

Course Outline 2015
MGMT 300: MANAGEMENT IN DYNAMIC CONTEXTS (15 POINTS)
Semester 2, (1155)

Course Prescription

Explore and reflect on the realities of management theory and practice through critically examining management challenges, from small entrepreneurial firms to large corporations.

Programme and Course Advice

Prerequisite: BUSINESS 200 or MGMT 202 or MGMT 211 or ENGGEN 302 or ENGGEN 303 or SCIGEN 201

Restriction: MGMT 301

Goals of the Course

This course seeks to develop students' appreciation of the intersection between management theory and management practice in three arenas:

Cognitive: By putting management theories into action (e.g., within the richness and complexity of an integrated business simulation called MikesBikes) students will be better able to manage the interconnected nature of business and teams through the contextualised application of those theories.

Behavioural: To develop students' skills in reflecting on their learning and their performance; to assess the performance of others and provide them with developmental feedback; to seek feedback from others and to constructively respond/act on such feedback.

Affective: Students will value the abilities, knowledge and experience of their team members and seek to support and develop them.

Learning Outcomes

By the end of this course it is expected that the student will be able to:

1. identify the theories and perspectives of management that are relevant to their team and organisational environment;
2. illustrate these theories, perspectives, contexts, and assumptions with examples from their own experiences;
3. analyse situations in order to identify appropriate interventions and thereby improve their own, their team-members', and their company's performance;
4. work effectively in a simulated cross-functional management team in a way that preserves and develops shareholder value;

5. act upon their reflections of their individual learning and performance in the course (and in their team) in a manner that demonstrably improves their learning and performance; and
6. demonstrate that they can give and utilise feedback from others to improve their performance and learning.

Content Outline

In no particular order, the major topics addressed are:

- Learning from experience
- The imperative for giving and receiving feedback
- Teams; their care and feeding
- Living as a leader and a follower
- Better decision making
- Is it really all about technical, human, and conceptual skills?
- Acting strategically

Learning and Teaching

- There are typically between 60 and 120 students in this course.
- Students will be working in teams of four to six people. *If you do not like or want to work in teams, this course is not for you.*
- Teamwork is required both in class and outside of class. *If you have a tight schedule that is going to make meeting with your team difficult, this course is not for you.*

Teaching Staff

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Learning Resources

The purchase of a license to use MikesBikes is compulsory and costs \$69.95.

MikesBikes software download is available from: <http://www.students.smartsims.com>

Login: *stuauckland*
Password: *mgmt300*

Readings related to the course are found at: <http://www.library.auckland.ac.nz>

A wiki has been setup to support the course. A comprehensive description of the course and the assessment package is available there: <https://wiki.auckland.ac.nz/display/MGMT300/>

Assessment

Assessment	Type	Approximate weighting	Learning outcomes
Learning portfolio	Individual	80%	All
Firm performance	Group	20%	1, 3, 4, 5

Note: A peer evaluation will be conducted in week final week of the course. This will be used to moderate/adjust each individual's share of the group mark.

Inclusive Learning

Students are urged to discuss privately any impairment-related requirements face- to-face and/or in written form with the course convenor/lecturer and/or tutor.

Student feedback

Some students find that the way the course starts immediately in first week challenging; metaphorically, the class hits the ground running. It is hard—if not impossible—to join the class late and expect anything other than a steep learning curve (and a lot of catching up).

One issue that students raised was the degree of handholding that takes place (or not as the case maybe). The class is split, "half said they like that you let us find things ourselves (more real-world scenario), others would prefer that you give more guidance". My interpretation is the amount of handholding is about right.

Many students consider the major assignment, worth 80% of your final grade, daunting at the start of the course. However, by the end of the course, most students find it entirely manageable and reasonable. There has been a lot of discussion as to how this might be changed, but the current approach seems to be the most practical and useful.