NAME OF SUBJECT	MANAGEMENT PRACTICE IV
SUBJECT CODE	FBS41AB
NQF LEVEL	7
PROGRAMME	B-TECH BUSINESS ADMINISTRATION
CREDIT	15

### 4. AIM OF THIS LEARNING GUIDE

The purpose of this study guide is to organize information to enable students to demonstrate their knowledge at a critical thinking level which involves more than rote memorization.

This study guide mainly serves as a guideline/framework. Outcomes based teaching and learning cannot be limited to a certain number of pages. The learning goals of each module are given to familiarize you with the curriculum and to supply you with the work you will be evaluated on. The days of memorizing and reproducing facts are finally over for good. Your advancement and performance will be measured against what you can do with the theory.

The task of a lecturer is mainly to introduce you to the theory, supply you with information and give guidance with the practical application thereof. The responsibility lies with you to master the knowledge in detail, as well as to achieve the outcomes.

### 5. EXPECTATIONS

The facilitator will supply students with guidelines and assistance, but it is up to the student to make the most of the contact sessions. There are various other resources available beyond the prescribed material, feel free to share with the class any interesting material you have come across. Personal experience is the best example. Share them with the class, we can all learn from it.

The practical element will help you to integrate the theory with the real world. During classes the facilitator will give numerous practical examples. If you don't attend classes, the value of this course will be lost.

Please note that it is important to ensure that you comply with the assessment requirement as stated in the CUT Calendar received upon registration at the beginning of the semester. If

you are unable to complete an assessment on the given time, please ensure that you contact the facilitator within three days after the assessment to record the reason for the refusal and to apply for access to a sickness evaluation (only relevant to formative assessment). Please ensure that you submit assignment (s) on the due time to ensure that you comply with the requirements and be aware of the fact that late submission of assignments could lead to a penalty.

***The facilitator's expectations of the student.***

- *Class attendance*
- *Punctuality*
- *To study the theory and participate in practical classes.*
- *Student's involvement in class discussions*
- *Cell phones must be switched*

***Expectations of the student.***

- *Students should endeavour to know and understand the following policies:*

Policy 403.1 – General rules for students

Policy 403.6 - Code of conduct for students

Policy 403.7 – Discipline Rules for students

Policy 501.48 – Policy on smoking

Policy 505.7.1 – Copyright

**6. INSTRUCTIONAL METHOD**

A structured system of teaching is followed for the entire course; therefore, it is divided into modules. The aim of this structured teaching system is to carry the contents across as clear and as understandable as possible.

Each module is a unit on its own with specific goals and objectives. You will be given guidance relative to study material and evaluation questions so that you may test your knowledge.

The teaching method to be followed by the lecturer in the class is that of an outcomes-based approach, which basically implies that there is going to be a shift from the traditional learning-



through-memorizing to the learning-by-doing method. The aim is to simultaneously integrate the theory and practice in the classroom. We will also concentrate on group and individual discussions in each module. The aim herewith is to divide students into smaller groups to give them the opportunity to become involved in discussions and thereby master the terminology and become verbally fluent.

The classroom is no longer a passive lecture hall, but now becomes an active learning area.

## **7. MOTIVATION**

I believe that students find it easier to study if they are motivated. For this reason, suggestions as to how to make the class more interesting will be welcomed from students. Due to our unique nature as human beings, being motivated by different things, the facilitator will play a great role in ensuring that this motivation is upheld by ensuring relevance of the learning material and a high degree of professionalism.

## **8. HELPFUL HINTS**



- I strongly advise that with the help of your study guide and text book, you try and prepare before classes in order to gain an overview insight of what will be discussed during lectures which I believe will help boost your interest as well as interaction in class.
- Take down notes during lectures which in my opinion might be of great assistance in preparing for tests and examination.
- Make sure you ask questions each time you do not understand a theory or concept. Please avoid keeping quiet when you have a question to ask just because you think you are the only one not to have understood. In a nutshell do not leave the class with a question boiling in your heart or when confused. You will agree with me that this feeling will be better addressed in class than in the examination hall so please do the right thing at the right time.
- Avoid piling your notes by trying to go through them as soon as you can.
- Lastly, but not the least, read your notes as often as your Intelligence Quofficient (IQ) requires.

## 9. EVALUATION

The semester system is applicable to this subject. At the end of the semester, you will be required to write a **three-hour** examination.

Please it is your responsibility as student to find out where and when the evaluation will take place and also to find out whether you qualify for a supplementary examination as well as the date and venue.

### 9.1 Group Formation

-  A group should consist of **minimum of 5 and maximum of 7 students only**. It is compulsory for you to belong to a group. Individuals or groups with fewer or more than the required number of members will not be acceptable for the submission of group work.
-  Similarly, individual work should be strictly treated as such.

### 9.2 Evaluation

Evaluation tests and assignments will be set on a regular basis. It is vital that you focus on each one of these. Experience has shown that lack of regular work is a formula for disappointment and stress.

### 9.3 Assessment

Assessment will be conducted according to any assessment method as approved by the department and the obtained marks may form part of the final mark. Assessment results will be made up of tests (online tests were applicable) and assignments. The criteria for evaluation of assignments will be communicated in class. It is the learner's responsibility to study as set out in the learning guide as well as additional material.

### 9.4 Tests

All or most of your tests will be written online. Test dates will be announced in class. Please pay attention in class to all the information that will be provided regarding tests. It is the responsibility of the student to inform the lecturer prior to the test date or within **3 days** after the test was written if he/she should miss a test. A valid medical certificate must be provided in the case of illness and a valid death certificate in case of a funeral. Please if you happen to be out of town for business purposes; ensure to provide supporting documents from your employer who is likely to be contacted

by the lecturer in order to corroborate the authenticity of the supporting documents. These relevant documents must also reach the lecturer with **3 working days** after the test was written.

**UNDER NO CIRCUMSTANCES WILL A STUDENT BE ALLOWED TO WRITE A SICK TEST WITHOUT PRESENTATING THE ABOVE MENTIONED NECESSARY DOCUMENTS AND/OR WITHOUT FOLLOWING THE ABOVE PROCEDURE.**

✚ **N.B** Please familiarise yourself with the CALENDER received during enrolment for the Assessment Policy.

✚ Should the learner miss a test it is his/her responsibility to inform the facilitator and bring a valid reason in writing within one week of writing the test

✚ The learner should ensure that the facilitator receives the valid reason on time. The facilitator will then advise the learner on what course of action to take.

✚ No excuse will be accepted for a class evaluation that was missed due to poor class attendance unless the learner can present a valid written reason within one week.

## 9.5 Assignments

Assignments must be submitted on time, on the due date, at the arranged venue, unless the facilitator makes other arrangements.

The facilitator accepts no responsibility for lost assignments. The learner must always keep a copy of every assignment that is submitted.

Below is the format to be used for all our assignments. Assignments submitted must be **neatly typed** on A4 sheets (1.5 spacing) with the necessary margins for marking and comments. Students will be penalized for any submission after the due date. **This (late penalty) will be applicable at 3%** of the total available mark per day. Failure to write a test without substantial justification documents such as a medical certificate obtained from an approved medical practitioner will simply result in the student scoring a Zero.

## **ANY PROFESSIONAL ASSIGNMENT consists of the following:**

1. A **title page** consisting of:

The name of the assignment;

Name and telephone number of the company visited (if part of the assignment);

Name and surname of the contact person at the company visited (if applicable);

The student's/group member's (if work was done in a group) initials, surname and student numbers.

2. An indication of which section of the assignment each member of the group performed (if work was done in a group).
3. A comprehensive table of **contents, with page references**.
4. A thorough **introductory** paragraph, which introduces the reader to the topic.
5. Pages must be **numbered**.
6. Relevant facts must be supplied on the subject.
7. The assignment must have a proper **conclusion**.
8. A **bibliography/list** of sources must be provided. The student must consult at least three sources. Make sure to use the correct referencing technique (Harvard reference technique).

### **9.6 Assignments and Declarations**

1. The following declarations must be inserted in the inside cover of every assignment
2. Assignments will be rejected without such declarations.

#### **A) Individual Assignment**

*"I .....student number..... declare that the work I am submitting is my own individual work. No other person contributed to it. It has never been submitted for any other purpose. I am aware of the consequences if this declaration is found to be untrue".*

Signature..... Date.....

### **B) Group Assignment**

“We the undersigned students declare that the work we are submitting is our own work. It has never been submitted for any other purpose. We are aware of the consequences if this declaration is found to be false”

	Student Number	Student Name	Date
1			
2			
3			
4			
5			

#### **N.B**

1. If you do not insert this declaration, your work will not be marked and you will be awarded zero.
2. A student who fails to sign the declaration shall be deemed NOT to have participated in doing the assignment and shall accordingly be awarded zero.

**N.B** To avoid any eventual changes, detail of all assessments in this learning guide will be announced in class and via E-Thuto. This also includes due dates.

**Please note that the course mark system applies from 2009. This means that you need a course mark of 50% to qualify for the examination. You can only qualify for the re-assessment if your marks fall between 45-49%.**

**N.B** It is the responsibility of students to ensure that they are aware and understand the various evaluation means for each of the subjects for which they are registered, as explained in the study guide.

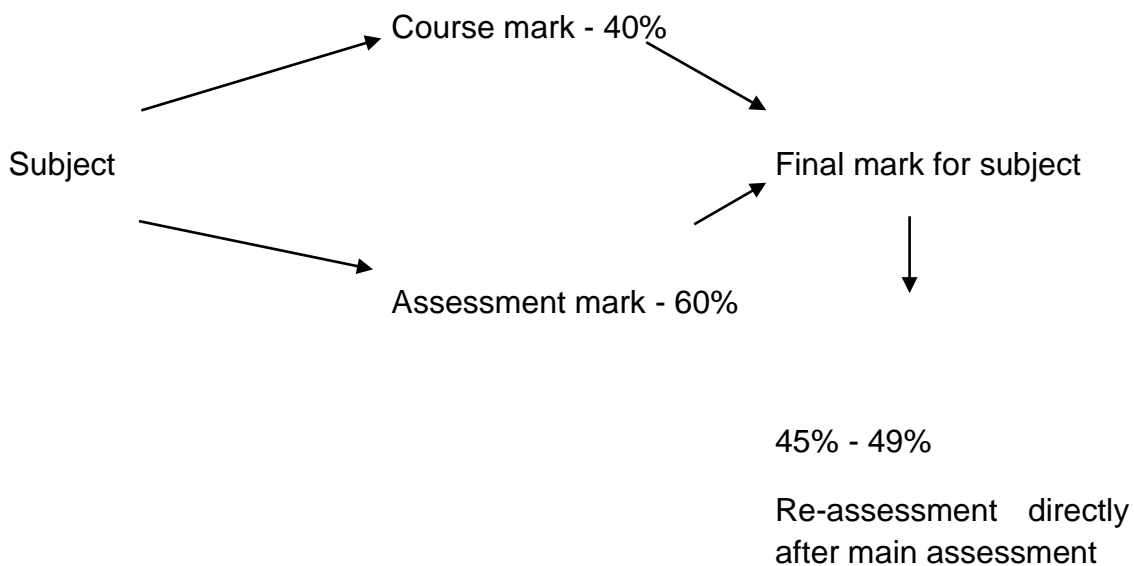
## Definitions

### Course mark

Tests, individual and group assignments will be calculated into a course mark which will contribute 40% to the final course mark. Students therefore need 40% in order to qualify to sit for examination (summative assessment) which carries the remaining 60% of each student's final mark.

Students are responsible for ensuring that they are aware of and that they understand the various means of evaluation for each of the subjects for which they are registered, as explained in the study guide.

Semester subjects



Please note that the course mark system applies from 2009. This means that you need a course mark of 40- 50% depending on the course weights to qualify for the examination. You can only qualify for the re-assessment if your marks fall between 45-49%.

## **Definitions**

### **Semester subject**

You will write an examination in June only. Your results in the examination as well as the various activities during the semester will determine whether you pass or fail the subject.

### **Supplementary evaluation**

An examiner may summon a candidate for evaluation as an extension of the original evaluation and this may take the form of a verbal evaluation, a project, or practical work.

### **Re-evaluation**

A re-evaluation is granted to a candidate who has achieved a final mark of 35% - 49% in a subject. The re-evaluation takes place directly after the main evaluation.

### **Course mark**

A course mark is a calculated mark of all tests, assignments and oral evaluations that have been done during the course of a unit.

### **Final mark**

A final mark is calculated at the end of a semester/year after all evaluations in a subject have been done, and it determines the result of a subject.

### **Sickness/special evaluation**

A sickness/special evaluation may only be permitted if an application for sickness/special evaluation is submitted to the Examination Section within three days after the evaluation of a particular subject.

Sickness/special evaluations are held directly after the main evaluations have taken place.

### **Progress report**

A progress report to indicate the progress of each student is mailed, after completion of the first unit to each student registered for a year subject.

### **Statement of results**

A statement of results is supplied to students after completion of the June evaluation (semester subjects) and November evaluation (semester and year subjects). This indicates the final work and result of the subject.

## **EVALUATION AND RESULTS**

An admission mark is not required for admission to the main evaluation.

A subject is considered a credit, and therefore the following provisions apply:

A student must pass any subject that is a prerequisite for another subject before he/she may register for the next level of the subject concerned.

The pass requirements for a specific subject are as follows: a result is determined from a calculated average of tests and evaluation opportunities. The minimum pass mark per subject is 50%. The minimum final mark needed to pass a subject with distinction is 75%.

## **EVALUATION TIMETABLES**

Evaluation timetables are not mailed to students.

The evaluation timetable will be made available, according to the year programme, on the central notice boards and the Internet: [www.cut.ac.za](http://www.cut.ac.za)

It is the duty of every student to ensure that he/she is fully aware of dates, times and venues of evaluations. The Technikon Free State accepts no responsibility for ignorance in this respect.

## **PUBLICATION OF EVALUATION RESULTS**

Results are made known to candidates after the evaluations and according to the year programme by means of a statement of results. The results are also published in the following ways:

Central notice boards

Internet: [www.cut.ac.za](http://www.cut.ac.za)

MTN answering service: 083 123 1000

It is the responsibility of each student to acquaint him/herself with the final results.

## **RESULT CODES**

The following codes are applicable with regard to results:

PD	-	Distinction
P	-	Pass
PU	-	Pass conditionally (50% and higher in cases where the final result is to be determined by an investigation)
PE	-	Subject recognition/exemption
F	-	Fail
FD	-	Fail, disciplinary



FT	-	Sickness/Special evaluation
F9	-	Supplementary evaluation
FX	-	Fail, absent
FN	-	None – unknown

### **UNSATISFACTORY ACADEMIC PROGRESS**

The Technikon identifies a student whose academic progress is unsatisfactory as follows:

If subjects are failed in accordance with the conditions below (whether or not studies have been interrupted):

First-year students who have failed all subjects and/or have terminated their studies after course control day.

Senior students who fail two (2) or more subjects in consecutive registration periods (semester or year) and/or who terminate their studies after course control day.

### **EXTRA TIME DURING EVALUATIONS**

Extra time will be allocated to persons with disabilities to allow them to complete their tests and evaluations. Alternative arrangements are also made where necessary, e.g. oral evaluations may be permitted.

A maximum of 15 minutes extra per hour will be allowed.

The allocation of extra time will be indicated on the diploma/degree/certificate of the student.

Students must apply for extra time at the Centre for Counseling, using form LS 227.1, at least two (2) weeks before classes begin. Applications must be accompanied by supporting documentation.

### **SUBJECT RECOGNITION**

Applicants requesting credit must address a written application to the Examination Section (LS 123), and must provide satisfactory documentary evidence in support of their applications. The amount payable is R30 per subject.

Final dates for the submission of applications for subject recognition at the Examination Section:

For registration during semester 1 and year courses: 21<sup>st</sup> February

## **10. PLAGIARISM**

Violation of any of the following Central University of Technology, Free State (CUT) rules regarding the academic conduct of students will lead to disciplinary action against the learner:

A learner shall not reproduce or distribute copies of (CUT) learning material without the written consent of the course facilitator.

A learner may not submit any assignment or assessment task where essential parts of the assignment have been taken from the work of another person without giving full credit to that person.

A learner may not submit any forged document for assessment purposes...**the learner will receive no marks.**

## 11. PENALTIES

- ✚ Faxed assignments will not be accepted.
- ✚ Assignments submitted late would not be marked.
- ✚ Forged assignments will receive zero marks.
- ✚ Assignments not complying with criteria on assignment outlays, will be penalised up to 20 marks. (The criteria will be given to the learner during the course of the year).
- ✚ Assignments where plagiarism is at the order of the day will be penalized with 50%.

## 12. EXTENSIONS

- ✚ Application for extension must be done **in writing before** the assignments **due date**.
- ✚ The application must be accompanied by documentation of illness or other exceptional circumstances.
- ✚ Granted extensions are only valid once the facilitator confirms it and the learner has received notification thereof.

## 13. e-THUTO

Lecture notes will be posted on E-Thuto. I will use E-Thuto as a way of communicating with students and a forum for tests and assignments. It is therefore important that students frequently visit this web site so as to be informed of announcements and additional resources.

14. **PRESCRIBED BOOK**



**MANAGEMENT PRINCIPLES: A CONTEMPORARY EDITION FOR AFRICA. 6<sup>TH</sup> EDITION**

**EDITORS: P J SMIT, T BOTHA, MJ VRBA**

15. **DIVISION OF THE COURSE**

**MODULE 1: THE NATURE OF MANAGEMENT**

**LEARNING UNIT 1: INTRODUCTION TO THE FIELD OF MANAGEMENT**

**INTRODUCTION**

This learning unit shall introduce you to overall management, skills managers need, the roles managers play and the scope of their job. Also to be introduced in the unit will be major changes in the 21<sup>st</sup> century as well as the overall framework that will be useful to coordinate learning about management and why it is of vital importance to study management.

**LEARNING OBJECTIVES:**

**On completion you should be able to:**

- Define what management is.
- Identify and explain the basic managerial functions.
- Understand the roles that managers play.
- Discuss the scope of responsibilities of functional and general managers.
- Describe the three levels of managers in terms of skills they need and the activities in which they are involved.
- Identify major changes in the 21<sup>st</sup> century and explain how they will affect management of organizations.
- Explain the interactions between all the major functions that managers perform and the interactions between planning, organizing, leading, and controlling.
- Explain why it is important to study management.

**Source: Chapter 1**

**ASSESSMENT CRITERIA:**

1. Define management. What are the basic managerial functions?
2. How does the role of managers differ from one another?
3. What are the major changes in the 21<sup>st</sup> century? Explain how these changes will affect the management of organisations

**N.B Read the case-study on page 26 and answer questions on pages 26-29.**

## **LEARNING UNIT 2: EVOLUTION OF MANAGEMENT THOUGHT**

### **INTRODUCTION**

In this learning unit, we shall journey through the managerial philosophies of the past through the lenses of their various pioneers in conjunction to the managerial philosophies of the present which will better equip us to be successful leaders in the future.

### **LEARNING OBJECTIVES:**

**On completion you should be able to:**

- Describe the major influences on the development of management thought.
- Identify the five major perspectives of management thought that have evolved over years.
- Describe the different subfields that exist in the classical perspective of management and discuss the central focus of each.
- Describe the theories of the major contributors to the behavioral perspective of management.
- Describe the characteristics of the quantitative perspective of management.
- Describe the systems perspective building blocks and their interactions.
- Discuss the nature of the contingency perspective of management.
- Discuss the future issues that will affect the further development of management thought.

**Source: Chapter 2**

### **ASSESSMENT CRITERIA:**

1. Why study management theory?
2. Provide two reasons why today's managers must understand the different management theories

**Read the case-study on page 49 and answer questions on page 50-51.**

## **MODULE 2: PLANNING CHALLENGES IN THE 21ST CENTURY**

### **LEARNING UNIT 3: STRATEGIC MANAGEMENT AND PLANNING IN A GLOBAL ENVIRONMENT**

#### **INTRODUCTION**

This learning unit shall discuss strategic analysis which includes analysing the internal and external environments of organisations along with establishing the overall purpose, or mission, of an organization.

#### **LEARNING OBJECTIVES:**

**On completion you should be able to:**

- Depict the strategic management process (strategic planning, strategy implementation and control) diagrammatically
- Explain what strategic planning encompasses
- Defend the importance of strategic plans in the hierarchy of organizational plans
- Differentiate between the three levels of strategy
- Explain the process to follow in order to create a strategic plan
- Explain each component that should be dealt with in a strategic plan
- Recommend different approaches, tools and techniques that can be used when formulating a strategic plan
- Compile a basic strategic plan for an organisation

**Source: Chapter 4**

#### **ASSESSMENT CRITERIA:**

1. What is strategic planning?
2. What does strategic planning encompasses?
3. What is the strategic planning process?
4. How do you assess both the internal and external environment?

**Read the Sappi Limited case-study on page 122 and answer the discussion questions on pages 123-125.**

## **LEARNING UNIT 4: MANAGERIAL FUNCTIONS**

### **INTRODUCTION**

This unit discusses why planning is important and explains the difference between planning at other organisational levels called operational planning and strategic planning.

### **LEARNING OBJECTIVES:**

On completion you should be able to:

- Describe the managerial function of planning and explain why planning is critical for effective leadership.
- Explain the benefits and costs of planning.
- Discuss the potential advantages and disadvantages of top-down and bottom-up planning.
- Define strategic planning and describe the three levels of strategic planning.
- Define operational planning and distinguish between standing and single-use plans.
- Describe individual planning systems such as management by objectives and the Balanced Scorecard.
- Define contingency planning and identify the circumstances under which contingency planning would be appropriate.
- Discuss how advances in information technology have affected operational planning.
- Describe common barriers to effective planning and explain ways to reduce these barriers.

**Source: Chapter 5**

### **ASSESSMENT CRITERIA:**

1. What is the nature and importance of planning- including goal formulation- as a management function?
2. What is the difference between strategic, tactical and operational plans and goals
3. How would you differentiate a standing from a single-use plan?
4. What is your understanding of Management by objectives (MBO)

**Read the case-study on page 157 and answer the questions on pages 158-160.**

## **LEARNING UNIT 5: ORGANISATIONAL CULTURE IN CHANGE MANAGEMENT**

### **INTRODUCTION**

This unit introduces concepts and models that focus on the demands of managerial decision making. Right decisions might not always be made by leaders and managers, but both can use their knowledge of appropriate decision making processes to increase the odds of success.

### **LEARNING OBJECTIVES:**

**On completion you should be able to:**

- Explain how environmental change forces the organisation to adapt in order to survive
- Expound on how organizational change can be planned
- Depict and discuss the change process
- Identify and discuss the four main areas of organizational change
- Explain what the concept of organizational culture encompasses
- Discuss the importance of managing the organizational culture in order to change the organisation
- Explain briefly what an organisation culture analysis (OCA) encompasses
- Explain the importance of aligning the organisation's culture with the chosen strategy and structure.

**Source: Chapter 9**

### **ASSESSMENT CRITERIA:**

1. What is essential for change inside the organisation?
2. Explain the change process
3. What are the different areas of organisational change?
4. What is your understanding of the term “resistance to change”

**Case study: Change management: the City Lodge Hotel Group (CLHG).**

## **LEARNING UNIT 6: ORGANISATIONAL STRUCTURE AND DESIGN TO ACHIEVE STRATEGY AND MISSION**

This unit deals with organising as the process that creates a structure for the organisation which will enable its people to work effectively towards its vision, mission, and goals.

**On completion you should be able to:**

- Explain the concepts of organising, organisation, and organisational structure
- Explain how the organisation used its structure to implement its strategic plans and goals
- Expound on the importance of organising in attaining the organisation's goal
- Describe the organizing process in designing an organisational structure
- Explain the principles of organising that should be considered in designing an organisational structure
- Explain the 'structure follows strategy' adage
- Propose recommendations regarding the design or redesign of jobs as a motivational factor
- Design and provide implementation guidelines for a delegation process.

### **ASSESSMENT CRITERIA:**

1. Differentiate between the terms "organising", "organisation" and "organisation structure".
2. Expound on the importance of organising in attaining organisational goals.
3. Describe the steps to follow in designing an organisational structure.
4. Distinguish between the various types of departmentalisation.
5. Explain how jobs can be designed or re-designed as a motivational factor.
6. Explain the principles of effective delegation.
7. Explain the delegation process.

**Source: Chapter 8**

## **LEARNING UNIT 7: STRUCTURED APPROACH TO DECISION MAKING**

### **MANAGERIAL DECISION MAKING**

This unit looks at managers at all levels of an organisation and in all functional areas since they are constantly faced with changes in the management environment of their organisation-opportunities and threats which emanates from the organisation's external environment, whilst strengths and weaknesses can come from its internal environment.

**On completion you should be able to:**

- Differentiate between problems, problem solving, and decision-making
- Compare the different types of managerial decisions and decision-making conditions
- Explain the various decision-making models
- Describe group decision-making
- Suggest techniques for improving group decision-making
- Recommend tools for decision-making under the various decision-making conditions



**ASSESSMENT CRITERIA:**

1. Differentiate between problems, problem-solving and decision making.
2. Compare the different types of managerial decisions and decision-making conditions.
3. Explain the decision making process that a manager should follow when making non-programmed, high risk decisions in conditions of uncertainty.
4. Group decision making has certain advantages as well as disadvantages attached to it. Explain the techniques that have been suggested to make group decision making more effective.
5. Recommend tools for decision making under the various decision-making conditions.

**Source: Chapter 6**

## 16. SEMESTER WORK PLANS

Date	Chapter	Additional Comments
8 <sup>th</sup> February	Introductions	General Information
15 <sup>th</sup> February	Learning Unit 1	Read the case-study on page 26 and answer questions on pages 26-29.
22 <sup>th</sup> February	Learning Unit 2	Read the case-study on page 49 and answer questions on page 50-51.
1 <sup>st</sup> March	Learning Unit 3	Read the Sappi Limited case-study on page 122 and answer the discussion questions on pages 123-125.
8 <sup>th</sup> March	Learning Unit 4	Read the case-study on page 157 and answer the questions on pages 158-160.
15 <sup>th</sup> March	Learning Unit 4/ Revision	Revision
22 <sup>nd</sup> March	Test 1: Online	<b>No Lectures</b>
29 <sup>th</sup> March	Learning Unit 5	Case study: Change management: the City Lodge Hotel Group (CLHG).
5 <sup>th</sup> April	Learning Unit 5	Answer case study questions and questions on pages 264-266
12 <sup>th</sup> April	Learning Unit 6	Read the case study on 239 and answer questions that follow
19 <sup>th</sup> April	Test	Class Test (Short and Essay type questions)
26 <sup>th</sup> April	Sick Test	1 sick test only
3 <sup>rd</sup> May	<b>Holiday</b>	
10 <sup>th</sup> May	Learning Unit 7	Read the ACE case study on page 204 and answer questions that follow
17 <sup>th</sup> May	<b>Revision</b>	<b>Revision</b>
24 <sup>st</sup> May	<b>Holiday</b>	
29 <sup>th</sup> May	<b>Assessment Commences</b>	

**TABLE ON PENALTY GUIDELINES**

In line with section 6.1.3.1 and 6.1.3.6 the following are guidelines that may be followed as disciplinary measures for both academic and general misconduct by student:

Rating	Level of seriousness	Penalty range
1	Extremely serious	The student may be expelled from CUT.
2	Very serious	The student may be suspended from CUT for a specified period.
3	Serious	Any of the measures between 6.1.3.1 (iv) to (xv) may be applied.
4	Minor	Any of the measures between 6.1.3.1 (iv) to (xv) may be applied.

**TYPES OF MISCONDUCT AND PROPOSED RATINGS**

Type of misconduct	Proposed rating
<b>Academic dishonesty</b>	
Plagiarism	1
Possession of unauthorized notes in test or assessment	2
Use of unauthorized notes or copying in test or assessment	2
Submitting a test or assessment under false name	2
Changing a test or assessment paper after it has been marked	2
<b>Fraud</b>	
False medical certificate	1
False proof of an academic qualification	1
<b>Alcohol and prohibited substances</b>	
Possession of prohibited substances on University property	1
Illegal selling of alcohol on University property	1
Selling of prohibited substances on University property	1
<b>Other types of misconduct</b>	
Guilty of conduct on CUT property as outlined under Section 4.5.1.2 of Code of Conduct for Student (Chapter 11)	3 and 4

## **RECORDING AND COMMUNICATING OF SANCTIONS**

The recording and communicating of any of the above-mentioned penalties should be in accordance with the following procedure as outlined in subsection 1.6.2.5 of Chapter 1 of the CUT Assessment Procedure:

### **1.6.2.5. Sanction inscription on a student's record**

1. In the event of a student being found guilty of academic dishonesty and unless otherwise prescribed by the Code of Student Conduct, all sanctions under this code – with the exception of failure of a particular assignment– shall be marked on the respondent's permanent record with the inscription "Academic Dishonesty".
  - a. In the case of failure of a course/module, the notation shall remain on the student's record for a minimum of one year.
  - b. In the case of suspension or expulsion from a course/module, the notation shall remain on the student's record for a minimum of one year.
2. Once the minimum time period has elapsed, the student may petition the Registrar for the removal of the sanction inscription from his/her permanent record. This provision shall not, however, prohibit any programme, department or faculty of CUT from retaining records of violations and reporting such violations as required by the relevant professional accreditation standards.

**B. TECH BUSINESS ADMINISTRATION LEARNING PROGRAMME****Programme Code:** BBBTAS**SAQA Credits:** 120**NQF Level:** 7**Duration of Learning Programme:** 2 years part-time

Frequency of Admission: Annually (At the beginning of each academic year).

**Instructional Offerings**

<b>FIRST YEAR</b>		<b>INSTRUCTIONAL OFFERINGS</b>	<b>CREDITS</b>
<b>Semester 1</b>	<b>Semester 2</b>		
FBS41AB		Management Practice IV	15
ENT42AB		Entrepreneurship IV	15
	BIN42AB	Management Information Systems IV	10
	BBS42AB	Marketing Management IV	10
	BSE42AB	Management Economics IV	10

<b>SECOND YEAR</b>		<b>INSTRUCTIONAL OFFERINGS</b>	<b>CREDITS</b>
<b>Semester 1</b>	<b>Semester 2</b>		
HRM41AB		Human Resources Management IV	10
QMM41AB		Quantitative Methods for Management IV	10
RMT41AB		Research Methodology IV (theory)	10
FNB42BB		Financial Management IV	15
	RMT42AB	Research Methodology IV (practical)	15

////////////////////////////////////

## **ASSESSMENT TASKS**

1. Identify the major changes in the 21<sup>st</sup> century and explain how they will affect management of Organizations.
  2. What are values? Why are they the basis of an individual's ethical behavior? How might values vary across multinational, multicultural environments?
- ////////////////////////////////////