Description: Managing Resources in the New Organisation

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
</tr>
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<td>EDU</td>
<td>8315</td>
<td>66528</td>
<td>2, 2007</td>
<td>EXT</td>
<td>1.00</td>
<td>Toowoomba</td>
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Academic group: FOEDU
Academic org: FOE003
Student contribution band: National Priority Teaching
ASCED code: 070303

STAFFING
Examiner: Joan Conway
Moderator: Dorothy Andrews

OTHER REQUISITES
State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.)
Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html

RATIONALE
It is widely asserted that the reconceptualisation of the organisation of education over the past decade amounts to a 'paradigm shift'. (Beare, 1990) The impact of the changes is only now becoming fully evident at the institutional level, with acceptance and implementation in most countries of concepts and processes relating to "devolved management". The concept of devolved management carries with it explicit expectations for the responsible and effective management of resources in decentralised educational settings. The implications for educational administrators, regional managers, principals, middle managers and teachers leaders represent the framework for this course. Upon completion of the course students will have acquired insights that show the critical links between effective resource management and improved educational outcomes.

SYNOPSIS
The concepts of "resource" and "post-industrial organisation" are explored from a number of perspectives prior to examination of selected processes relevant to responsible resource management. Specifically, "resources" are viewed as the value-added product of an organisation's many inputs (its people, finances, assets, values and processes). Innovative ways of enhancing resources through postcorporate management strategies are explored in detail. Particular emphasis is placed upon strategic networking, metastrategic design, microstrategic design and collaborative individualism. The relevance of each of these processes to the improvement of educational outcomes is explored in detail.
OBJECTIVES
The course objectives define the student learning outcomes for a course. The assessment item(s) that may be used to assess student achievement of an objective are shown in parenthesis. On successful completion of this course students will be able to:

1. Conceptualise "resources" in postcorporate educational organizations. (Assignment 2)
2. Analyse critically the processes of resource management in postcorporate educational organizations. (Assignment 2)
3. Demonstrate knowledge of theoretical and philosophical issues relating to resource management in postcorporate educational organizations. (Assignment 1)
4. Develop an exploratory framework for resource management in postcorporate educational organisations and apply it in specific work settings. (Assignment 2)

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Consist:</td>
<td>100.00</td>
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<tr>
<td>1.3. Module 3 - Resource Management Issues: i) Equity or entrepreneurial advantage? ii) Inputs or outputs? iii) The quality of worklife or organisational productivity?</td>
<td></td>
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</table>

TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at http://bookshop.usq.edu.au click 'Semester', then enter your 'Course Code' (no spaces).


REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

' ' (Available: Telecord Support Material is available on Study Desk.).

STUDENT WORKLOAD REQUIREMENTS

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Assessment</td>
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<tr>
<td>Directed Study</td>
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<tr>
<td>Private Study</td>
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ASSESSMENT DETAILS

<table>
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<tr>
<th>Description</th>
<th>Marks out of</th>
<th>Wtg(%)</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSIGNMENT 1</td>
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<td>40.00</td>
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<tr>
<td>ASSIGNMENT 2</td>
<td>60.00</td>
<td>60.00</td>
<td>16 Nov 2007</td>
</tr>
</tbody>
</table>

IMPORTANT ASSESSMENT INFORMATION

1 Attendance requirements:
   There are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.

2 Requirements for students to complete each assessment item satisfactorily:
   To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available (or at least a grade of C-) for each assessment item.

3 Penalties for late submission of required work:
   If students submit assignments after the due date without prior approval then a penalty of 5% of the total marks available for the assignment will apply for each working day late.
4 Requirements for student to be awarded a passing grade in the course:
   To be assured of receiving a passing grade a student must complete and submit all of the
   summative assessment items and achieve at least 50% of the available weighted marks
   for those items.
5 Method used to combine assessment results to attain final grade:
   The final grades for students will be assigned on the basis of the weighted aggregate of
   the marks (or grades) obtained for each of the summative assessment items in the course.
6 Examination information:
   There is no examination in this course.
7 Examination period when Deferred/Supplementary examinations will be held:
   There will be no Deferred or Supplementary examinations in this course.
8 University Regulations:
   Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10
   Academic Misconduct for further information and to avoid actions which might contravene
   University Regulations. These regulations can be found at the URL

ASSESSMENT NOTES

1 The due date for an assignment is the date by which a student must despatch the assignment
to the USQ. The onus is on the student to provide proof of the despatch date, if requested
by the Examiner.
2 Students must retain a copy of each item submitted for assessment. This must be produced
within five days if required by the Examiner.
3 The examiner may grant an extension of the due date of an assignment in extenuating
   circumstances.
4 In the event that a due date for an assignment falls on a local public holiday in their area,
   the due date for the assignment will be the next day. Students are to note on the assignment
   cover the date of the public holiday for the Examiner’s convenience.
5 Students who have undertaken all of the required assessments in a course but who have
   failed to meet some of the specified objectives of a course within the normally prescribed
time may be awarded the temporary grade: IM (Incomplete - Make up). An IM grade will
   only be awarded when, in the opinion of the examiner, a student will be able to achieve
   the remaining objectives of the course after a period of non directed personal study.
6 Students who, for medical, family/personal, or employment-related reasons, are unable
   to complete an assignment or to sit for an examination at the scheduled time may apply
   to defer an assessment in a course. Such a request must be accompanied by appropriate
   supporting documentation. One of the following temporary grades may be awarded IDS
   (Incomplete - Deferred Examination; IDM (Incomplete Deferred Make-up); IDB
   (Incomplete - Both Deferred Examination and Deferred Make-up).
7 When there is more than one marker for a single item of assessment, the distributed patterns
   and means for the different markers will be compared and marks adjusted if necessary.
8 Marking criteria are provided in course material as mark sheets/guides or as part of
   assignment specifications.
9 All assessment items must be attempted/submitted with a pass overall gained.
10 Summative assessment items will receive one of the following letter grades: HD, A, B,
   C, F or I.
OTHER REQUIREMENTS

1 IMPORTANT NOTE: Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the state of Queensland*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc...) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'. For further information: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html. *If you are undertaking practical experience outside the state of Queensland, Australia you should check local requirements.