



BUSINESS SCHOOL

Course Outline 2019

MGMT 300: MANAGEMENT IN DYNAMIC CONTEXTS (15 POINTS)

Semester, 2 (1195)

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.

Course advice

Before enrolling in this course, you must complete these courses:

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

You cannot enrol in this course if you have taken or intend to take the following courses:

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 (LO)

By the end of the course, we expect that students will be able to:

#	Learning outcome	Graduate profile capabilities*
LO1	Identify the theories and perspectives of management that are relevant to their team and organisational environment.	1. Disciplinary knowledge and practice
LO2	Illustrate these theories, perspectives, contexts, and assumptions with examples from their own experiences.	5a. Independence
LO3	Analyse situations in order to identify appropriate interventions and thereby improve their own, their team-members', and their company's performance.	2. Critical thinking 3. Solution seeking
LO4	Work effectively in a simulated cross-functional management team in a way that preserves and develops shareholder value.	4c. Engagement (Collaboration)
LO5	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.	5a. Independence
LO6	Demonstrate that they can give and utilise feedback from others to improve their performance and learning.	5a. Independence 4b. Communication (Written)

* See the graduate profile this course belongs to at the end of this course outline.

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

Week-by-week guide

When	Due	What ...
Week 1	Sometime	Do the readings
	15:00 Wednesday	Clinic in Labs for those who need help
	12:00 Friday	MikesBikes CV
Week 2–11	Sometime	Do the readings
	15:00 Wednesday	Team-time in the Labs
	17:00 Thursday	Roll-over for MikesBikes
	12:00 Friday	Learning journal
Week 3–12	12:00 Monday	Review learning journals (x 2)
Week 12	12:00 Tuesday	Peer evaluation
	15:00 Wednesday	Clinic in Labs for SLJ
	17:00 Friday	Summative learning journal

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.*

Most teams find they can do the necessary work in class/lab time. However, all teams are different and you should be prepared to meet with your team outside of class time.

By this stage, you are expected to be proficient at independent learning, most of which will come through interacting with your classmates and team mates. But if you want help, just ask.

Time management

As is the case with all 15-point courses, the average student will need to spend approximately 150 hours in course-related learning activities. Of course, that number might be bigger or smaller depending on (a) the student's capabilities, (b) the efficacy of the student's approach to study, and (c) the specific grade the student seeks to achieve. In other words, an average student should be spending about 150 hours in learning-related activities to achieve a B-grade (i.e., as expected).

That translates to about 12 ½ hours per week of work relating to this course. Of that time, about three hours takes the form of team work in the classroom. The remaining 19 hours should be split between (a) completing the week's readings and (b) preparing your position on the case.

Teaching staff

Peter Smith

Office: Room 439, Level 4 of SOGG Building

Telephone: 09 923 7178

Email: p.smith@auckland.ac.nz

Office hours: Wednesdays from 13:30–14:30, or by appointment (during Semester 2).

Learning resources

The purchase of a license to use MikesBikes is compulsory and costs about \$70.

MikeBikes will issue you a login at the start of the course.

Readings related to the course are found on Canvas <http://canvas.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 information

Assessment task	Weight %	Group and/or individual	Submission
Summative Learning Journal	≈ 80%	Individual	Due Friday at 16:00, Week 12
Company performance (SHV)	≈ 20%	Group	On-line
Weekly learning journals (x10)	Each missed-submission: 10% penalty to final grade	Individual	Due Friday at 16:00, week 2–11
Weekly journal reviews (x20)	Each missed-review: 5% penalty to final grade	Individual	Two due each Monday at 16:00, week 3–12
Peer evaluation	Compulsory assignment.	Individual	16:00 Tuesday, week 12

Pass requirements

An overall grade of C- or better is required in order to pass this course. The peer evaluation is compulsory; it must be completed for you to pass the course.

Description of assessment tasks

Assessment task	Learning outcome assessed
Summative Learning Journal	All
Company performance (SHV)	1–5

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. The first time anyone emails your instructor with details of their favourite song, they will get a bonus

Academic integrity

The University of Auckland will not tolerate cheating or assisting others to cheat, and views cheating in coursework as a serious academic offence. The work that a student submits for grading must be the student's own work, reflecting his or her learning. Where work from other sources is used, it must be properly acknowledged and referenced. This requirement also applies to sources on the World Wide Web. A student's assessed work may be reviewed against electronic source material using computerised detection to provide an electronic version of their work for computerised review.

Lecture recordings

Because of the nature of this course, an exemption has been granted from compulsory (and automatic) lecture recordings.

Student feedback

Your feedback is valuable to us. We will use it to improve the course content and our facilitation of the course. Your informal feedback (given directly to me) and formal feedback (through the Staff Student Consultative Committee and through course evaluations) is used to improve the course.

In the event of an unexpected disruption

We undertake to maintain the continuity and standard of teaching and learning in all your courses throughout the year. If there are unexpected disruptions, the University has contingency plans to ensure that access to your course continues and your assessment is fair, and not compromised. Some adjustments may need to be made in emergencies; In the event of a disruption, the University and your course coordinators will make every effort to provide you with up to date information via Canvas and the University website.

Graduate profile for the BCom

The following six themes represent the capabilities that the Business School seeks to foster in all of its graduates. The development of these capabilities does not come all at once but rather is expected to build from year to year. Each course is not expected to contribute to all capabilities, but each course will have its own goals and learning outcomes that relate to the overall development of this profile.

Graduate Profile

Disciplinary knowledge and practice

Graduates will be able to demonstrate and apply a breadth of knowledge across disciplines, as well as specialist knowledge within one or more of them while recognising the relevance of this knowledge within a global context.

Critical thinking

Graduates will be able to analyse and critique theory and practice to develop well-reasoned arguments.

Solution seeking

Graduates will be able to identify and frame problems using analytical skills to create and evaluate innovative solutions.

Communication and engagement

Graduates will be able to collaborate and communicate effectively in diverse contexts using multiple formats.

Independence and integrity

Graduates will be able to respond professionally and ethically, demonstrating a capacity for independent thought and learning.

Social and environmental responsibility

Graduates will recognise the significance of the principles underpinning the Treaty of Waitangi and consider their obligations in relation to sustainability, whilst displaying constructive approaches to diversity.

Note that if you are enrolled in a conjoint degree, you should also engage with the Graduate Profile for your other degree programme.