



Institute of Transport and Logistics Studies

144 Burren Street, Newtown, Sydney

Directions and map: <http://sydney.edu.au/business/itls/about/directions>

Note: ITLS is not on the main campus

Please see the ITLS website for other important details about units at ITLS:

http://sydney.edu.au/business/itls/courses/transport_and_logistics

ITLS student enquiries office:

Email: business.itlsinfo@sydney.edu.au

Office: Room 312B, Level 3, ITLS, 144 Burren Street, Newtown

Assessment collection / viewing: Monday to Friday 12pm to 1.30pm ONLY

Timetable:

Please note that the timetable provided in this outline is subject to change. You should check your timetable on MyUni for final dates and to see which group you have been assigned to, see: <http://myuni.usyd.edu.au/>



TPTM6115

Organisational Logistics

Semester One 2011

Unit of study outline

Unit Coordinator: Associate Professor Peter Lok

Phone: (02) 9351 0106

Email: peter.lok@sydney.edu.au

Office: ITLS Building, Level 2, Room 206

Consultation times: By appointment.

Please use email as your first method of communication.

Classes

Class times: 9:00AM to 5:00PM

Venue: LT1, Level 3, ITLS Building, 144 Burren Street, Newtown

Class	1	2	3	4	5	6
Group A	Tuesday 01 March	Tuesday 15 March	Tuesday 16 March	Tuesday 12 April	Tuesday 10 May	Tuesday 24 May
Group B	Wednesday 02 March	Wednesday 16 March	Wednesday 17 March	Wednesday 13 April	Wednesday 11 May	Wednesday 25 May

See Section 7 for more information about each class and other important dates.

1. Unit of study information

1.1. School handbook description

The aim of this unit is to provide an integrated approach to both micro and macro aspects of organisational behaviour particularly related to the transport and logistics industries. The unit examines actions at three different levels of analysis: the individual, the group and the organisation and is divided into three parts. Part 1 covers the strategic thinking and the general environment affecting the work place. It also examines the fundamentals of individual at work. Part 2 focuses on leadership, work teams, and power and conflict in organisations. Part 3 attends to organisational structure, culture and strategic change management. The integration of these 3 parts would provide participants with the knowledge and skills to manage his/her organisation effectively particularly in the transport and logistics industries.

1.2. Pre-requisite units

There are no pre-requisite units for TPTM6115.

1.3. Assumed knowledge and/or skills

There is no assumed knowledge or skills for this unit.

1.4. Workload requirement

It is expected that you will spend around 150 hours on this unit (including preparing for and attending classes) and produce approximately 9,000 words or equivalent of work. This time should be made up of reading research, working on assignments, presentations, case studies and participating in classes. In periods where you need to complete assignments or prepare for examinations, the required workload may be greater.

2. Learning aims and outcomes

2.1. Aims of the unit

The aim of this unit is to enable participants to lead and manage people effectively in their organizations, particularly in the transport and logistics industry. This unit examines strategies and actions which enable managers/leaders to lead in a competitive environment. This unit develops participants' ability to initiate and change organisational cultures for higher performance. Effective leadership and people management skills are essential to lead an organisation. Since technology and capital can be easily copied and effective human resource system is difficult to imitate, sustainable competitive advantage in productivity and innovative culture must be achieved through a dynamic leadership and human resource system within the organisation. The unit examines actions at three different levels of analysis: the individual, the group and the organisation. Effective leadership behaviour and management competencies will enable participants to participate more successfully in the transport and logistics industry. Case analysis will provide students with a realistic exposure to the important people and organisational issues in Transport and Logistics management. This unit of study prepares students for subsequent units by applying the knowledge and skills in managing people as an integral part of other units in the program.

2.2. Learning outcomes

The learning outcomes are:

1. Demonstrate the ability to think critically about underlying theories, concepts, assumptions and arguments in managing people and organisations in the transport and logistics industries.
2. Demonstrate the skills to support lifelong learning, reflective thinking, self and peer assessment and communicate effectively in verbal, written and group contexts to a professional standard.
3. Demonstrate the ability to lead and participate in teams (including members from diverse cultural backgrounds); manage, persuade and influence others.
4. Apply the knowledge and skills obtained in this course to manage a firm effectively in the Transport and Logistics area.

2.3. Links between learning outcomes and learning and teaching methods

There will be a series of seminars as detailed in Section 7. Case studies, videos, class discussion, exercises, group presentations and face-to-face tutorial will be used as learning and teaching activities in this course. PowerPoint slides, class case, weekly essential readings and exercises will be used in each class. You need to download these from Blackboard for each class. Key readings are discussed in class and are marked with an asterisk (*) in the reading list. Students are expected to prepare summaries of readings and class case for each session. PowerPoint slides related to each topic are discussed in class. Exercises, videos and class group case studies are used to consolidate student learning in class. Group debate topic presentations are also included in each class.

2.4. Links between learning outcomes and assessment

Assessments are used to reflect student learning outcomes. There are individual and group assessments. These assessments are designed to evaluate students' understanding and applications of the theories, concepts and skills obtained in this course.

3. Assessment

Assessment items	Relevant unit learning outcome/s	Word length	Weight	Due Date*
1. Group debate in class (group presentation)	All	n/a	10%	Class 2 09:00 15 March (Group A) 16 March (Group B)
2. Group mini-case analysis in class: Giordano (class 3) Singapore airline culture (class 5) Baodao Optical China (class 6)	1,2 & 4	500	5%	Group A: 16 March, 10 May, 24 May Group B: 17 March, 11 May, 25 May
3. Class test – Case analysis (open book)	1, 2 & 4	1,000 (1 hour)	25%	Class 4: 12 April (Group A); 13 April (Group B)
4. Group case analysis (AirAsia)	All.	3,500	25%	5PM 25 May
5. Final exam (Open book)	1,2,& 4	2,000 (2 hours)	35%	Refer to exam timetable
Academic honesty module **		N/A	0%	21 March 2011

* The due date is also the closing date. This means that assessment items will not be accepted after the due date except by prior agreement.

** Students must complete the academic honesty module in Blackboard with a mark above 80%, or an Absent Fail (AF) grade will be given for the entire unit. Students can complete the module multiple times until this grade is achieved. Students who completed the module with a score of 80% or above last semester do not need to do it again.

All assignments must be submitted electronically via Blackboard. Assignments submitted electronically do not require cover sheets. Ensure that your student ID number (SID) is in the top right hand corner of each page for individual assignments and the Group name or number plus SID of all members is in the top right hand corner for group assignments. Full information about how to prepare assignments for electronic submission can be found at

http://blackboard.econ.usyd.edu.au/modules/_1454_1/Turnitin%20Student%20Guide%20%285.2%29%20280610.pdf).

Should submission problems occur, students should contact Faculty eLearning Support first on 903 66433 or business.elearning@sydney.edu.au or the Unit Coordinator as soon as possible.

3.1. Detailed assessment information

1) Group debate in class (25 minutes per topic per group - 20 minutes presentation, 5 minutes for questions)

Please form groups of four to six for this assessment and for assessment items 2 and 4.

You will be assigned one of the topics listed below and whether your group is to argue for or against your topic.

Format of debate:

1. Group member 1 – introduce team members; introduce topic & flow of content by each member; why this topic is important to manage an organization effectively.
2. Group member 2 – Content argument with supporting evidence & examples.
3. Group member 3 – Content argument with supporting evidence & examples.
4. Group member 4 – conclusion, why the statement is correct or incorrect – key supporting evidence.

You may use six to eight PowerPoint slides per group. You may refer to the textbook but you should also refer to additional sources. The marking criteria will be provided on Blackboard.

Peer evaluation and feedback will be conducted at the end of each presentation. Each student will provide feedback to the presenting group according to the criteria given in the peer evaluation form. These forms will then be collected & reviewed by the lecturer. A final mark/grade and written feedback on the evaluation form will be provided by the lecturer to the group on the day of presentation. Also, peer evaluation forms from other students will be returned to the group at the same time.

Group debate topics:

Day	Topic Number	Topic
2	1	Good strategy is key to competitive advantage and success.
2	2	Management depends on new business models to sustain competitiveness.
3	3	A pay rise is necessary to sustain employee motivation in organisations
3	4	Good leadership qualities are essential to lead a team to success.
4	5	Position power is ultimately the only power that counts in an organization
4	6	Conflict is a negative activity in an organisation and should be avoided at all times.
5	7	Innovative corporate culture is key to sustaining high performance.
5	8	A network organizational structure is key to performance and success.
6	9	A successful change program in an organization requires good planning.
6	10	Knowledge management is an important driver to sustain organisational competitiveness

2) Group Mini Case Analysis in Class: Students will be required to analyse the following case studies within their groups. Time will be set aside in class on the respective days and groups will be expected to submit their responses in class. On Day 1: groups will be asked to analyse JetstarAsia as a practice (i.e. not assessed) exercise. On Day 3: groups will analyse Giordano. On Day 5, the topic will be Singapore Airline and on Day 6, Baodao Optical.

3) Class test (open book)

1 hour + 15 minutes reading time – case analysis (to be held from 09:00 to 10:15 during the 4th class, 12 or 13 April)

The class test consists of two (2) questions concerning a case analysis and will cover content/topics from the first three classes. Normal case analysis techniques are used to complete these 2 questions and these techniques will be discussed in class.

4) Group case analysis assignment

This assignment is due at 5:00PM on 25 May

This assignment is a group project with a word limit of 3,500 words. Please form groups of four to six people per group. The case will be provided on blackboard.

The reference list, diagrams, tables and appendices are not counted towards the word limit.

A case analysis guide will be provided with information about the assignment style requirements. References must follow the guidelines discussed in Section 3.2.

Additional recent information regarding the firm's performance from your web search can be used to further support your argument and recommendation.

The assignment should follow this format:

1. Executive Summary (1 page)
2. Introduction (background of the case: 200-300 words)
3. Current issues and challenges (external & internal analysis)
4. Key strengths, weaknesses and challenges identified
5. What are the possible solutions? Why? Evidence to support your argument (theories & examples)
6. Recommendations, rationale & evaluation criteria
7. References

5) Final examination (open book)

2 hours + 15 minutes reading time – case analysis – 2 questions (compulsory) and a choice of 2 out of 4 short answer questions. Short answer questions are related to the topics in class.

3.2. Referencing style and style guide

For this unit the referencing style is the Harvard Referencing Style. Students should download and adhere to the 'How to write a paper at the Institute of Transport and Logistics Studies' report available at http://sydney.edu.au/business/itls/courses/transport_and_logistics/student_resources.

3.3 Feedback on assessment

In addition to the feedback you receive on assessments noted above, you will also receive feedback from a number of sources that can help your learning.

Feedback can come from:

- your peers during discussions or activities in timetabled lectures.
- your peers participating in online discussion board activities.
- your peers during informal study group meetings or group assignment meetings.
- Feedback on assessment item 3 (Class Test) will be given within two weeks of the test.
- Immediate feedback and peer evaluation are provided after the debate.
- Feedback on group project will be given prior to final examination.

3.4. Academic honesty, plagiarism, legitimate cooperation and groupwork

Commencing students should complete the academic honesty module available via Blackboard before their first assessment submission. Students should refer to Faculty and University policies on academic dishonesty and plagiarism

(sydney.edu.au/business/currentstudents/student_information/student_administration_manual), copyright (sydney.edu.au/senate/policies/Intellectual_Property_Rule.pdf) and the 'All your own work website' (sydney.edu.au/student_affairs/plagiarism_index.shtml) for information about legitimate cooperation, group work, how to reference correctly and how to avoid plagiarism.

Academic honesty is important to protect students' right to receive due credit for work submitted for assessment. It is clearly unfair for students to submit work for assessment that dishonestly represents the work of others as their own and gain marks and degrees, which are not based on their own efforts and abilities. Deliberate breaches of academic honesty constitute academic misconduct.

These breaches include: plagiarism, fabrication of data, recycling previously submitted material, engaging someone else to complete an assessment on one's behalf and misconduct during supervised assessments.

The penalties for academic misconduct may include: a mark of zero on the assessment; a fail grade in the unit of study, additional assessment (including an unseen exam), and reference of the matter to the University Registrar. All assessments will be checked for plagiarism. Where plagiarism is suspected, the assessment will be fully checked and monitored using manual process, Google checks and also electronic plagiarism detectors. In order to do this, the Faculty may reproduce the assessment, provide a copy to another member of faculty, and/or communicate a copy of this assignment to a plagiarism checking service (which may then retain a copy of the assignment on its database for the purpose of future plagiarism checking).

Academic dishonesty involves more than just copying material. Cooperation and helping other students may at times trigger academic dishonesty proceedings if it appears you have worked too closely with another student.

In this unit, there are 2 individual exams/tests and 3 group assessments. Assessment 1 is a group debate. Assessment 2 is class mini-case analyses in groups (3 mini-case analysis in classes). Assessment 3 is a major case analysis in groups.

Individual assignments must be written and prepared alone. You may consult with other students about ideas and possible research sources but the analysis and writing of the assignment must be done alone. Group assignments should be prepared within the group. Students should contribute fully to the group and take part in all group activities, contributing ideas, analysis and writing to the final product. While students within the group should assist each other freely, students should not carry this level of cooperation outside the group. One group may cooperate and help another group about ideas and possible research sources but the analysis and writing of the assignment must be done by the group alone.

4. Texts and other resources

Prescribed Text

There is no prescribed text for this unit but key articles for each topic are provided in the Blackboard online learning system for each topic/week. In addition, any HRM, Management or Organizational Behaviour text with the content/topic stated in this course outline may be useful.

Main reference:

Items marked ** are available in the reserved section of the library

**Jones, G., and J. George, 2010, *Contemporary management*, 7th edition, McGraw Hill, Boston.

**Jones, G., and J. George, 2007, *Essentials of contemporary management*, McGraw Hill, Boston.

Other references

**Barney, J., and D. Clark, 2007, *Resource-based theory*, Oxford University Press, Oxford.

**Collins, J., 2001, *Good to great*, Harper Collins, New York.

**Collins, J., 2004, *Built to last*, Harper Collins, New York.

Fung, V., Fung, W., and Y. Wind, 2008, *Competing in a flat world*, Pearson, NY.

**Gupta, P., 2008, *Six Sigma business scorecard*, McGraw Hill, NY.

Ivancevich, J., and M. Matterson, 2004, *Organizational Behavior and Management*, International edition, 7th edn, McGraw-Hill, Boston.

**Kim, W. and R. Mauborgne, 2007, *Blue Ocean Strategy*, Harvard Business School Press, Boston.

Kleindorfer, P. and Y. Wind, 2009, *The network challenge*, Wharton School Pub., NY.

**McShane S, and T. Travaglione, 2010, *Organisational Behaviour- an Asian Pacific perspective*, 3rd edn, McGraw Hill, Sydney.

Markides, C., 2010, *Game-changing strategies*, Jossey Bass, San Francisco.

**Prahalad, C. and M. Krishnan, 2008, *The new age of innovation*, Harvard Business School Press, Boston.

**Robbins, S., Millett, B., Cacioppe, R., and T. Water-Marsh, 2004, *Organisational Behaviour*, 4th edn, Prentice Hall, Sydney.

**Sirkin, H. et al., 2009, *Globality*, Business Plus, NY.

Tuchman, M., and C. O'Reilly, 2001, *Winning through innovation – a practical guide to leading organizational change and renewal*, Harvard Business School Press, Boston.

Ulrich, D., 2007, *Leadership brand*, Harvard Business School Press, Boston.

**Ulrich, D., and N. Smallwood, 2007, *Leadership Brand*, Harvard Business School Press, Boston.

**Walsh, P., Lok., P., and M. Jones, 2006, *The measurement and management of strategic change*, Pearson, Sydney.

Journals

Academy of Management Review
European Journal of Management
Harvard Business Review
International Human Resource Management
Mckinsey Quarterly
Organizational Dynamics
Sloan Management Review

Topic/session readings (in Blackboard)

Readings marked with an asterisk (*) are to be downloaded from BlackBoard and read prior to class so that they may be discussed in class

Day 1 - Topic 1

- *Chan Kim, W. and R. Mauborgne, 2005, "Blue Ocean Strategy", *California Management Review*, Vol.47, No.13, p.105-126
- Chan Kim, W. and R. Mauborgne, 2009, "How strategy shapes structure", *Harvard Business Review*, Sep. p.73-80
- *Johnston, M., C. Christensen, and H. Kagermann, 2008, "Reinventing your business model", *Harvard Business Review*, Dec., p.51-59
- * Porter, M., 2008, "The five competitive forces that shape strategy", *Harvard Business Review*, Jan., 79-92
- * Ready, D., L. Hill, and J Conger, 2008, "Winning the Race of talent in emerging markets", *Harvard Business Review*, Nov. p.63-70
- Yeung, A. and B. Berman, 1997, "Adding value through Human Resources: Reorienting Human Resource Measurement to drive business performance", *Human Resource Management*, Vol.36, Nol.3, p.321-335

Day 2 - Topic 2

- Drucker, P., 1999, "Managing Oneself", *Harvard Business Review*, March, p.65-74
- *Goleman, D., 1998, "What makes a leader?", *Harvard Business Review*, Nov.,p. 93-102
- Hexter J. and J. Woetzel, 2007, "Bringing best practice to China", *The Mckinseyquarterly*, vol.4, p.1-6
- * Kaplan, K. and K. Norton, 2008, "Mastering the management system", *Harvard Business Review* Vol.86, No.1, p. 62-77.
- *Kaplan, R. and D. Norton, 2005, "The balanced scorecard: measure that drive performance", *Harvard Business Review*, July, p.172-180
- *Merrifield, R., J. Calhoun and D. Stevens, 2008, "The next revolution in productivity", *Harvard Business Review*, July, p.73-80

Day 3 - Topic 3

- *Beer, M. and N. Norhia, 2000, "Cracking the code of change", *Harvard Business Review*, May, p. 133-142
- *Brett, J. and K. Behfar, 2006, "Managing multicultural teams", *Harvard Business Review*, Nov., p.85-91
- Collins, J., 2001, "Level 5 leadership", *Harvard Business Review*, Jan., p.67-76
- Dewhurst, M., M. Guthridge, and E. Mohr, 2009, "Motivating people: getting beyond money", *The McKinsey Quarterly*, p.1-5
- Heifetz, R., A. Grashow and M. Linsky, 2009, "Leadership in a permanent crisis", *Harvard Business Review*, July/Aug., p.62-69
- *Hill, L. and K. Lineback, 2011, "Are You a Good Boss—or a Great One?" *Harvard Business Review*, Jan.p.21-29
- *Martin, J. and C. Schmidt, 2010, "How to keep your top talent", *Harvard Business Review*, May, p.55-61
- Montgomery, C., 2008, "Putting leadership into strategy", *Harvard Business Review*, July, p.54-60
- *Nohria, N., B. Groysberg and L. Lee, 2008, "Employee motivation", *Harvard Business Review*, July, p.1-7

Day 4 - Topic 4

- Brett, J., R. Friedman, and K. Behfar, 2009, "How to manage your negotiating team", *Harvard Business Review*, Sep. p.105-109
- Brousseau, K., M. Driver, G. Hourihan and R. Larsson, 2006, "The seasoned executive's decision making style", *Harvard Business Review*, Feb., p.111-121
- *Chen, Jason C. H. 2004, "Logistics management in China : A case study of Haier" , *Human Systems Management*, Vol.23, No.1,p.15-27
- *Conger, J., 1998, "The necessary art of persuasion", *Harvard Business Review*, May, p.84-95
- Garvin, D. and M. Roberto, 2005, "Change through persuasion", *Harvard Business Review*, Feb., p.104-112
- *Grover, G., E. Lau and V. Sharma, 2008, "Building better links in high-tech supply chains", *The McKinsey Quarterly*, Dec., p.1-6
- *Hurley, R., 2006, "The decision to trust", *Harvard Business Review*, Sep. p.55-61
- Prokesch, S., 2009, "How GE teach team to lead change", *Harvard Business Review*, Jan, p.99-106

Day 5- Topic 5

- Bower, J., 2001, "Not all M&As are alike – and that matters", *Harvard Business Review*, March, p.93-101
- Charan, R., 2006, 'Home Depot's Blueprint for cultural change', *Harvard Business Review*, April, p.61-70
- *Feld, C. and D. Stoddard, 2004, "Getting IT right", *Harvard Business Review*, Feb., p.72-79
- *McKinsey on Travel and Logistics, 2006, "A new organizational model for airlines", *The McKinsey quarterly*, May, 2006, p.1-7
- Ross, J., 2002, "Six IT decisions", *Harvard Business Review*, Vol. 80, No.11, p.85-91

*Young, D., 2000, "The Six levers for managing organizational culture", *Business Horizon*, Sep., p.19-28

Day 6 - Topic 6

* Christensen, C., M. Marx and H. Stevenson, 2006, "The tools of cooperation and change", *Harvard Business Review*, Oct., p.73-80

Davenport, T. and J. Glaser, 2002, "Just in time delivery comes to knowledge management", *Harvard Business Review*, Vol. 80, No.7, p.107-111

Hamel, G., 2006, "Management Innovation", *Harvard Business Review*, Feb., p.72-84

Kegan R. and L. Lahey 2001, "The real reason people won't change", *Harvard Business Review*, Nov., p. 85-92

Nohria, N., W. Joyce, and B. Roberson, 2003, "What really works", *Harvard Business Review*, July, p. 43-52

*Lubin, D. and D. Esty, 2009, "Sustainability Imperative", *Harvard Business Review*, May, p. 43-51

McKinsey quarterly, 2006, "Organizing for successful change management: a McKinsey global survey", *The McKinsey quarterly*, June, p.1-8

Malhotra, Y., 2005, "Integrating knowledge management technologies in organisational business processes", *Journal of Knowledge Management*, Vol.9, No.1,p.7-28

*Pisano, G., R. Verganti, 2008, "What kind of collaboration is right for you?" *Harvard Business Review*, Dec., p. 78-86

5. University and Faculty policies and support

5.1. Faculty policies

Faculty policies are contained in the Administration Manual for Students:

sydney.edu.au/business/currentstudents/student_information/student_administration_manual.

It is crucial that you take the time to consult this manual early in your studies in order to familiarise yourself with policies and procedures relating to critical issues such as the Faculty's policy on special consideration (including requirements and timelines. e.g. lodging applications five working days after a missed assessment), appeals (lodge within 15 working days of the decision) and other policies such as enrolment, credit etc. Assistance is available from the Faculty's Student Information Office (sydney.edu.au/business/student_information_office).

5.2. University policies

- **University policies:** sydney.edu.au/policy
- **Assistance** is available from the University's Student Centre: sydney.edu.au/current_students/student_administration
- **The code of conduct** is an important policy which outlines the University's expectations about treating all staff employees and students with respect, dignity, impartiality, courtesy and sensitivity and refrain from acts of discrimination, harassment or bullying: sydney.edu.au/ab/policies/Student_code_conduct.pdf

5.3. Student resources and services

Links to other student services and resources are included on Blackboard and on the learning and teaching section of the Faculty website: sydney.edu.au/business/learning

Continual improvement of the Unit

6.1 Past Feedback

Previous feedback centred on timing of assignment submission. There were too many assignments due on certain weeks (with other courses).

6.2 Improvements made

The assignment dates were rearranged to lessen the workload on these weeks.

6.3. How feedback will be collected

General student feedback regarding the content, pace and relevance of this unit will be sought at the end of day 1. Typically the Unit of Study Evaluation (USE) instrument is undertaken at the end of class 6.

6. Topic schedule

Day	Topic	Topic content	Required readings (Download)(see section 3)	Jones Chapter:	Assessment due (see section 4)
1 Group. A=1 March B=2 March	Introduction, Competitive strategies, Role of the manager.	Introduction Case analysis technique External & Internal environment, Globality Competitive strategies, Disruptive innovation from BRIC economies Role of the manager Video: Globality, Disruptive economies Case discussion: Jetstar	(Session 1 only – notes given in class) Download and read JetstarAsia case prior to 1 st class.	1,4,5,6,8	
2 A=15 March B=16 March	Organisational performance, Human Resource advantages Managing self Values	Measurement of Organisational performance & productivity Human capital Best employer & engagement Individual differences Values Case discussion: Haier, AirAsia Video: Emotional intelligence Jet blue	Class exercises - MPTI personality; - Emotional intelligence Best employer list: www.hewitt.com	14	Group debate begins
3 A=29 March B=30 March	Motivation, Leadership Group & Team building,	Motivation theories Performance management – pay/reward Leadership attributes & effectiveness Leadership Team effectiveness Case: Giordano Video: Virgin Blue Groups and teams Video: Teams	-*Giordano case (* = collection in class for marking); - Leadership competencies exercise	15	

Day	Topic	Topic content	Required readings (Download)(see section 3)	Jones Chapter:	Assessment due (see section 4)
4 A=12 April B=13 April	Dimensions of Leadership in Procurement, Decision making, Power/influence, Conflict management and Negotiation	<p>Class test: case study (1 hr. 15 mins) 9-10.15am</p> <p>Executing Sourcing Strategies Supplier Management and Development Power, influence, persuasion, decision making, Conflict management & negotiation Video: Negotiation</p>		3,13,12	Mid-term test (1 hr)
5 A=10 may B=11 May	Organisational Design Organisational culture Managing information system	<p>Organisational design & structure Organisational values and culture Reading: New Organizational model – McKinsey on Travel & Logistics Managing IT and operational efficiency Video: Benchmarking as a culture</p>	- *Singapore airline case/s	10, 3 19	
6 A=24 May B= 25 May	Organisational change, Corporate governance & sustainability; Knowledge management International HRM Review	<p>Organisational change & innovation Corporate governance & social responsibility Corporate sustainability, Systems for Knowledge transfer & sharing Organisational learning International HR management Video: Re-engineering</p>	- *Baodao optical	18 11, 12	Final group assignment due