



# MGSM880

## Foundations of Management Thought

Term 2 Hong Kong 2019

*Department of Management*

### Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	5
<u>Unit Schedule</u>	6
<u>Policies and Procedures</u>	8
<u>Graduate Capabilities</u>	10
<u>Changes from Previous Offering</u>	13
<u>Alignment of this unit with MGSM's mission-driven attributes</u>	13
<u>Attendance Policy (MGSM)</u>	13
<u>Content Disclaimer</u>	14
<u>Changes since First Published</u>	14

#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff Lecturer Stephen Holden <a href="mailto:stephen.holden@mq.edu.au">stephen.holden@mq.edu.au</a>
Credit points 4
Prerequisites Admission to MBA or MMgmt or GradDipMgt or MSocEntre
Corequisites
Co-badged status
Unit description This unit surveys the evolution of Western thought from major philosophical perspectives (from Plato to Sartre) and their relevance for management. What is important about a philosophical perspective is not what it explains, but what it assumes. Three assumptions ground the unit: a) managing is essentially a philosophical activity because human existence is interpreted through diverse perspectives; b) management training needs to be combined with management education. To train is to drill and subordinate individuals to routines, standards and practices. To educate is to liberate a person's intellectual, moral and aesthetic powers. c) managers and leaders need to have the critical skills to debate, reflect, and engage in dialogue across different functional disciplines, stakeholders and cultures in organisational contexts.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

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

- Apply philosophical perspectives to the task of leading, motivating and communicating effectively across diverse teams in an organisation;
- Apply various forms of critical reflection to management decision making;
- Use different philosophical perspectives to respond appropriately to a wide range of different cultures and perspectives;

Evaluate their own attitudes to ethical, social and environmental factors which affect an organisation, through a comparative analysis of Western ethical systems.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Group Work</u>	50%	No	Please refer to below
<u>Individual In-class Quiz</u>	10%	No	Start of session 5 class
<u>Final Examination</u>	40%	No	Exam day: 15 June 2019

### Group Work

Due: **Please refer to below**

Weighting: **50%**

**50% of group work assessment will be allocated to individual performance - presentation and content.**

#### Presentation

**Due:** Starting from **session 6**

**Weighting:** 50% of total weight for this assessment

Students will be allocated to study groups in session 2. Each group will be allocated a philosopher to study and discuss in class. Each group will have up to 45 minutes to lead a class discussion. At least 15 minutes should be devoted to a question and answer period which will be conducted by the group.

Visual aids may be used to a *maximum of 10 slides per presentation*.

- (a) Students should provide a brief biographical introduction to each philosopher studied.
- (b) Questions to be answered in the presentation (and group report) are:
  1. What are the main assumptions which ground this philosophy?
  2. What are the strengths and weaknesses of this philosophical perspective?
  3. What can managers learn from this philosopher?

#### Report

**Due:** 12 noon (Hong Kong time) of **Wednesday, 19 June 2019**

**Weighting:** 50% of total weight for this assessment

This is a written summary of each group's presentation after taking into consideration issues and/or criticism raised in the class discussion.

Length: 2000 words maximum

**Submission details:** One person from each group will submit 1 x soft-copy of the group essay on or before the due date as listed above. The soft-copy submission will be submitted to Turnitin via the class iLearn page, a program used to ensure that originality of the work undertaken by the submitter.

When submitting this assignment, please ensure the following:

- Only submit as a Microsoft Word document (file extension - .docx)
- The following must be listed on the front/title page
  - Full names and student numbers of all members in the group
  - Unit code
  - Lecturer
  - Presentation title
  - Number of words used in the report (excluding front/title page)
- Double-spaced paragraphs

**Extensions and penalties:** No extensions will be granted. There will be a deduction of 10% of the total available marks made from the total awarded mark for each 24 hour period or part thereof that the submission is late (for example, 25 hours late in submission – 20% penalty). This penalty does not apply for cases in which an application for special consideration is made and approved. No submission will be accepted after solutions have been posted.

On successful completion you will be able to:

- Apply philosophical perspectives to the task of leading, motivating and communicating effectively across diverse teams in an organisation;
- Apply various forms of critical reflection to management decision making;
- Use different philosophical perspectives to respond appropriately to a wide range of different cultures and perspectives;
- Evaluate their own attitudes to ethical, social and environmental factors which affect an organisation, through a comparative analysis of Western ethical systems.

## Individual In-class Quiz

Due: **Start of session 5 class**

Weighting: **10%**

It will be a specific form of a multiple-choice test based on the philosophy of David Hume. It is called “Hume’s Fork” and is an exercise in the use of logic. Hume’s Fork challenges students to be able to identify the difference between logical, empirical and non-nonsensical propositions. Students are not expected at this stage to be able to tell the difference between the three types of propositions. Students will be introduced to the difference between them in session 5 of the unit. They will also gain practice in using the different kinds of propositions. The importance of Hume’s Fork for management will also be discussed.

On successful completion you will be able to:

- Apply philosophical perspectives to the task of leading, motivating and communicating effectively across diverse teams in an organisation;
- Apply various forms of critical reflection to management decision making;
- Use different philosophical perspectives to respond appropriately to a wide range of different cultures and perspectives;
- Evaluate their own attitudes to ethical, social and environmental factors which affect an organisation, through a comparative analysis of Western ethical systems.

## Final Examination

Due: **Exam day: 15 June 2019**

Weighting: **40%**

**Duration:** 3 hours plus 10 minutes reading time

**Format:** Closed book final examination

You are expected to present yourself for examination at the time and place as designated by HKMA.

On successful completion you will be able to:

- Apply philosophical perspectives to the task of leading, motivating and communicating effectively across diverse teams in an organisation;
- Apply various forms of critical reflection to management decision making;
- Use different philosophical perspectives to respond appropriately to a wide range of different cultures and perspectives;
- Evaluate their own attitudes to ethical, social and environmental factors which affect an organisation, through a comparative analysis of Western ethical systems.

## Delivery and Resources

### Required text

Spillane, Robert. (2015). An Eye for an I: Philosophies of Personal Power. GOKO Publishing. Sydney. ISBN: 9781613397626

HKMA will be in contact with enrolled students once the textbook is ready for collection.

### Recommended optional texts

Below is a list of optional related texts that students can look into if they wish to explore the subject matter further.

- Collinson, D. (1988). Fifty major philosophers. Routledge.
- Cooper, D.E. (1996). World philosophies: An historical introduction. Blackwell.
- Copleston, F. (1994). A history of philosophy. Doubleday (9 volumes)
- Hamlyn, D. (1987). The penguin history of western philosophy. Penguin.
- Honderich, T. (1984). Philosophy through its past. Penguin.
- Joullie, J-E. and Spillane, R. (2015). The philosophical foundations of management thought. Lexington books.
- Magee, B. (1989). The great philosophers. Oxford.
- O'Connor, D. (1985). A critical history of western philosophy. Macmillan
- O'Hear, A. (1985). What philosophy is. Penguin
- Scruton, R. (1996). Modern philosophy. Mandarin
- Segal, S. (2015). Management practice and creative destruction. Gower publishing.
- Shand, J. (1993). Philosophy and philosophers: An introduction to western philosophy. McGill.
- Solomon, R. (1990). Continental philosophy since 1750: The rise and fall of the self. Oxford.
- Solomon, R. & Higgins, K. (1996). A short history of philosophy. Oxford.
- Spillane, R. (2015). Entertaining executives (A play). GOKO publishing.
- Sprigge, T. (1987). Theories of existence. Penguin.
- Stevenson, L. (1987). Seven theories of human nature. Oxford.
- Trigg, R. (1992). Ideas of human nature. Blackwell.

## MGSM iLearn

The online resources web page for this class can be found at: <https://ilearn.mq.edu.au/login/MGSM>

## Technology

Access to a personal computer is required to access resources and learning material from iLearn.

## Unit Schedule

**Students are required to attend all classes.** This unit will be presented over 10 sessions as follows (the proposed program might be subject to some minor changes as the term progresses (TBA)).

1st BLOCK weekend (sessions 1-5): 10 - 12 May 2019	
Friday	6:00pm - 10:00pm (Hong Kong time)
Saturday	2:00pm - 10:00pm (Hong Kong time)

Sunday	9:00am - 5:00pm (Hong Kong time)
<b>2nd BLOCK weekend (sessions 6-10): 17 - 19 May 2019</b>	
Friday	6:00pm - 10:00pm (Hong Kong time)
Saturday	2:00pm - 10:00pm (Hong Kong time)
Sunday	9:00am - 5:00pm (Hong Kong time)
<b>Final examination day: 15 June 2019</b>	

Session	Topics and allocated readings
1	<p><b>Greek rationalism: Management through rational dialogue (theory)</b></p> <p>Key figure: PLATO (c. 428 – 348 B.C.)</p> <p>Allocated supplementary readings for this topic:</p> <ul style="list-style-type: none"> <li>Stevenson, Leslie. Chapter 3 - Plato: The rule of the wise. Seven theories of human nature. Oxford University Press, New York Oxford pp 27-39</li> <li>Spillane, R. Socrates; A friend. A platonic dialogue: Hipparchus or the profiteer</li> </ul>
2	<p><b>Machiavellianism and practical reasoning (practice)</b></p> <p>Key figure: MACHIAVELLI (1469 – 1527)</p> <p>Allocated supplementary readings for this topic:</p> <ul style="list-style-type: none"> <li>Spillane, R. Machiavellianism.</li> <li>Berlin, I. (1989). Machiavelli. Against the Current. Oxford-Clarendon Press, pp 25-79</li> </ul>
3	<p><b>Cartesian dualism: Management through rational analysis (theory)</b></p> <p>Key figure: Descartes (1596 – 1650)</p> <p>Allocated supplementary readings for this topic:</p> <ul style="list-style-type: none"> <li>Priest, S. (1991). Descartes. Theories of the Mind. Penguin</li> </ul>
4	<p><b>British empiricism and management through scientific rationality (theory)</b></p> <p>Key figure: Hume (1711 – 1776) and logical positivism</p> <p>Allocated supplementary readings for this topic:</p> <ul style="list-style-type: none"> <li>Kolakowski, L. (1972). Hume. Positivist philosophy. Penguin</li> <li>Hume's fork</li> </ul>
5	<p><b>Romanticism and practical reasoning in management (practice)</b></p> <p>Key figure: None</p> <p>Allocated supplementary readings for this topic:</p> <ul style="list-style-type: none"> <li>Tarnas, R. (1991). Romanticism and its fate – The two cultures. The Passion of the western mind.</li> </ul>

Session	Topics and allocated readings
6	<p><b>Psychoanalysis: A practice therapeutic approach to management (practice)</b></p> <p>Key figure: FREUD (1856 – 1939)</p> <p>Allocated supplementary readings for this topic:</p> <ul style="list-style-type: none"> <li>• Israelstam, K. (2009). <i>The Doubting Analysts Facilitation of a Creative Space</i>. The Australian Journal of Psychotherapy. 2009</li> </ul>
7	<p><b>Marxism and practical reasoning (practice)</b></p> <p>Key figure: MARX (1818 – 1883)</p> <p>Allocated supplementary readings for this topic:</p> <ul style="list-style-type: none"> <li>• Trigg, R. (1988). Marx. Ideas of human nature. Oxford: Blackwell Ch.7, pp 1-11</li> </ul>
8	<p><b>Heroic individualism: Managing without foundations (practice)</b></p> <p>Key figure: NIETZSCHE (1844 – 1900)</p> <p>Allocated supplementary readings for this topic:</p> <ul style="list-style-type: none"> <li>• Chapter 13 – Nietzsche. pp 361-37</li> </ul>
9	<p><b>French existentialism: Managing through action (practice)</b></p> <p>Key figure: Jean-Paul SARTRE (1905 - 1980)</p> <p>Allocated supplementary readings for this topic:</p> <ul style="list-style-type: none"> <li>• Rice, J.H. (1960). <i>Existentialism</i>. Harvard Business Review. Vol.38 No.2, pp 138-143, March-April</li> <li>• Ogilvy, James. (2003). <i>What Strategist Can Learn from Sartre</i>. Strategy + Business. Winter 2003. pp 446-454</li> </ul>
10	<p><b>Hermeneutic phenomenology: Bringing the best out of others</b></p> <p>Key figure: Heidegger (1879 -- 1976)</p> <p>Allocated supplementary readings for this topic:</p> <ul style="list-style-type: none"> <li>• Flores F. (2000). Heidegger and the transformation of Business Practice. In Wrathal, M.A. and Malpas, J. (eds). <i>Coping and Cognitive Science</i>. Cambridge MIT Press</li> </ul>

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)



- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

#### Learning outcomes

- Apply philosophical perspectives to the task of leading, motivating and communicating effectively across diverse teams in an organisation;
- Apply various forms of critical reflection to management decision making;
- Use different philosophical perspectives to respond appropriately to a wide range of different cultures and perspectives;
- Evaluate their own attitudes to ethical, social and environmental factors which affect an organisation, through a comparative analysis of Western ethical systems.

#### Assessment tasks

- Group Work
- Individual In-class Quiz
- Final Examination

### PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

#### Learning outcomes

- Apply philosophical perspectives to the task of leading, motivating and communicating effectively across diverse teams in an organisation;

- Apply various forms of critical reflection to management decision making;
- Use different philosophical perspectives to respond appropriately to a wide range of different cultures and perspectives;
- Evaluate their own attitudes to ethical, social and environmental factors which affect an organisation, through a comparative analysis of Western ethical systems.

## **Assessment tasks**

- Group Work
- Individual In-class Quiz
- Final Examination

## **PG - Critical, Analytical and Integrative Thinking**

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

## **Learning outcomes**

- Apply philosophical perspectives to the task of leading, motivating and communicating effectively across diverse teams in an organisation;
- Apply various forms of critical reflection to management decision making;
- Use different philosophical perspectives to respond appropriately to a wide range of different cultures and perspectives;
- Evaluate their own attitudes to ethical, social and environmental factors which affect an organisation, through a comparative analysis of Western ethical systems.

## **Assessment tasks**

- Group Work
- Individual In-class Quiz
- Final Examination

## **PG - Research and Problem Solving Capability**

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

## **Learning outcomes**

- Apply philosophical perspectives to the task of leading, motivating and communicating effectively across diverse teams in an organisation;
- Apply various forms of critical reflection to management decision making;
- Use different philosophical perspectives to respond appropriately to a wide range of different cultures and perspectives;
- Evaluate their own attitudes to ethical, social and environmental factors which affect an organisation, through a comparative analysis of Western ethical systems.

## **Assessment tasks**

- Group Work
- Individual In-class Quiz
- Final Examination

## **PG - Effective Communication**

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

## **Learning outcomes**

- Apply philosophical perspectives to the task of leading, motivating and communicating effectively across diverse teams in an organisation;
- Apply various forms of critical reflection to management decision making;
- Use different philosophical perspectives to respond appropriately to a wide range of different cultures and perspectives;
- Evaluate their own attitudes to ethical, social and environmental factors which affect an organisation, through a comparative analysis of Western ethical systems.

## **Assessment tasks**

- Group Work
- Individual In-class Quiz
- Final Examination

## **PG - Engaged and Responsible, Active and Ethical Citizens**

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of

connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

## Learning outcomes

- Apply philosophical perspectives to the task of leading, motivating and communicating effectively across diverse teams in an organisation;
- Apply various forms of critical reflection to management decision making;
- Use different philosophical perspectives to respond appropriately to a wide range of different cultures and perspectives;
- Evaluate their own attitudes to ethical, social and environmental factors which affect an organisation, through a comparative analysis of Western ethical systems.

## Assessment tasks

- Group Work
- Individual In-class Quiz
- Final Examination

## Changes from Previous Offering

No changes from previous offering.

## Alignment of this unit with MGSM's mission-driven attributes

**Leadership:** The unit explores philosophical approaches to leadership

**Global mindset:** The unit emphasises cross-cultural differences in management practices and values

**Citizenship:** The unit allows learners to evaluate their attitude to citizenship through a comparative analysis of Western ethical systems

**Creating sustainable value:** The unit assists the understanding of the philosophical status of Western values.

## Attendance Policy (MGSM)

The interactive environment of the classroom is central to the MGSM experience. Students are required to attend the full duration of all classes for the units in which they are enrolled. We recognise that exceptional circumstances may occur, such as unavoidable travel on behalf of your organization or the serious illness or injury of you or a close family member.

Special consideration may be given for a maximum of 20% non-attendance for such circumstances as long as lecturers are contacted in advance, and supporting documentation

provided, to request exemption from attendance. Failure to abide by these conditions may result in automatic withdrawal, with academic and/or financial penalty. The full Student Attendance Policy is published in the MGSM Student Handbook at <https://students.mgsm.edu.au/handbook>.

## Content Disclaimer

The content of this unit is provided for educational purposes only and no decision should be made based on the material without obtaining independent professional advice relating to the particular circumstances involved.

## Changes since First Published

Date	Description
06/05/2019	Details of new lecturer (Professor Stephen Holden) substituting Associate Professor Steven Segal have been added in. The class date schedule has been updated to reflect the new dates. The due date for the group report has been extended to keep the time-frame given in line with what was given based on the old class date schedule.