



Victoria Management School

MMBA 547
MANAGEMENT SKILLS

Trimester 1 2005

COURSE OUTLINE

Contact Details

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Class Times and Room Numbers

Four one-day workshops: 26/2; 19/3; 30/4; 28/5
Saturdays 10-5pm
Room: tba

Course Objectives

The Master of Business Administration Programme serves to produce professional managers capable of fulfilling strategic roles within corporate and government enterprises. Integral to this capability is an understanding is the ability to operate effectively as a manager.

This course aims to provide students with a solid theoretical base upon which a practical framework for managing and succeeding in the workplace can be established. The purpose of this course is to extend and deepen your understandings of yourself and managing others. You will draw on course materials to reflect on your own experience as a practicing manager.

The course is taught from the perspective of 'organisational behaviour' - that is, a wide and varied range of frameworks for thinking about people in organisations. In brief, the course teaches a set of skills grounded in behavioural science theory and research that are essential for a successful career in management.

By the end of this course, you will have developed and deepened your understanding of management skills by:

1. Discussing current issues in organisational behaviour as they relate to managing yourself and others;

2. Relating these issues to your own practice through critical reflection;
3. Learning and applying behavioural guidelines for effective management; and
4. Developing your ability to learn by reflecting on your own practice.

Course Content

Workshop	Date	Topic
1	26/2/05	Self-awareness 1 - frameworks for understanding Self-awareness 2 - frameworks for practice
2	19/3/05	Self-management 1 – frameworks for understanding Self-management 2 – frameworks for practice
3	30/4/05	Social Awareness 1 - frameworks for understanding Social Awareness 2 - frameworks for practice
4	28/5/05	Relationship Management 1 - frameworks for understanding Relationship Management 2 - frameworks for practice

Readings

Carlopio, J, Andrewartha, G, & Armstrong, H (2005). *Developing Management Skills*. Prentice Hall: Frenchs Forest.

In addition there will be some supplementary readings on specific topics.

Assessment Requirements

- | | | |
|-----------------------------|-----|-------------|
| 1. Who am I? | 30% | due 9/3/05 |
| 2. Self-management exercise | 40% | due 30/4/05 |
| 3. Self-reflection Journal | 30% | due 6/6/05 |

Assignment 1: Who am I?

Due date: 19/3 - at the start of workshop 2

Length: 3000 words

Marks: 30%

Complete the self-assessment exercises from chapter 3 of Carlopio, Andrewartha and Armstrong (2005). It is important to remember that these profiles are for your own development and are just feedback on what you have learned to do already in your life, your strengths and what you might choose to develop in the future.

They are not a reflection on your ability or potential as a manager though they do provide some useful feedback on how you might make the most of the talents that you have.

Instructions for profile scoring can be found at the end of the reading and further development of the key concepts can be found in the chapter itself.

See the attached marking schedule for further guidelines.

Assignment 2: Self-management Exercise

Marks: 40%

Due date: 30/4/05 at the start of class

Length: 3500-4500

Self-management occurs when an individual consciously controls the learning process of acquiring new behaviour through the interplay of situational cues, consequences and cognitive processes.

For this assignment design and implement a behavioural self-management programme that supports your development as a manager. You may choose an area highlighted by assignment 1 or you may choose another area important to your development.

See the attached marking guideline for further detail.

Assignment 3: Self-reflection Journal

Marks: 30%

Due date: 6/6/05

Length: 3750-4500

Total entries: 14 (26/2-28/5)

The purpose of the journal is to help you to extend your learning and to make direct linkages between what is being covered in the course and your personal experiences and observations. It is intended that you complete this on a weekly basis.

For each week of the semester, write approximately a page (e.g. 250-300 words) about the most significant connections you were able to make between a theory, concept or idea that was covered in the readings or the lectures and an event or experience that you have had either recently or in the past.

You should comment on why the theory, concept or idea might be relevant and helpful (or not!) and what you might have done or might do differently in light of this newfound knowledge.

Reading Schedule For Journal Completion

Week	Reading/Activity
1 26/2/05	<p>Lecture Topic: Self-awareness</p> <ol style="list-style-type: none"> Ch 3 Developing Self-awareness Daudelin, M.W, (1998) Learning from Experience through reflection. <i>Organizational Dynamics</i>. Vol Dearborn, K (2002) Studies in emotional intelligence redefine our approach to leadership development. <i>Public Personnel Management</i>. Vo 31: 4, pp 523-530.
2	<ol style="list-style-type: none"> Ch 1 Evolving Management Lee, K.E. (1999) A change in the outlook for psychology in management. <i>Journal of Managerial Psychology</i>. Vol 14:7/8, pp 586-601. Howard, S. (2002). A spiritual perspective on learning in the workplace. <i>Journal of Managerial Psychology</i>. Vol 17:3, pp 230-242.
3	<ol style="list-style-type: none"> Ch 4 Managing Under Pressure Kreitner, R. & Kinicki, A (1992). <i>Organisational Behaviour</i>. McGraw-Hill (Ch 7 - Behavior Modification and Self-management).
4 19/3/05	<p>Lecture Topic: Self-management</p> <ol style="list-style-type: none"> Godwin, J.L., Neck, C.P., & Houghton, J.D., (1999). The impact of thought self-leadership on individual goal performance: A cognitive perspective. <i>Journal of Management Development</i>. Vol. 18 (2), 153-169. Johnson, C.M. et. al. (2001). <i>Handbook of Organisational Performance</i>. The Haworth Press. (Ch 15 -Social Learning Analysis of Behavioral Management - Waldersee, R & Luthans, F.)
5	Ch 5: Solving Problems Analytically and Creatively
6	Ch 2: Matching Skills
7	<ol style="list-style-type: none"> Ch 6: Communicating Supportively Ch 14: Conducting Interviews
8	Ch 9: Managing Conflict
9	Ch 7: Gaining Power and Influence
10 30/4/05	<p>Lecture Topic: Social Awareness</p> <p>Ch 10: Empowering and Delegating</p>
11	<ol style="list-style-type: none"> Ch 12: Managing Change Ch 11: Building Effective Teams
12	Ch 13: Making Oral and Written Presentations
13	<ol style="list-style-type: none"> Wales, S (2002) Why Coaching? <i>Journal of Change Management</i>. Vol 3: 3, pp Thach, E.C (2002) The impact of executive coaching and 360 feedback on leadership effectiveness. <i>Leadership and organizational Development Journal</i>. Vol 23:4. 205-213
14 28/5/05	<p>Lecture Topic Relationship Management</p> <ol style="list-style-type: none"> Laske, O.E, Maynes B (2002). Growing the top management team: supporting mental growth as a vehicle for organizational learning. <i>Journal of Management Development</i>. Vol 21: 9, pp 702-727

Penalties

In fairness to other students, work submitted after the deadline will be subject to a penalty of 5% of the total marks available per day of lateness. Assignments more than one week late will not be accepted. A “zero” mark will be applied. In the event of unusual, unforeseen circumstances (e.g., serious illness, family bereavement), students should discuss waiver of the penalty with the course controller prior to the deadline date.

Mandatory Course Requirements

In order to pass this course, students are required to submit all the assignments and obtain at least fifty percent of the overall course marks available.

Victoria MBA Grading Standards

- Victoria MBA - **Excellent** Category
A (80 – 85%) to A+ (above 85%): The quality is performed to a very high level of proficiency, i.e. it is at a standard that makes it exceptional at Master’s level.
- Victoria MBA - **Very Good** Category
B+ (70 – 74%) to A- (75 – 79%): The quality is performed at a high standard. Students have reached a level which clearly exceeds “competency”.
- Victoria MBA - **Good** Category
B- (60 – 64%) to B (65 – 69%): The quality is clearly demonstrated without being exceptional in any way. Students can be thought of as competent in respect of this
- Victoria MBA - **Satisfactory** Category
C (50 – 54%) to C+ (55 – 59%): The quality is demonstrated to a minimally acceptable level. There may be flaws but these are not serious enough to “fail” the student on this quality.
- Victoria MBA - **Unsatisfactory** Category E (0 – 39%) to D (40 – 49%): The quality is absent or performed to a very low level, or the performance is seriously flawed in this respect.

Please note that the MBA Board of Studies (End of Course Marks Meeting) reserves the right to adjust final grade distributions in order to achieve meaningful grading standards and equity in the application of evaluation standards across various MBA courses.

Individual Work

While the Victoria MBA programme has a tradition of study group collaboration, there are important elements in the assessment process that are strictly individual. Collaboration on individual assignments is not allowed beyond general discussion as to how one might interpret the nature of the assignment question. Please do not work together to formulate a response and do not loan out your completed assignments.

Communication of Additional Information

Additional information and information on any changes will be conveyed to students via class announcements and in written form on the university blackboard server for MMBA 547.

General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures.

Student Conduct and Staff Conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the website at: www.vuw.ac.nz/policy/StudentConduct.

The policy on Staff Conduct can be found on the VUW website at: www.vuw.ac.nz/policy/StaffConduct.

Academic Grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the MBA Programme Director, then the Head of School or the Associate Dean (Students) of your Faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievances Policy which is published on the VUW website: www.vuw.ac.nz/policy/AcademicGrievances.

Academic Integrity and Plagiarism

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is **prohibited** at Victoria.

The University defines plagiarism as follows:

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

'Someone else's work' means anything that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.

Plagiarism is not worth the risk.

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct (www.vuw.ac.nz/policy/studentconduct) and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- suspension from class or university
- cancellation of your mark for an assessment or a fail grade for the course.

Find out more about plagiarism and how to avoid it, on the University's website at: www.vuw.ac.nz/home/studying/plagiarism.html.

Students with Disabilities

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, then please contact the Course Coordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available. Disability Support Services are located on Level 1, Robert Stout Building, or phoning 463-6070, email: disability@vuw.ac.nz. The name of your School's Disability Liaison Person can be obtained from the Administrative Assistant or the School Prospectus.

Student Support

Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, please contact the relevant Course Co-ordinator, or Associate Dean who will either help you directly or put you in contact with someone who can.

The Student Services Group is also available to provide a variety of support and services. Find out more at www.vuw.ac.nz/st_services/ or email student-services@vuw.ac.nz.

VUWSA employs two Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building, phone 463 6983 or 463 6984, email education@vuwsa.org.nz.

STUDENT:

MARKER:

<i>Part 1: Profiles and interpretation</i>	Poor (1)	Fair (2)	Good (3)	Very good (4)	Excellent (5)
1. Presents a summary of the self-awareness score and its interpretation					
2. Presents a discussion of the values maturity score and its interpretation					
3. Presents a summary of the cognitive style score and its interpretation					
4. Presents a summary of the locus of control score and its interpretation					
5. Presents a summary of the tolerance of ambiguity score and its interpretation					
6. Presents a summary of the Firo-B scores and their interpretation					
<i>Part 2: Consideration of the implications</i>	Poor (1)	Fair (2)	Good (3)	Very good (4)	Excellent (5)
7. Considers what the exercises tell you about your operating style as a manager					
8. Considers the implications of this knowledge for taking effective action as a manager					
<i>Part 3: Overall impressions</i>	Poor (1)	Fair (2)	Good (3)	Very good (4)	Excellent (5)
9. Follows assignment presentation guidelines					
10. Synergy – the whole is greater than the parts					
Marks out of fifty					

COMMENTS

STUDENT:

MARKER:

Part 1: Programme Design	Poor (1)	Fair (2)	Good (3)	Very good (4)	Excellent (5)
1. Identifies a behavioural dilemma and the current behavioural chain (steps in the habit)					
2. Develops a baseline for the current frequency of the desired behaviour in this area. That is, how often you are behaving in the way you want at the moment					
	Poor (2)	Fair (4)	Good (6)	Very good (8)	Excellent (10)
3. Develops a design for managing situational cues					
4. Develops a design for managing the psychological self					
5. Develops a design for managing consequences (spanning the range of appropriate reinforcers)					
Part Two: Programme Implementation	Poor (3)	Fair (6)	Good (9)	Very good (12)	Excellent (15)
6. Creates a thorough record of the programme as you implemented it (daily record/journal) spanning insights, challenges you faced and problem solving attempts					
7. Develops a graphical summary of the overall results and an interpretation of their significance					
8. Develops a summary of the lessons you have learned and what you might do differently in the future					
Part 3: Overall impressions	Poor (1)	Fair (2)	Good (3)	Very good (4)	Excellent (5)
9. Follows assignment presentation guidelines					
10. Clarity of expression					
11. Synergy – the whole is greater than the parts					
Marks out of one hundred					

COMMENTS