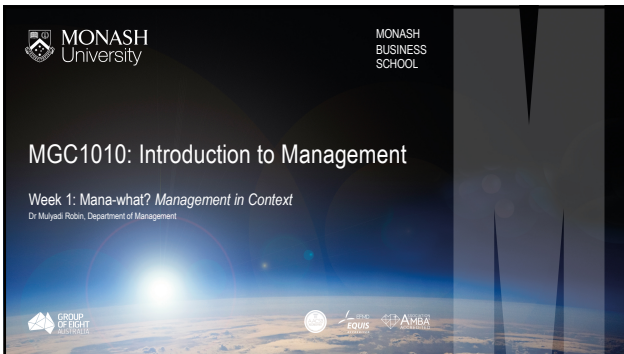




OVERVIEW OF TODAY'S LECTURE

- Unit Overview
 - The teaching staff
 - Why study Management?
 - Program overview
- Management in Context
 - What is management?
 - Context matters
 - Negative social / ethical effects

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MGC1010 TEACHING TEAM

Mulyadi CE / Lecturer	Monday • Dau • Rifat • Jen	Tuesday • Saba • Ruby	Wednesday • Audrey • Adela • Shoaib	Thursday • Rifat • Brian	Friday • Ros • Dau • Ruby • Adela
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TEACHING TIMES

- **Lectures**
 - Tuesdays **4 pm**
 - Wednesdays **9.30am**
- **Tutorials**
 - Please verify the day, time, and room number of your tutorial on Allocate +
 - **YOU MUST ATTEND YOUR ALLOCATED TUTORIAL**
- **Tutorial Matters**
 - Please ensure that **you have registered** into a tutorial via Allocate+
 - **Use Monash e-mail address** for all correspondence with tutor / lecturer
 - Refer to **your tutor** for clarification on assessments and module expectations!



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WHO ARE YOU?

- First year?
- Second year?
- 3rd / 4th / 5th year?
- Degrees?
 - Single or Double?
 - Major?
- Local or International?

What do you want to be?

What job do you hope to have?



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WHY STUDY MANAGEMENT?

- **Reality of work:**
 - You will either **manage** or **be managed**.
 - Studying management will give you an insight into...
 - the way your managers may behave
 - how you may behave as a manager
 - how organisations work
- **Managing yourself:**
 - An important aspect of modern work
 - Increased emphasis on **individual control** and **responsibility** in organisations
 - Plan, organise, lead, and control your own life!



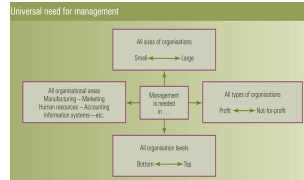
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WHY STUDY MANAGEMENT

- Management is challenging:
 - Limited resources
 - Success is dependent on others' work performance
- Management brings rewards:
 - Managers achieve more than mere workers
 - Help others find meaning at work
 - Play a role in influencing org outcomes



MGC1010: AN INTRODUCTION TO...

- Understanding
 - Individuals
 - Managers and management
 - Organisations and their environments
 - The interaction between all of the above
- Introduces other Management units such as:
 - Organisational Behaviour, Human Resource Management, Strategic Management
 - Leadership Principles and Practice, International Management, Ethics and Corporate Gov.



LEARNING OUTCOMES

- Demonstrate a contextual appreciation of management as an evolving set of **contested ideas for how managers may influence people, organisations, and their environments** to achieve organisational goals
- Identify **what managers do in practice**, and analyse how the various activities that comprise managing both shape and are shaped by individual and group behaviour and diversity in organisational settings
- Critically evaluate the **impact of contemporary management practices on employee experiences** of being managed
- Explain the **concepts of stakeholder interests, ethics and responsible management** and assess their implications for individuals and organisations in a global context
- Apply research, analytical and communication skills **required of the management discipline** to address business challenges.

THIS YEAR...



Management

Managing

Being Managed


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BRAND NEW MGC1010



- No prescribed textbook!
- A suite of reading and learning materials
 - Accessible via Moodle
 - Selected textbook chapters, journal articles, and videos.

The Moodle site is a vital resource full of unit information including:

- The Unit Outline
- Weekly Slides (uploaded Fridays)
- Complete assessment details
- Reading lists and links to the library
- Announcements.


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MGC1010 UNIT OVERVIEW



Week	Topics
1	Mana-what? <i>Management in context</i>
2	Blast from the past! <i>Theories of Management</i>
3	Navigating through the waters. <i>Managing in and beyond corporations</i>
4	Authority and Influence: <i>Power in Management</i>
5	So...what do they do again? <i>Planning, Leading, Organising, and Controlling</i>
6	Decisions, decisions, decisions. <i>Managing information, and decision-making</i>


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MGC1010 UNIT OVERVIEW	
Week	Topics
7	Ensuring nobody's left behind: <i>Managing for social inclusion</i>
8	The carrot or the stick? <i>Motivating Staff</i>
9	Through the looking glass: <i>Critical perspectives of management and organisations</i>
10	Live to work, or work to live? <i>Changing concepts of careers</i>
11	Should managers care? <i>Employee wellbeing</i>
12	Standing up. <i>Employee voice and rights</i>

MGC1010 ASSESSMENTS		
ASSESSMENT TASK	VALUE	DUE
Annotated Bibliographies	15%	27 th March 2017 – 5pm
Essay: Given the changing nature of the workplace, is management still relevant today?	25%	28 th April, 2017 – 5pm
Moodle Quiz (Weeks 3-12)	10%	
Exams	50%	Examination period



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Management in Context

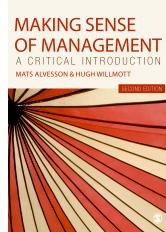


Readings for this week

Alvesson, M., & Willmott, H. (2012). *Making sense of management: A critical introduction*. Sage. (Chapter 1)

Foss, N.J. & Klein, P.G. (2014). Why managers still matter, *Sloan Management Review*, 56(1), 73-80.

Sellers, P. (2014.). Car Talk (and More) with GM's New Chief. *Fortune.com*, February 24, 30-33



CHANGING WORKPLACE CONTEXT

▪ VUCA environment

- Volatile
- Uncertain
- Complex
- Ambiguous



TODAY'S ENVIRONMENT

- Management's pervasive influence on diverse aspects of modern life
- Changing nature of modern societies
 - Increasingly risk and crisis-prone
 - Affluence
 - Pre-occupation with materialism and acquisition of property
 - Keeping up with the Jones
 - Strength of attachment to capitalist values



Alvesson & Willmott, 2012

WORKING IN TODAY'S ECONOMY

- **Networked economy**
 - Increasing influence of the internet and developments in IT
- **Global economy**
 - Increasing interdependence of national economies
- **Performance-driven**
 - Organisations expected to continuously excel on performance criteria
- **Individuals**
 - No guarantees of long-term employment
 - Need for personal initiative and discipline for continuous learning



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WORKING IN TODAY'S ECONOMY

- Yet...**employees** represent organisations' intellectual capital...
- The challenge:
 - Combining talents of many people to achieve unique and significant results
- Intellectual capital:
 - The collective brain power or shared knowledge of a workforce.
- Knowledge worker:
 - Someone whose knowledge is an important asset to employers.



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THE 21st CENTURY ECONOMY

- **Globalisation and Technology**
 - **Globalisation:** The worldwide interdependence of: resource flows, product markets and business competition.
 - **Technology:** Computers allow organisations of all types and sizes, locally and internationally, to speed transactions and improve decision-making.
- **Diversity, Ethics, & Careers**
 - **Diversity:** Different genders, race, ethnic culture, age, able-bodiedness, religious affiliation and sexual orientation.
 - **Ethics:** Society is becoming strict in its expectation that its social institutions and business behave according to high standards.
 - **Careers:** Handy's shamrock




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MANAGERS



- The people in organisations who directly support and help activate the work efforts and performance accomplishments of others.



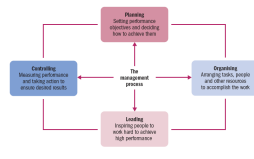
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THE TRADITIONAL MANAGEMENT PROCESS

- Functions of Management (Fayol, 1916)
- Managerial activities and roles (Mintzberg, 1973)



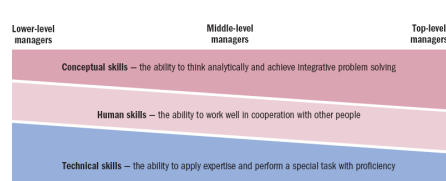
Interpersonal roles	Informational roles	Decisional roles
How a manager interacts with other people	How a manager exchanges and processes information	How a manager uses information to decision making
- Stakeholder - Leader - Coach	- Monitor - Disseminator - Spokesperson	- Entrepreneur - Disturbance Handler - Resource allocator - Negotiator

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MANAGERIAL LEARNING: ESSENTIAL SKILLS



Lower-level managers

Middle-level managers

Top-level managers

Conceptual skills – the ability to think analytically and achieve integrative problem solving

Human skills – the ability to work well in cooperation with other people

Technical skills – the ability to apply expertise and perform a special task with proficiency

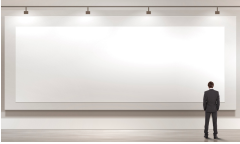
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THE 21st CENTURY MANAGER

- Is management still relevant?
- What does 21st century management look like?



- Increasing emphasis on the *social duty, expectation, and practice* of management.
 - Providing employees with a sense of purpose at work
 - Increasing well-being and quality of life of employees
 - Gatekeepers of moral and ethics in the workplace

Alvesson & Willmott, 2012

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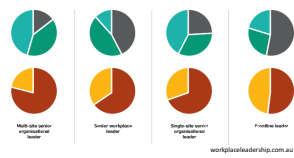
THE 21st CENTURY MANAGER: TENSIONS

- Lived reality versus the conceptual understanding of management.
 - Politically charged process vs. an impartial techniques to coordinate and directing human and material resources.
- Impact of globalisation
 - Most of our research is "western" (USA/ European)
 - Do managers do the same things in China, Brazil, India, Egypt, Iran, etc?



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ISSUES IN MY BACKYARD: AGE AND GENDER



Glass ceiling 'as thick as it has ever been'

Professor Clavin said it was not as simple that in 2016, the vast majority of senior and executive management roles were still dominated by white men.

"Our study provides some strong evidence that the glass ceiling is as thick as it has ever been," he said.

"We see almost parity representation based on gender at the first line in leadership roles."

"[But] by the time we get to senior workplace level, women are less represented, and then, by the time we get to senior organisational levels, there are concerning troubling signs in terms of the proportion of senior leaders that are women."

There's too little investment in frontline and workplace leaders to drive those sort of outcomes that we need if we're going to become the innovation nation.

Professor Peter Clavin

workplaceleadership.com.au

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SUMMARY

- Changing nature and context of Management
- What is a manager
 - What they do
 - Changing nature of managerial work
 - Relevance of management today

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Next week: Blast from the past! *Theories of management*
