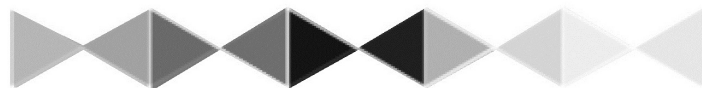


Department of Business Management

**CONTEMPORARY MANAGEMENT
ISSUES**

MO001 for MNG2602



University of South Africa, Pretoria

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IMPORTANT INFORMATION:

Please activate your myUnisa and myLife e-mail addresses and ensure that you have regular access to the myUnisa module site MNG2602/16/S1 OR MNG2602/16/S2, depending on which semester you are registered in, as well as your e-tutor group site.

Note: *This is an **online module**; therefore your module is available on myUnisa. However, in order to support you with your studies, you will also receive certain study materials in printed format.*

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1 INTRODUCTION

Dear MNG2602 stakeholder

Welcome to the module, Contemporary Management Issues (MNG2602). To make your studies easier, and to help you share in our enthusiasm for this field, we urge you to read this MO001 document. You should also read through your Tutorial Letter 101. Refer back to these study materials as often as you need to throughout your studies.

The field of management is extremely dynamic and challenging, so we have included additional learning experiences and case studies in your study guide. This will provide you with opportunities to explore the latest developments in the field of business management, and will help you to discover management as it is practised today.

Although you are studying on your own, please contact your e-tutor and/or your lecturer if you have any problems with this module. My contact details are in Tutorial Letter 101 and you will receive information concerning your e-tutor later in the semester. I urge you to make use of the information and interaction capabilities on the website for your module on myUnisa. You will benefit greatly by participating in the discussion forums and online activities.

I hope that you will enjoy this module and I look forward to witnessing your progress at a personal and professional level during the year. I wish you a prosperous and fruitful year of study.

Your lecturer



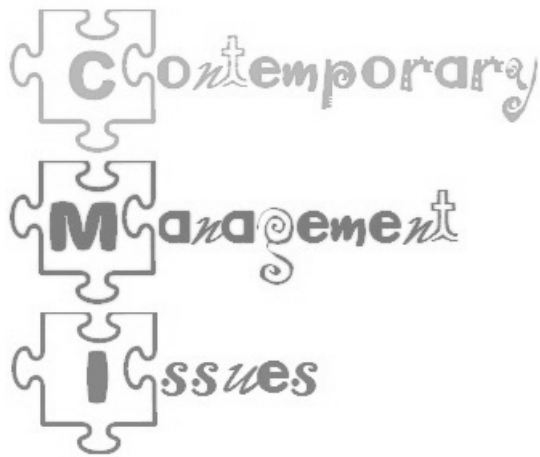
LYNETTE CRONJE

2 WELCOME MESSAGE

(Available on the MNG2602 home page on myUnisa)

Dear MNG2602 stakeholders

Welcome to the MNG2602 module website! Thank you for registering for ...



The myUnisa module website and the MNG2602/001/4/2016 document (referred to as the MO001 document from here) will be used to direct you throughout this module. I therefore urge you to familiarise yourself with these resources which are, in essence, similar, the one being available on the internet on myUnisa and the other in printed format.

The prescribed book for this module is essential – without it you cannot master (or pass) this module. The material on the myUnisa module website and in the MO001 document is intended to guide you through the textbook and does not replace the textbook. The prescribed textbook details are shown below:

Title: Contemporary Management Principles
Authors: Brevis, T & Vrba, M (eds), 2014
ISBN #: 9781485102298



Please take note of the following very important information regarding MNG2602:

- The content of the module is available online under the **“Learning Units”** tab to the left of this page.
- Read through ALL relevant study materials, especially Tutorial Letter 101.
- Your studies should commence the moment you receive your study material. Study throughout the semester and follow a study plan.
- Register and access your myLife e-mail account regularly. It is the **ONLY** e-mail address that will be used for important notifications and communications.
- You will be allocated to an e-tutor who is assigned to assist you with additional tuition support. The e-tutors are provided with a programme to work through with students and this will be to your advantage.
- You need to participate on their e-tutor pages during the course of the semester. They are available until 31 May for semester 1 students, and until 31 October for semester 2 students. Therefore, you need to participate and ask them questions before these dates. Information regarding your allocated e-tutor (and the e-tutor website, for example MNG2602-16-S1-3E – accessible from myUnisa) will be sent to you in due course. Please be patient and do not contact me in this regard, as I will not be able to assist you.
- Remember that no assignments may be posted to Unisa – please submit them online on myUnisa, or at a regional Unisa office. The due dates for assignments are indicated in Tutorial Letter 101.

Please contact your lecturer via e-mail or your e-tutor via their discussion forum.

What to do next?

Please select the **“Discussion Forum”** tab to the left of this page, go to the **“Meet & Mingle”** forum and introduce yourself to your fellow students under the topic **“Introduce yourself!”**

I trust you will take advantage of this opportunity to explore the role of the manager in the contemporary organisation. I am looking forward to working with you to achieve your goals in this module! Work hard, but also enjoy the learning experience. In the words of the famous basketball player, Michael Jordan:

"I've always believed that if you put in the work the results will come."

Best regards

Your lecturer

Ms Lynette Cronje

cronjl@unisa.ac.za

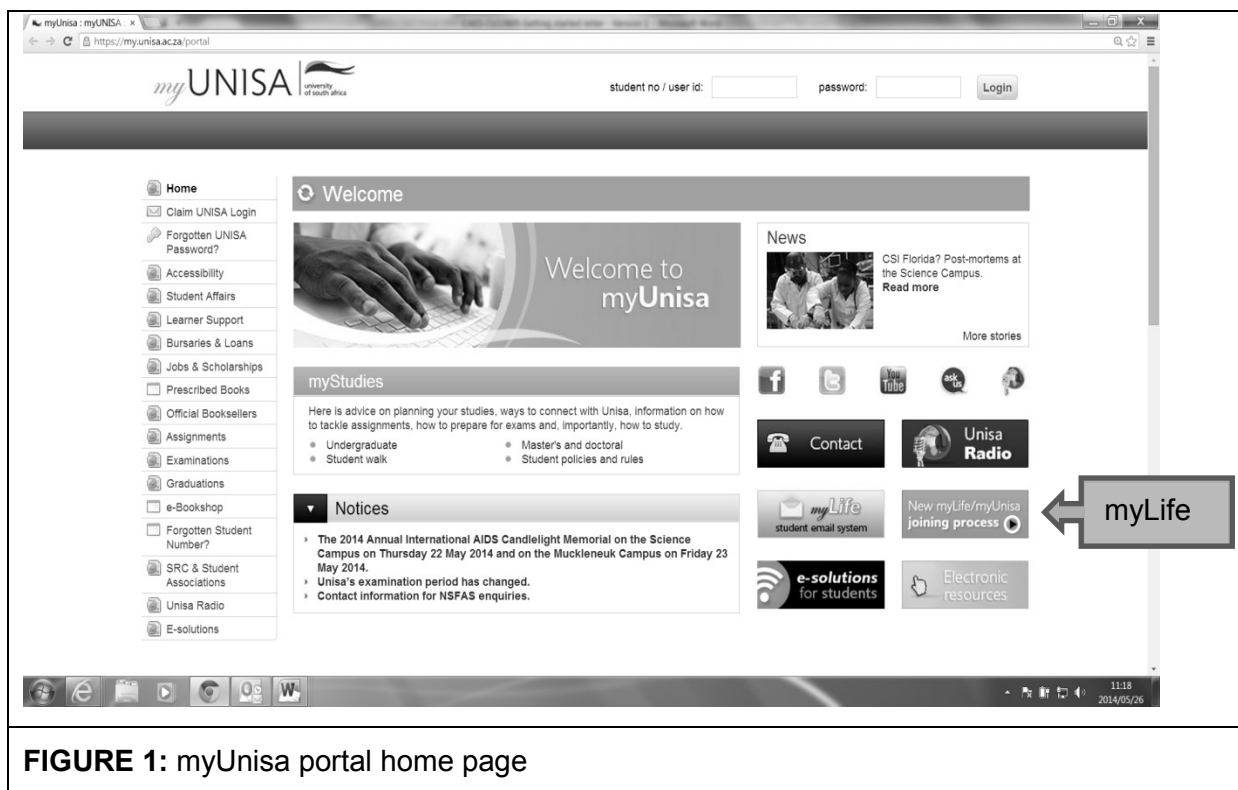
3 LEARNING UNITS

3.1 LEARNING UNIT 0

3.1.1 Learning in an online environment

Although most of the online content is available in this document and in your study guide, you should visit myUnisa regularly, as important information will be communicated to you via announcements throughout the semester.

Before continuing, please set up your myLife account at <https://my.unisa.ac.za/portal> and join the online learning environment. Figure 1 is a screenshot of the myUnisa portal home page and indicates the tab/link you need to access to set up your myLife account.



Information that is intended to help you getting started with your online studies is available in different places, including in this document and in Unisa brochures, as well as in the following YouTube videos:

- My Studies @ Unisa (1) (2:58)
<http://www.youtube.com/watch?v=i6QZrRF2iVU&feature=related>
- My Studies @ Unisa (2): What does it mean to be an ODL student at Unisa? (1:12)
http://www.youtube.com/watch?v=fgO_NcxduGg&feature=related
- Get connected before you start to register on myUnisa (6:10)
<http://www.youtube.com/watch?v=MAGvmqdSkEk&feature=related>

You will experience a pleasant start to your studies in this module if you consult the “**Getting started**” letter first, which you can access here:

<http://www.unisa.ac.za/default.asp?Cmd=ViewContent&ContentID=22379>

Going online

As a registered Unisa student, you have access to the myUnisa learning portal. Figure 2 is a screenshot of the myUnisa portal home page and indicates a few of the various online resources that you will most likely consult during the semester. The best way for you to learn your way around the portal is to explore the platform yourself.

Once you have registered and have your myUnisa login details, you will have access to the module sites of all the modules you have registered for.

Using the navigation bar and myUnisa tools

There are various navigation options to navigate the module sites you have enrolled for. These options are displayed on the left-hand side of the screen of all the sites. Click on the specific navigation option, and it will open the page containing the information you need. The first page you will see when opening any site is the home page. Figure 3 illustrates the module’s welcoming page and indicates the navigation pane and options (or tools) available.

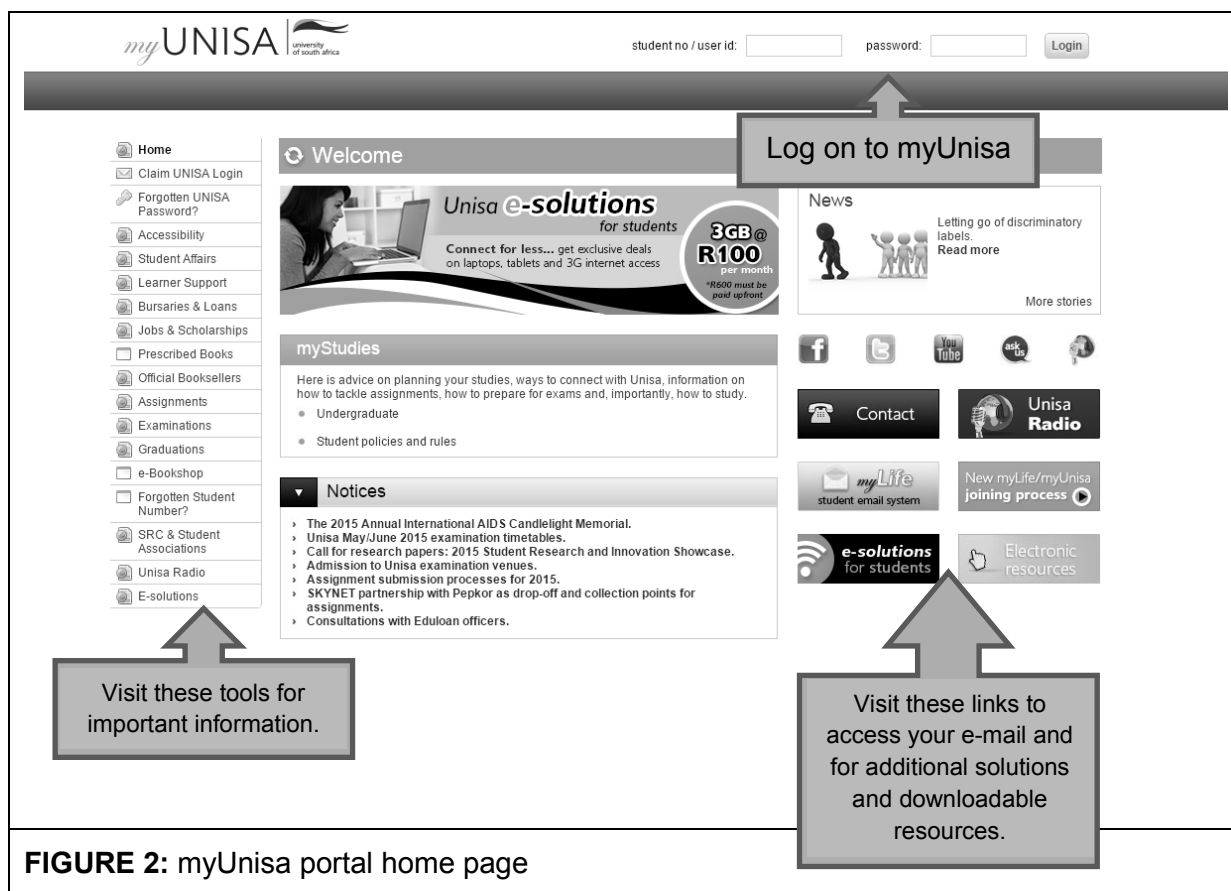


FIGURE 2: myUnisa portal home page

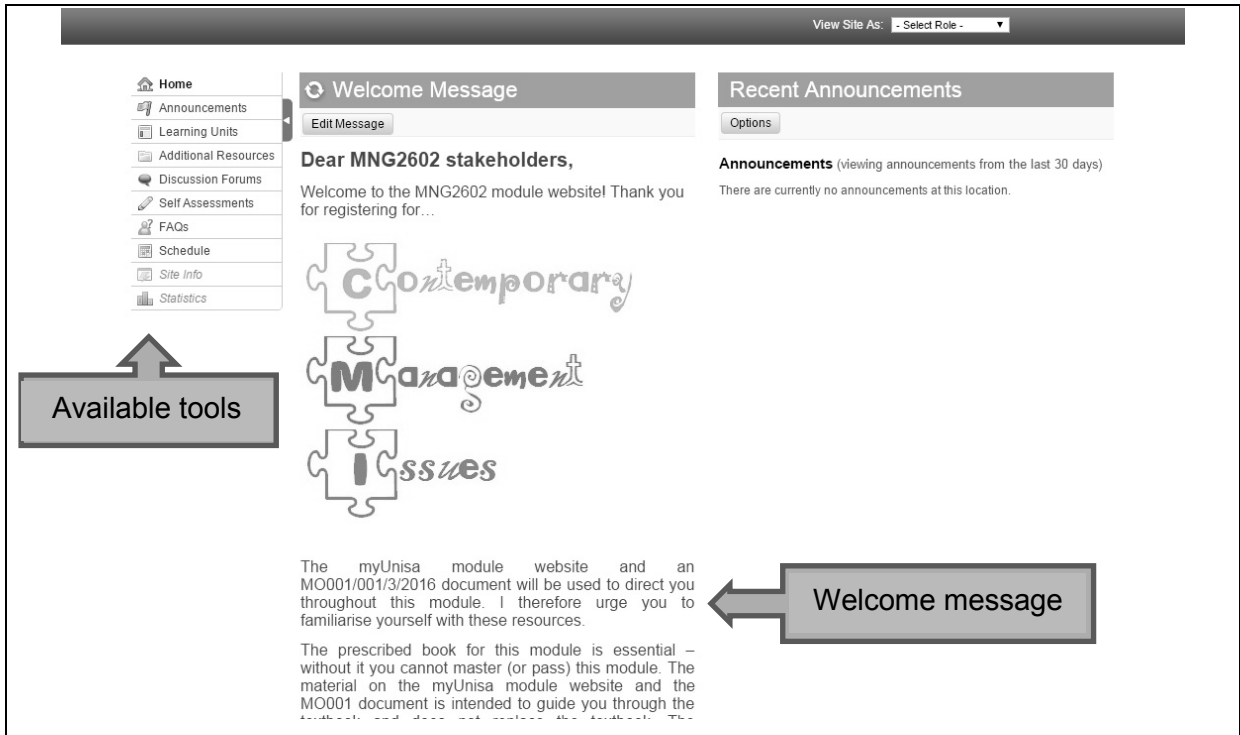


FIGURE 3: MNG2602’s welcoming/home page

Each tool has its own function and some of them are briefly reviewed in the figure below. Please explore these functions in more detail on the module’s page.

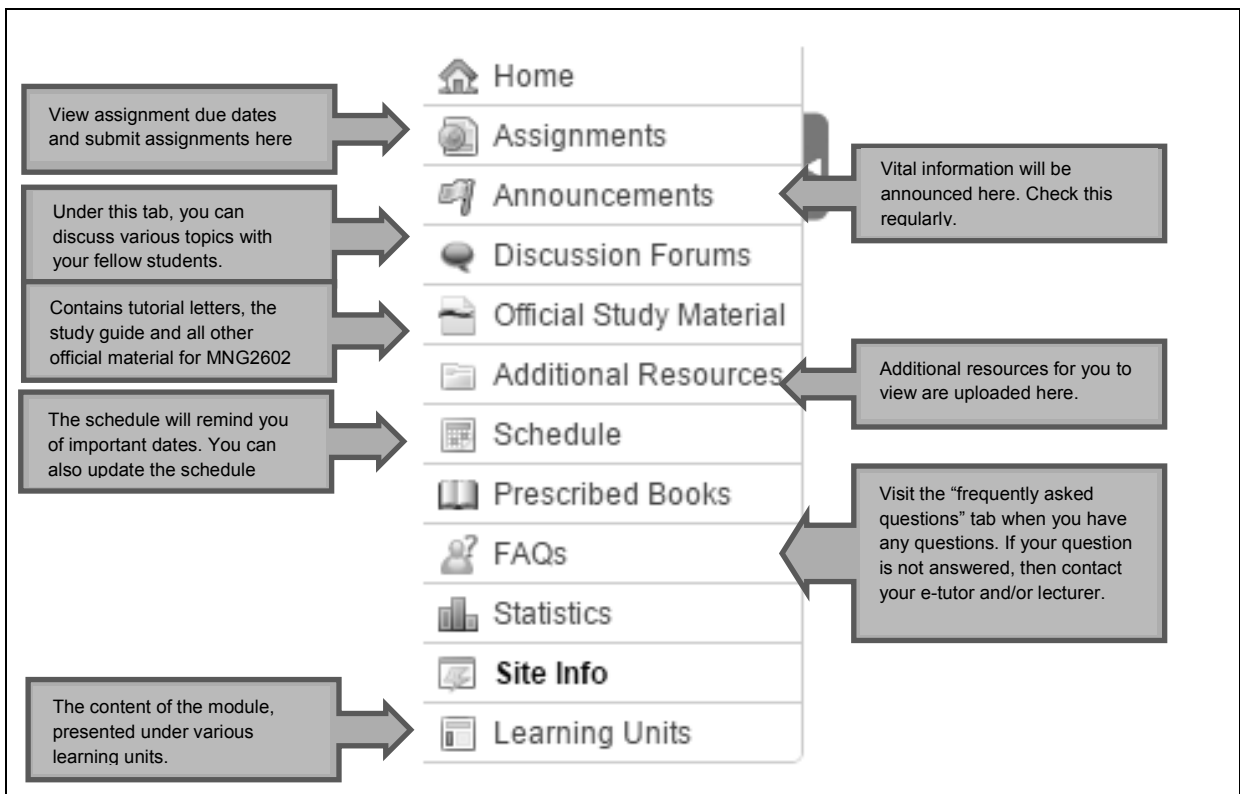


FIGURE 4: Summary of the functions used for MNG2602

Netiquette

“**Netiquette**” is simply “**internet etiquette**”. This refers to the way in which you should behave when you communicate on myUnisa and, more specifically, on discussion forums. Netiquette outlines simple, polite online discussion behaviour that participants in an online discussion expect from one another.

Online discussions in module discussion forums are perhaps more formal than other public discussion forums. It helps to remember that in an online class, discussion forums are used instead of the face-to-face discussions or paper-based correspondence that you may be used to. We would like you to behave online just as you would if you were physically sitting in the room with your lecturer or e-tutor and all your classmates.

It is also important to understand that an online discussion in a university environment is more formal than a text message (sms). Text messaging uses abbreviations such as “How R U?”. Such abbreviated language is not appropriate in an online discussion forum. You have to use full words and complete sentences.

It is challenging to put your thoughts into words and make them understandable to others, without calling for strenuous effort on their part. The majority of Unisa students write in a second or third language. Therefore, you need to read through all your posts before you post them. Typing errors, spelling errors, and mixed-up sentences always creep into your messages as you compose them. Clean them up before you subject others to them!

Formative and summative assessments (assignments and the examination)

Please try to submit all assignments electronically. Written assignments must be in pdf format before submission. Assignments that were completed on mark-reading sheets in a digital format must be submitted by means of a digital device via myUnisa. Assignments may not be submitted by fax, e-mail or Dropbox, unless you were instructed to do so.

For detailed information on assignments, please refer to the *my Studies @ Unisa* information document, an electronic copy of which is on the Unisa website or may even be included under “**Additional Resources**” on your module website.

To submit an assignment via myUnisa:

- Go to myUnisa.
- Log in with your student number and password.
- Select the module.
- Click on “**Assignments**” in the menu on the left-hand side of the screen.
- Click on the assignment number you wish to submit.
- Follow the prompts from there.

Planning and managing your time

Attempting to balance your studies, work, family life and extracurricular activities is a challenge that requires you to manage ever-increasing and competing demands. You therefore have to plan and draw up a schedule that will suit your needs and circumstances. You will be able to see the due dates of the assignments under the

“**Schedule**” tool on myUnisa and in your Tutorial Letter 101. Consider following some of the recommendations below.

Browse the module site

Take time to browse the module site and to familiarise yourself with the requirements and demands of the module. This will enable you to see the “big picture” of the module. Enter the assignment due dates and important events relating to the module that you need to attend in your personal diary.

Compile a study timetable

Decide on strategies for planning ahead and compile your personal study timetable after you have taken note of all the important due dates and activities for the module.

Approach your studies systematically

Work systematically through the various learning activities, self-assessment questions, case studies and assignments. Make sure that you meet all the requirements for the learning activities. Use the learning outcomes and assessment criteria, the supporting material and learning activities (under “**Learning Units**” on myUnisa) as indicators of the knowledge and skills that you have to develop.

Contact your lecturer(s) and/or e-tutors

Contact us if you experience difficulties with any aspects of the module, either by e-mail, telephone or the Discussion Forums tool. Our contact details are available on the home page of the module site.

Contact your peers

You are advised to make regular contact with your peers (via the Discussion Forums tool). Engage with them to clarify and broaden your understanding of challenging concepts and themes. By participating in the discussions, you will gain new insight into your module and develop skills that you can apply in the workplace. Students who do not participate in the discussions miss out on an extremely important facet of learning, namely to learn how to use subject terminology and engage in actual discussions about subject-related challenges.

3.1.2 Introduction to the module

The module is offered by the Department of Business Management and is intended for students pursuing a career in the field of management. It is a six-month (semester) module that carries 12 credits towards your qualification.

This module covers various contemporary management principles, such as power and politics, workforce diversity, strategic management and project management, to name but a few. The fundamental objective of this module is to give you insight into the role of the manager in the contemporary organisation which functions in a business environment characterised by major, ongoing change.

This module has three main sources of information/documents you will need for your studies, apart from your prescribed textbook:

1. The MNG2602 myUnisa website from which important information is also provided in print in this document, MNG2602/001/4/2016 (referred to in short as the MO001 document)
2. Tutorial Letter 101
3. The study guide

PURPOSE OF THE MODULE

The purpose of the module is to provide students with the necessary competencies (knowledge, values and skills) to explore the role of the manager in the contemporary organisation which functions in a business environment characterised by major, ongoing change. The traditional management functions of planning, organising, leading and control are re-examined in the context of the dynamic business environment of the 21st century where managers face new and unique challenges. The emerging new era of management theory – describing and theorising about the changes occurring in contemporary organisations – underpins this module. After completion of the module, students will be able to identify and describe the challenges facing contemporary managers and their responses to these challenges to meet organisational goals. The module provides students with opportunities to discover a range of new organisational responses to a changing environment.

OVERALL MODULE OBJECTIVES AND COMPETENCIES

Please read the module outcomes, critical cross-field outcomes and prerequisite competencies in your study guide on pages (iv)–(v).

STUDY PLAN AND THE APPROACH TO LEARNING FOR THIS MODULE

Please read the relevant sections in the study guide on pages (vi)–(ix). A schedule will also be uploaded on myUnisa.

PRESCRIBED TEXTBOOK

This module has a prescribed textbook, without which you will not be able to pass the module. The material on myUnisa and in the MO001 document is intended to guide you through the textbook and **does not replace it or the study guide**. As indicated in your Tutorial Letter 101, please obtain the following textbook:

Brevis, T & Vrba, MJ (eds). 2014. *Contemporary management principles*. Cape Town: Juta. ISBN No: 978-1-48510-229-8.

FRAMEWORK FOR THE MODULE

This module consists of 11 learning units. Learning Unit 0 is this section you are reading now – it contains instructions for using myUnisa and an overview of the module.

LEARNING UNIT IN THE STUDY GUIDE	CHAPTER IN THE PRESCRIBED TEXTBOOK
1 Features of contemporary organisations and new management challenges	3
2 Managing organisational change and negotiation	5
3 Corporate culture	6
4 Power, politics, conflict resolution and negotiation	7
5 Business ethics, corporate social responsibility, corporate governance and sustainability	8
6 Diversity in organisations	9
7 Strategic management	11
8 Project management	14
9 Value chain and e-business	16
10 Groups and teams	18

HOW TO MASTER THE CONTENT

We suggest that you follow the following six steps in sequence:

- Step 1:** Make sure that you read the outcomes for every learning unit in your study guide.
- Step 2:** Consult the study guide to get an overview of each chapter and to identify how the chapter relates to the learning unit.
- Step 3:** Read the relevant chapter in the prescribed textbook attentively.
- Step 4:** Study the specific chapter.
- Step 5:** Try to answer the self-assessment questions from the study guide in writing.
- Step 6:** Visit your e-tutor/the website to participate in discussions and to learn from one another.

To increase your likelihood of success, you should also consider the following:

- Study the prescribed tutorial matter thoroughly according to the guidelines provided above.
- Discuss the subject matter with fellow students that you have contact with, colleagues and specialists.
- Attempt and complete the activities and assignments.
- Apply your knowledge in practice.
- Prepare properly for the examination.

WHAT TO DO NEXT

After having worked through this document, you should select the “**Discussion Forums**” tool on myUnisa (in the menu bar on the left), go to the “*Meet & Mingle*” forum and **introduce yourself** to your fellow students under the “*Introduce yourself!*” topic.

Please take note of the following guidelines with regard to the use of myUnisa:

- DO NOT disclose your password to any other persons.
- Your myLife e-mail account will be the ONLY e-mail account recognised by Unisa for official correspondence. The account will remain the primary address on record at Unisa.
- The myUnisa platform should be used strictly for Unisa academic (teaching and learning) purposes. Advertising and/or any other breach as outlined in the Student Disciplinary Code is prohibited and may lead to disciplinary action. The code may be viewed and downloaded here:
<http://www.unisa.ac.za/contents/study/docs/Unisa-Students-Disciplinary-Code-25-April-2014.pdf>

3.2 LEARNING UNIT 1: Features of contemporary organisations and new management challenges

Background

In this learning unit you will find out how organisations have to change fundamentally in order to be able to function in the globalising world.

Reading

Prescribed textbook – chapter 3: pp 46–68

Study guide: pp 1–10

You are advised to follow the instructions in the study guide, as these will provide a learning path. It consists of reading from the study guide and references to specific parts of the textbook that you have to read at particular points. After you have read from the textbook, you can return to the study guide where you will be directed to further activities, all of which are aimed at assisting you in achieving the module outcomes.

Outcomes

By the end of this learning unit, you must be able to:

- Cite reasons why organisations change
- Identify “new” variables in the business environment of contemporary organisations
- Defend the statement that bureaucracy fails to provide for the needs of modern organisations
- Expound on the features of the new, emerging organisation

Key concepts

The key concepts for this learning unit will be uploaded under “**Additional Resources**” on myUnisa in four different languages, namely English, Afrikaans, Zulu and Northern Sotho.

Learning activity (self-assessment)

Activity 1

Complete the multiple-choice self-assessment questions on page 7 in your study guide.

Activity 2

Read the *Siemens* case study on page 9 of the study guide and complete the essay-type self-assessment that follows (p 10).

Your allocated e-tutor will assist you with these activities, and provide you with the model answers.

Additional learning experiences

The following websites will further enrich your knowledge and understanding. Visiting a Twitter page or watching a YouTube video is, however, not compulsory.

Globalisation

<http://www.youtube.com/watch?v=3oTLyPPrZE4>

Organisational change

https://www.youtube.com/watch?v=5xsPLr-q_Nk

Interesting tweeples (people and/or organisations) that you could follow on Twitter:

@Stateofglobe

#globalization

3.3 LEARNING UNIT 2: Managing organisational change and negotiation

Background

Heraclitus (535–475 BC), the Greek philosopher, stated: “Change is the only constant in life.” Considering that change is so evident in the most basic elements of your life, how much more evident would it be in an organisation that employs many people and is a “person” in its own right?

Reading

Prescribed textbook – chapter 5: pp 90–115

Study guide: pp 11–19

You are advised to follow the instructions in the study guide as these will provide a learning path. It consists of reading from the study guide and references to specific parts of the textbook that you have to read at particular points. After you have read from the textbook, you can return to the study guide where you will be directed to further activities, all of which are aimed at assisting you in achieving the module outcomes.

Outcomes

By the end of this learning unit you must be able to:

- Identify and discuss the forces of change
- Discuss the dimensions of change
- Explain why organisations and individuals resist change
- Provide advice to managers on how to overcome resistance to change
- Discuss the approaches to managing change
- Identify the areas of organisational change

Key concepts

The key concepts for this learning unit will be uploaded under “**Additional Resources**” on myUnisa in four different languages, namely English, Afrikaans, Zulu and Northern Sotho.

Learning activity (self-assessment)

Activity 1

Complete the crossword on page 17 of your study guide.

Activity 2

Read the *Serco* case study on page 18 of the study guide and complete the essay-type self-assessment that follows (pp 18–19).

Your allocated e-tutor will assist you with these activities, and provide you with the model answers.

Additional learning experiences

The following websites will further enrich your knowledge and understanding. Visiting a Twitter page or watching a YouTube video is, however, not compulsory.

Change management

<https://www.youtube.com/watch?v=dhkLMKxncc8>

<https://www.youtube.com/watch?v=1NKti9MyAAw>

<http://study.com/academy/lesson/how-internal-and-external-factors-drive-organizational-change.html>

Resistance to change

buff.ly/1RRaH2W

Lewin's change models

<https://www.youtube.com/watch?v=uHR8gw6derg>

<https://www.youtube.com/watch?v=sMxuj1Q44bA>

<http://study.com/academy/lesson/lewins-3-stage-model-of-change-unfreezing-changing-refreezing.html>

Kotter's eight-step model

<http://study.com/academy/lesson/applying-kotters-8-step-change-model.html>

<http://study.com/academy/lesson/kotters-8-step-change-model-of-management.html>

Interesting tweeples that you could follow on Twitter:

@KotterIntl

3.4 LEARNING UNIT 3: Corporate culture

Background

Culture is a fundamental part of life. It is the sum of a specific society's beliefs, norms, attitudes, assumptions, and ways of doing things.

Reading

Prescribed textbook – chapter 6: pp 116–133

Study guide: pp 20–30

You are advised to follow the instructions in the study guide, as these will provide a learning path. It consists of reading from the study guide and references to specific parts of the textbook that you have to read at particular points. After you have read from the textbook, you can return to the study guide where you will be directed to further activities, all of which are aimed at assisting you in achieving the module outcomes.

Outcomes

By the end of this learning unit you must be able to:

- Describe the concept of culture
- Define organisational culture
- Explain the levels of culture
- Differentiate between the various types of cultures in organisations
- Discuss the elements of culture
- Compare the different types of cultures
- Explain how organisations change their culture

Key concepts

The key concepts for this learning unit will be uploaded under “**Additional Resources**” on myUnisa in four different languages, namely English, Afrikaans, Zulu and Northern Sotho.

Learning activity (self-assessment)

Activity 1

Complete the multiple-choice self-assessment questions on pages 27–28 of your study guide.

Activity 2

Read the *Siemens* case study on pages 29–30 of your study guide and complete the activity on page 30.

Your allocated e-tutor will assist you with these activities, and provide you with the model answers.

Additional learning experiences

The following websites will further enrich your knowledge and understanding. Visiting a Twitter page or watching a YouTube video is, however, not compulsory.

What is an organisational culture?

<https://www.youtube.com/watch?v=6AFn0vFtLCO>

Levels of organisational culture

<https://www.youtube.com/watch?v=6ZB3jJIGWuk>

<https://www.youtube.com/watch?v=qfV0DYuJi6k>

Interesting tweeples that you could follow on Twitter:

@McKinsey

@AMAnet

@HarvardBiz

3.5 LEARNING UNIT 4: Power, politics, conflict resolution and negotiation

Background

Individuals, other than management, can influence the behaviour of others, even that of management. They are able to do this because they possess some form of power and they use their power to influence others.

Reading

Prescribed textbook – chapter 7: pp 135–158

Study guide: pp 31–43

You are advised to follow the instructions in the study guide, as these will provide a learning path. It consists of reading from the study guide and references to specific parts of the textbook that you have to read at particular points. After you have read from the textbook, you can return to the study guide where you will be directed to further activities, all of which are aimed at assisting you in achieving the module outcomes.

Outcomes

By the end of this learning unit, you must be able to:

- Define and discuss power and organisational sources of power
- Explain the relationship between power and interest
- Discuss how people use influence tactics and political action to protect their interests
- Explain the various sources of organisational conflict and identify the conflict management strategies
- Provide guidelines on how to apply the two phases of the negotiation process: planning and the actual process

Key concepts

The key concepts for this learning unit will be uploaded under “**Additional Resources**” on myUnisa in four different languages, namely English, Afrikaans, Zulu and Northern Sotho.

Learning activity (self-assessment)

Activity 1

Complete the multiple-choice self-assessment questions on pages 39–40 of your study guide.

Activity 2

Read the *RWE npower* case study on pages 41–42 of your study guide and complete the crossword activity on pages 42–43.

Your allocated e-tutor will assist you with these activities, and provide you with the model answers.

Additional learning experiences

The following websites will further enrich your knowledge and understanding. Visiting a Twitter page or watching a YouTube video is, however, not compulsory.

Power and politics

<https://www.youtube.com/watch?v=5VeJ-XrbBwU>

<https://www.youtube.com/watch?v=yvFGuA6qtrM>

<http://toolkit.smallbiz.nsw.gov.au/chapter/8/41>

Interesting tweeples that you could follow on Twitter

@JeffreyPfeffer

3.6 LEARNING UNIT 5: Business ethics, corporate social responsibility, corporate governance and sustainability

Background

In order to understand the statement that “good governance practices are good for business”, and to know what constitutes successful and ethical business practices, we must explore the related themes of business ethics and corporate social responsibility in more detail, as well as develop an understanding of corporate governance systems.

Reading

Prescribed textbook – chapter 8: pages 160–184

Study guide: pp 44–55

You are advised to follow the instructions in the study guide, as these will provide a learning path. It consists of reading from the study guide and references to specific parts of the textbook that you have to read at particular points. After you have read from the textbook, you can return to the study guide where you will be directed to further activities, all of which are aimed at assisting you in achieving the module outcomes.

Outcomes

By the end of this learning unit, you must be able to:

- Describe the interplay between business ethics, corporate social responsibility and corporate governance
- Define morality, ethics and business ethics by means of examples
- Explain the three dimensions of ethical analysis relevant to business ethics
- Define the three most common approaches to normative ethics
- Define and substantiate the case for the narrow and broad views of corporate social responsibility
- Discuss contemporary approaches to corporate social responsibility
- Compare the statutory with the voluntary approach to corporate governance
- Define and discuss the three value dimensions that form the basis for the King III Report

Key concepts

The key concepts for this learning unit will be uploaded under “**Additional Resources**” on myUnisa in four different languages, namely English, Afrikaans, Zulu and Northern Sotho.

Learning activity (self-assessment)

Activity 1

Complete the multiple-choice self-assessment questions on pages 52–53 of your study guide.

Activity 2

Read the *Tata Steel* case study on pages 53–55 of the study guide and complete the essay-type self-assessment that follows (p 55).

Your allocated e-tutor will assist you with these activities, and provide you with the model answers.

Additional learning experiences

The following websites will further enrich your knowledge and understanding. Visiting a Twitter page or watching a YouTube video is, however, not compulsory.

Corporate social responsibility

<http://study.com/academy/lesson/business-ethics-corporate-social-responsibility.html>

Triple bottom line

<https://www.youtube.com/watch?v=Ekf3kDioVPw>

<https://vimeo.com/groups/17646/videos/5832500>

Business ethics

<https://www.youtube.com/watch?v=y9VAY6HJ2R4>

Stakeholder analysis

<https://www.youtube.com/watch?v=uKozswXz7qM>

Sustainability

<https://www.youtube.com/watch?v=gLBE5QAYXp8>

Interesting tweeples that you could follow on Twitter

@GuardianSustBiz

@CorpGovResearch

@CorpGovLeaders

3.7 LEARNING UNIT 6: Diversity in organisations

Background

Societies are becoming increasingly varied and we meet many different types of people because of the constantly changing world that we live in. The rainbow nation of South Africa is one example of such a heterogeneous society.

Reading

Prescribed textbook – chapter 9: pp 185–210

Study guide: pp 56–68

You are advised to follow the instructions in the study guide, as these will provide a learning path. It consists of reading from the study guide and references to specific parts of the textbook that you have to read at particular points. After you have read from the textbook,

you can return to the study guide where you will be directed to further activities, all of which are aimed at assisting you in achieving the module outcomes.

Outcomes

By the end of this learning unit, you must be able to:

- Define and explain the various dimensions of diversity
- Provide reasons for the increased focus on managing workforce diversity
- Explain the need for diversity management in South Africa
- Recommend strategies for managing diversity
- Suggest ways to perform diversity training in an organisation

Key concepts

The key concepts for this learning unit will be uploaded under “**Additional Resources**” on myUnisa in four different languages, namely English, Afrikaans, Zulu and Northern Sotho.

Learning activity (self-assessment)

Activity 1

Complete the multiple-choice self-assessment questions on pages 63–64 of your study guide.

Activity 2

Read the *Tarmac* case study on pages 65–66 of your study guide and complete the crossword activity that follows on page 67.

Please note: There is a problem with the numbering of the crossword.

Across:

- 5 should be numbered 7
- 7 should be numbered 5

Down:

- 1 should be numbered 2
- 2 should be numbered 6
- 3 should be numbered 4
- 4 should be numbered 1
- 6 should be numbered 3

Your allocated e-tutor will assist you with these activities, and provide you with the model answers.

Additional learning experiences

The following websites will further enrich your knowledge and understanding. Visiting a Twitter page or watching a YouTube video is, however, not compulsory.

Diversity management

<http://smallbusiness.chron.com/manage-diversity-workplace-3038.html>
http://edchange.org/multicultural/papers/rosado_managing_diversity.pdf

Dimensions of diversity<https://www.youtube.com/watch?v=MAQ3KecyDq0><https://www.youtube.com/watch?v=rpChSyqmUcw><https://www.youtube.com/watch?v=9fS0ebaZMvE>*Interesting tweeples that you could follow on Twitter*

@StanfordBiz

@BillGates

@MandelaDaily

3.8 LEARNING UNIT 7: Strategic management**Background**

An organisation needs to make plans and, in order to know if it is succeeding or failing, have goals. Organisations need a destination. If they don't care where they are going, they can go anywhere and it will have no effect on the end result. In business terms, we say the organisation should have a vision, mission and objectives and a strategy to reach them.

Reading

Prescribed textbook – chapter 11: pp 233–258

Study guide: pp 69–83

You are advised to follow the instructions in the study guide as these will provide a learning path. It consists of reading from the study guide and references to specific parts of the textbook that you have to read at particular points. After you have read from the textbook, you can return to the study guide where you will be directed to further activities, all of which are aimed at assisting you in achieving the module outcomes.

Outcomes

By the end of this learning unit, you must be able to:

- Differentiate between the terms “strategy” and “strategic management”
- Discuss the various phases in the strategic management process

Key concepts

The key concepts for this learning unit will be uploaded under “**Additional Resources**” on myUnisa in four different languages, namely English, Afrikaans, Zulu and Northern Sotho.

Learning activity (self-assessment)*Activity 1*

Complete the multiple-choice self-assessment questions on page 80 of your study guide.

Activity 2

Read the *Bryant Homes* case study on pages 81–82 of your study guide and answer the multiple-choice questions that follow (pp 82–83).

Your allocated e-tutor will assist you with these activities, and provide you with the model answers.

Additional learning experiences

The following websites will further enrich your knowledge and understanding. Visiting a Twitter page or watching a YouTube video is, however, not compulsory.

Strategic planning

https://www.youtube.com/watch?v=sU3FLxnDv_A

Strategic management

<https://www.youtube.com/watch?v=rJ2tmqRkiCM>

Balanced scorecard

<https://www.youtube.com/watch?v=AdXt8BfiGJg>

Vision statements

<https://www.youtube.com/watch?v=ioY-YSOKBtY>

SWOT analysis

<https://www.youtube.com/watch?v=GNXYI10Po6A>

Generic strategies

https://www.youtube.com/watch?v=-FA-eJvHP_s

BCG share matrix

<https://vimeo.com/27043386>

Interesting tweeples that you could follow on Twitter

@MichaelEPorter

@GuardianSustBiz

@Hackmanagement

@HarvardHBS

3.9 LEARNING UNIT 8: Project management

Background

Managers often make use of projects to implement strategies, and project management allows strategies to be broken down into programmes. Programmes are further broken down into smaller projects, which are easier to plan, organise, implement and control.

Reading

Prescribed textbook – chapter 14: pp 305–338

Study guide: pp 84–95

You are advised to follow the instructions in the study guide, as these will provide a learning path. It consists of reading from the study guide and references to specific parts of the textbook that you have to read at particular points. After you have read from the textbook, you can return to the study guide where you will be directed to further activities, all of which are aimed at assisting you in achieving the module outcomes.

Outcomes

By the end of this learning unit, you must be able to:

- Explain the philosophy and meaning of project management
- Distinguish between the various perspectives of project management
- Identify the key role players in project management
- Lead and direct the implementation of the project management process and activities

Key concepts

The key concepts for this learning unit will be uploaded under “**Additional Resources**” on myUnisa in four different languages, namely English, Afrikaans, Zulu and Northern Sotho.

Learning activity (self-assessment)

Activity 1

Complete the multiple-choice self-assessment questions on pages 92–93 of your study guide.

Activity 2

Read the *PintCo* case study on pages 94–95 of your study guide and answer the essay-type questions that follow (p 95).

Your allocated e-tutor will assist you with these activities, and provide you with the model answers.

Additional learning experiences

The following websites will further enrich your knowledge and understanding. Visiting a Twitter page or watching a YouTube video is, however, not compulsory.

Project management

<https://www.youtube.com/watch?v=qkuUBcmmBpk>

<https://www.youtube.com/watch?v=DPFTJayYrnk>

Interesting tweeples that you could follow on Twitter

@PRINCE2PROJECT

@ProManagement2

@ManageProjects

3.10 LEARNING UNIT 9: Value chain and e-business

Background

Value is a perception created in the mind of the customer. Organisations must create value in the minds of their customers if they want to make a profit or even sell a product or service. If customers do not value your product or service, they will not buy it.

Reading

Prescribed textbook – chapter 16: pp 373–392

Study guide: pp 96–106

You are advised to follow the instructions in the study guide, as these will provide a learning path. It consists of reading from the study guide and references to specific parts of the textbook that you have to read at particular points. After you have read from the textbook, you can return to the study guide where you will be directed to further activities, all of which are aimed at assisting you in achieving the module outcomes.

Outcomes

By the end of this learning unit, you must be able to:

- Explain the internal value chain of an organisation
- Discuss the optimisation of the value chain
- Distinguish between the various industry-specific value chains
- Explain the term “value system”
- Define the term “e-business” and explain the various categories of business models in e-business strategy

Key concepts

The key concepts for this learning unit will be uploaded under “**Additional Resources**” on myUnisa in four different languages, namely English, Afrikaans, Zulu and Northern Sotho.

Learning activity (self-assessment)

Activity 1

Complete the multiple-choice self-assessment questions on pages 103–104 of your study guide.

Activity 2

Read the *Nestlé* case study on pages 105–106 of your study guide and answer the essay-type questions that follow (p 106).

Your allocated e-tutor will assist you with these activities, and provide you with the model answers.

Additional learning experiences

The following websites will further enrich your knowledge and understanding. Visiting a Twitter page or watching a YouTube video is, however, not compulsory.

Value chain

https://www.youtube.com/watch?v=uhS_Ujjj8Jk
<https://www.youtube.com/watch?v=s7i4FrkUK4g>
<https://www.youtube.com/watch?v=0WKmJfvPYSU>

E-business

<https://www.youtube.com/watch?v=wLodQ67LwiE>
<https://www.youtube.com/watch?v=xKJjyn8DaAw>
<https://www.youtube.com/watch?v=hIPPsuDudy8>

Interesting tweeples that you could follow on Twitter

@scdigest
 @businessinsider

3.11 LEARNING UNIT 10: Groups and teams

Background

Teams are a special type of group where team members have complementary competencies, are committed to a common purpose, and have a shared mission and collective responsibility. Teams share a synergy that is absent from groups.

Reading

Prescribed textbook – chapter 18: pp 420–444
 Study guide: pp 107–118

You are advised to follow the instructions in the study guide, as these will provide a learning path. It consists of reading from the study guide and references to specific parts of the textbook that you have to read at particular points. After you have read from the textbook, you can return to the study guide where you will be directed to further activities, all of which are aimed at assisting you in achieving the module outcomes.

Outcomes

By the end of this learning unit, you must be able to:

- Distinguish between groups and teams in an organisation
- Explain why people join groups
- Differentiate between the various types of groups in organisations
- Describe the stages of group development
- Discuss the variables that influence group behaviour
- Describe the characteristics of a work team
- Explain why and under what circumstances organisations could use teams effectively

- Differentiate between problem-solving, self-managed, cross-functional and virtual teams
- Explain how organisations could develop individuals into team members

Key concepts

The key concepts for this learning unit will be uploaded under “**Additional Resources**” on myUnisa in four different languages, namely English, Afrikaans, Zulu and Northern Sotho.

Learning activity (self-assessment)

Activity 1

Complete the crossword activity on page 116 of your study guide.

Activity 2

Read the *Putco* team case study on page 117 of your study guide and answer the essay-type questions that follow (pp 117–118).

Your allocated e-tutor will assist you with these activities, and provide you with the model answers.

Additional learning experiences

The following websites will further enrich your knowledge and understanding. Visiting a Twitter page or watching a YouTube video is, however, not compulsory.

Belbin’s teams

<https://www.youtube.com/watch?v=B5oB8PhS64Q>

<http://www.belbin.com/>

Successful teams

http://humanresources.about.com/od/involvementteams/a/twelve_tip_team.htm

http://www.dailymotion.com/video/xqdf7_3-tips-you-need-to-learn-in-building-a-successful-team_news

Groups and teams

<http://www.dummies.com/how-to/content/differences-between-work-groups-and-teams.html>

Interesting tweeples that you could follow on Twitter

@EntMagazine

@eshipclub

