



Victoria Management School

MGMT 101: Introduction to Management

Summer Trimester 2005

COURSE OUTLINE

Contact Details

Course Coordinator	Dr Eric Chong
Email	Eric.Chong@vuw.ac.nz
Telephone	04 463 6942

Tutorial Coordinator	Deborah Kelly
Email	Deborah.Kelly@vuw.ac.nz
Telephone	04 463 6968

Class Times and Room Numbers

Lectures Wednesdays and Fridays 10.00am - 12.50pm KKL301

Tutorials

Two-hour time slots will be scheduled from Tuesdays to Fridays commencing at 9am and ending at 5pm.

Details of the coverage of lectures and tutorials are in Annex G.

Tutorial Sign-up and Allocation Procedure

Sign up for MGMT101 tutorials will be done electronically through Blackboard. Please ensure that you have access to Blackboard once you have registered for the course.

Tutorial sign-up on Blackboard will begin at **2pm Friday 11th November** and finish at **4pm Tuesday 15th November**. Tutorial requests will **not** be taken by email or by phone. Confirmation of your tutorial group will be posted on Blackboard and on the Management notice board on the 2nd floor of the Murphy Building by **6pm Thursday 17th November**. All students must check these lists before going to the first tutorial. If you have serious concerns about the allocations please email Deborah Kelly (deborah.kelly@vuw.ac.nz). Once tutorial allocations have been made changes will only be made in exceptional circumstances

and students requesting a change of tutorial will need to provide documentary evidence of reasons for the requested change. **Please note that employment is not considered an exceptional circumstance.**

To sign up for your MGMT 101 tutorial you need to:

1. Log onto Blackboard by going to www.blackboard.vuw.ac.nz and click the **'login'** button. Insert your user name (i.e. your SCS user name) and password (i.e. your student I.D. number or SCS password if you have changed it from your student I.D.).
2. Once you have logged on, select the **'Courses'** button and click on MGMT101.
3. Select the **'Discussion Board'** button on the left hand side of the screen.
4. Click on **'Tutorial Sign-in'**, which will open a list of tutorial times. Click on the tutorial time of your choice. To register your name for this tutorial you must then click on the **'Reply'** button at the bottom of the page.
5. Place an 'x' in the **message** box which is below **subject** and click on **'submit'** at the bottom of the page. Your name should appear under the tutorial of your choice. **Please remember only 12 students per tutorial are accepted.** It is your responsibility to count the number of names under the tutorial to ensure there is space available before you add your name.
6. If you need to change your tutorial group, please remove your name from the initial tutorial you signed up for. To do this, follow steps 1-3. Select **'Tutorial Sign-up'** and double click on the tutorial time beside your name. Click the **'remove'** button, followed by **OK**. You can now choose a different tutorial time by following steps 4 and 5.

Tutorials start on the second week of the course. As there is a maximum of 12 students per tutorial class you are encouraged to sign up early. Placement into a tutorial will be strictly on a first-come-first-served basis. Confirmation of your tutorial group will be posted on Blackboard and on the Management notice board on the 2nd floor of the Murphy Building by **6pm Thursday 17th November**. All students must check these lists before going to the first tutorial. If you have any serious problems about the allocations please email Deborah Kelly (deborah.kelly@vuw.ac.nz).

Course Objectives

When you have completed this course you should be able to:

1. Describe the key concepts of effective managers and organisations;
2. Identify key management issues in business case studies;
3. Analyse a managerial issue and provide recommendations on a course of action;
4. Demonstrate the major components of strategic planning for a business case study;
5. Describe the critical steps a manager should take to introduce new ideas into a workplace and/or the marketplace;
6. Demonstrate the association between organizational structure and human resource deployment;
7. Manage small groups, applying the knowledge of managerial skills taught in the course, in a way that group objectives are met;
8. Explain how to manage cultural and gender diversity to the benefit of the staff and the organisation.

Course Content

This course covers a wide range of the basics of management and leads into issues expanded on in other courses offered by the Management Group. The course introduces the ideas of:

- managerial roles and functions
- theories of effective management
- managing in New Zealand and the Pacific Rim

- managing the relationship of the organisation to its environment - planning and strategy
- directing the organisation - setting objectives, structure and responsibilities
- decision making
- innovation, entrepreneurship and intrapreneurship
- managing groups
- industrial relations and human resource management
- current topics in management
- managing in an international environment

Readings

The prescribed text for the course is:

Management – A Pacific Rim Focus (enhanced edition) by Bartol, Tein, Matthews & Martin, McGraw-Hill © 2003. The textbook is available at the Victoria Book Centre.

Activities/Workload

Each week there are:

- Lectures providing theory and examples of its application. Students will need to have read the relevant chapters in the textbook, as the lectures will be building on this material not repeating it
- A two-hour tutorial in small groups
- Students can expect the workload to be approximately 10-15 hours per week outside class

Students are required to facilitate a tutorial session with colleagues. The tutorials are to help others increase their understanding and the ability to apply the subjects taught in the previous week and to develop case study analysis skills. The Thor Industries Inc. case study in the Open Road DVD, the relevant case studies from the textbook and issues discussed in the lectures will form the basis for each tutorial session. The tutor is available to help students develop creative ideas on how they can facilitate learning by the group. Students in past years have organised activities like role-plays, debates, games and discussion groups. It is important to ensure you facilitate and design a process to actively involve all members of your tutorial. Innovation is strongly encouraged but please ensure that your activities uphold normal standards of responsibility.

Assessment Requirements

Your performance will be evaluated on the basis of:

	Marks	Hand-in date	Return Dates
Contribution to tutorials	15%	-	Last tutorial
Your tutorial session design and write up	5%	In tutorial before the presentation	Last tutorial
Journal Part 1 (6 entries covered in four lectures before the year-end break. The first lecture is excluded).	10%	Thu 1 Dec (by 1pm)	First tutorial after the break
Journal Part 2 (9 entries covered in six lectures including the 27 Jan. lecture).	30%	Tue 31 Jan (by 1pm)	7 Feb.
Exam (exam period 13-18 Feb 2006)	<u>40%</u>		
	<u>100%</u>		

Contribution to Tutorials – 15%

The final mark will reflect the “**extent to which you helped the total group achieve the group’s objectives**”. This means that you will be evaluated on your contribution to the

tutorial group's analysis of the issues AND your assistance in the group discussion process AND your support for other members of the group.

The application of management involves taking charge of a group and providing excellent leadership. It is important that you can support others to think and take responsibility. The Management 101 tutorial process and assessment guidelines are designed to help you develop a deeper understanding of the managerial functions.

Students can take a number of roles to demonstrate their skills:

- Facilitate the total group including designing, managing and debriefing the exercise
- Facilitate small group discussions
- Contribute as a group member to the plenary and small group discussions
- Present back to the plenary the output from the small group discussions
- Participate in role plays, debates or other exercises designed by the facilitator
- Provide feedback to the facilitator
- Contribute ideas to the tutor or group on improving the process of the tutorials.

Evidence of skills as a facilitator include:

- Arrange introductions for everyone in the group if they don't all know each other
- Arrange the seating in the group to make sure that everyone can be seen and heard
- When arranging seating put the quieter members in a central location
- Make it clear exactly what is expected of the group
- Design a process for exploring an issue. Good designs are likely to be creative and innovative and require active participation from all members of the group
- Gain agreement from the group for the process
- Actively manage the process
- Manage time effectively
- Actively ensure that all ideas in the group are heard especially from the shy or quieter members and that noisy members do not dominate
- Arrange how the group will present its ideas
- Confidently take control of a group
- Do more listening and asking open-ended questions than presenting your ideas.

Evidence of skills as a group member include:

- Demonstrate you have read and understood the course material
- Actively contribute your ideas to the group
- Think before you speak
- Provide constructive disagreement for those ideas you do not support
- Actively use body language and eye contact to include all members of the group
- Use active listening skills when other members of the group are speaking
- Support the facilitator's role to manage the discussion
- Provide useful suggestions in a way that builds the confidence of the facilitator during debriefing.

Evidence of skills in presenting the output from the group includes:

- Clarity
- Accurately reflects the views of the group
- Keeps your audience interested – techniques would include good eye contact, a voice that can be heard, use of visual aids, good choice of words etc.
- Concise presentation of key ideas.

Tutors will assess you for your tutorial contribution and participation. However, your final mark will be where you progressed to through the term and not a comparison of your performance with others in your tutorial. It is as important for you to help others achieve. This will not undermine your performance but will contribute to your own achievement.

You are required to design, manage, facilitate and debrief a tutorial with others. Teamwork is important. The tutorial should be innovative and creative to help your colleagues understand some of the concepts in the previous week's lectures. It should also help students to develop critical evaluation skills from the case study. The tutor is available to help students to develop creative ideas on how they can facilitate learning by the group. Students in previous years have organised activities like role-plays, debates, marae-based meetings, games and discussion groups. It is important to ensure that you facilitate and design the process to actively involve all members of the class in the tutorial. Innovation is strongly encouraged but effective learning is the most important consideration. Please ensure that your activities uphold normal standards of responsibility. Messes are to be cleaned up!

The Contribution to Tutorial mark sheet is in Annex A.

Tutorial Design and Write Up – 5%

Write up the tutorial you ran under the following headings and hand it in to your tutor before you commence your presentation. All members of the group are required to sign and hand in this assignment and will get the same mark. The design and write up of your tutorial is marked out of 5%. The management, facilitation and debrief of your tutorial is part of the overall 15% mark for tutorial contribution.

Headings:

- Topic
- Purpose or aim
- Materials used
- Time required
- Activity description including debriefing process

Attach any written materials used for the activity.

The Tutorial Design and Write-up mark sheet is in Annex B.

Journal – 10% and 30%

The purpose of the journal is to help you to extend your learning and to make the direct linkages between what is being taught in class and your personal experiences and observations.

Buy an **8B5** exercise book from the Victoria Book Centre. Note the title of each lecture or segment (where the lecture covered two chapters in the text) and fill in a heading on the top of each page for each lecture/segment. Exclude the first lecture.

On the front side of the leaf, draw a mindmap of the key concepts that you gained from the lecture. With a different coloured pen, add at least two additional ideas on the topic from the textbook or other source that were not covered in the lecture. Where a lecture covers 2 chapters in the textbook, you are required to complete 2 mindmaps each accompanied by a journal entry.

The back of the page is for applying a piece of theory to an experience, observation, or something in the news. You will be marked on your ability to apply management theory to the real world. The word limit for each application is 400 words.

The mindmaps and additional ideas could be handwritten. But please remember that somebody is going to have to read your writing so make it as legible as possible. You may choose to handwrite the application and insights on the overleaf page or type it and paste it into the journal.

The journal is done in two parts. We will mark the first part out of 10 so you will have some feedback on how you are doing. There should be 6 entries – exclude the introductory lecture, write up 6 chapters, covered in 4 lectures, up to and including the lecture on Wednesday 30 Nov.

The second part will be marked out of 30. There should be 9 entries for the chapters delivered in 6 lectures from Jan 11 to 27. No entry is required for the last lecture on Feb 1.

NB: The journal is primarily an assessment piece, not a just a personal study device. This means that it should be used to demonstrate to someone else i.e. the marker, your depth of understanding of the course material.

The Journal mark sheet is in Annex C.

Submission of assignments

All submitted assignments must have a completed cover sheet. The cover sheet from group assignments is in Annex D and for individual assignments is in Annex E.

Penalties

Late assignments without an approved extension, will incur a penalty of 2 marks available for that piece of work for each 24-hour period (one day). When calculating the late penalty Saturdays, Sundays and public holidays will be included when counting the number of days that an assignment is late. Assignments received more than 7 days after the deadline without a good reason will not be accepted and the student will automatically fail terms. Where a word limit applies, marks will be awarded up to the word limit.

Process for Gaining an Extension

Write two copies of a note requesting an extension:

NAME: Jo Bloggs
STUDENT ID: 300001234
ASSIGNMENT: Journal (Part 1)
EXTENSION: Please may I have an extension for xxx reasons
AGREED DATE:
SIGNED

Students who are unable to comply with any of the mandatory requirements should make a written application for an extension to the due date for submission of assigned work or for waiver of a penalty, in advance, to the Tutorial Coordinator, Deborah Kelly, providing documentary evidence of the reasons of their circumstances. All such applications must be made before the deadline and be accompanied by documentary evidence, e.g. a medical certificate, or counsellor's report that indicates the degree of impairment, and for how long the student has been impaired. Please be sure to ask at the time of consultation for the degree of impairment to be stated in any certificate you provide to support your case. Deborah will agree with you on the hand-in time and will sign both copies. One copy will be kept and you

need to attach the other copy to your assignment when it is handed in. If you are unable to hand in the note you may email it to Deborah.Kelly@vuw.ac.nz and if satisfied she will email a return note agreeing on a date to hand it in. Print this note out and attach it to your assignment. If you send in an email the onus is on you to ensure the request gets through on time and that a reply is received before the deadline. The course outlines provide a signal to students of forthcoming workload, dates of submission etc, and thus student study plans should take account of course requirements across all courses. Consequently, workload issues related to other courses and employment will not be accepted as reason for dispensation from mandatory requirements or waiver of penalties.

Policy on Remarking

Every attempt is made to ensure that the marking is consistent across tutors and fair to students. Marking guidelines are provided to tutors. Tutors independently mark a sample of the same assignment. The marks and comments are compared. All the tutors then discuss the marking with the Course Coordinator ensure their assessment and grades are compatible. Tutors then complete their marking. The marking is evaluated and, if necessary, the marks are moderated before the assignments are handed back to students.

Students may ask for their scripts to be remarked. A different tutor will do the remarking and provide comments. The original marking sheet is removed to ensure the process is independent. If the mark differs by 10% or less the two marks are averaged. If it exceeds 10% then it is independently marked by a third marker and the average of the two closest marks is taken. Experience from previous years is that almost all remarks are within 10% and where there is a change in mark, half the assignments go up and half go down. Occasionally there is a significant shift in the mark.

Application for remarks must be made within 7 days after the marks are available. To apply for a remark, complete the request for re-examination of assessed work form (Annex F) stating which sections (criteria listed in the mark sheet) you wish re-examined. Write on why you think the mark does not, in your view, fairly reflect the quality of your work. Hand this with your assignment to Deborah Kelly. Allow for up to two weeks for remarks to be completed.

Final Examination – 40%

There will be a 40% examination. This examination is designed to test your ability to think and apply management principles. It will be two hours long and will require you to analyse a case study. The examination will be held between 13 – 18 Feb 2006.

Mandatory Course Requirements

To gain terms you must:

1. Attend at least five out of the six scheduled tutorial sessions
2. Submit all journal assignments
3. Hand in the write up of the tutorial session that you designed and facilitated
4. Sit for the final exam and score no less than 20% (8 marks) of the allocated marks for the exam

To pass the course you must achieve a 50% mark overall and meet ALL the above mandatory requirements.

Communication

As you will learn from MGMT papers, good communication is crucial to the success of any organisation, especially classes. Communication in this course will be conducted in face-to-

face mode in the lectures, workshops and tutorials as well in on-line mode through the **Blackboard** system.

With respect to individual student questions and concerns, given the number of students involved in this course, it would be greatly appreciated if students could observe the following etiquette. Individual questions and concerns about academic matters can be addressed in tutorial sessions or by contacting your tutor. Please do not hesitate to raise an issue, as it may be a common student concern. Tutors will either respond immediately, or seek clarification and then respond. If concerns remain, then the course co-ordinator should be contacted.

Students wishing to contact staff by email should adhere to the following instructions: Include the **Course Code**, your **Name**, your **Student ID** and the **Topic** in the subject area of the email, eg

MGMT101_Smith_Pauline_3000223344_Ass1 Query

All students must use their VUW SCS email account and ID. Otherwise, email will be classified as Spam and will be dumped without being read. All emails with attachments will be dumped, unless requested by staff.

Communication of Additional Information

Information on course-related matters will be announced at class and posted on the **Blackboard** website at <http://blackboard.vuw.ac.nz/>. It will be crucial for you to regularly check Blackboard for messages, announcements and materials.

Faculty of Commerce and Administration Offices

Railway West Wing (RWW) - FCA Student Administration Office

The Student Administration Office is located on the ground and first floors of the Railway West Wing. The ground floor counter is the first point of contact for general enquiries and FCA forms. Student Administration Advisers are available to discuss course status and give further advice about FCA qualifications.

Easterfield (EA) - FCA/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce & Administration and Law is situated in the Easterfield Building - it includes the ground floor reception desk (EA005) and offices 125a to 131 (Level 1).

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 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.

Maori and Pacific Mentoring programme (Manaaki Pihipihinga)

This is a free programme of mentoring for Maori and Pacific students doing first year courses within the Faculty of Commerce and Administration. Weekly one hour mentoring sessions: drafting and editing assignments/discussing any questions that you might have from tutorials or lectures and going over every aspect of essay writing, either in small group sessions or on a one-to-one basis.

This includes:

- A computer suite hooked up to cyber commons for students to use to produce their assignments.
- Regular skill-based workshops with a learning adviser from Student Learning Support Services.
- Networking with other Maori and Pacific support groups throughout the university.

For more information please contact:

Melissa Dunlop, Programme Coordinator

Ph: 463 6015 or Email: Maori-Pacific-Mentoring@vuw.ac.nz

MANAGEMENT 101 – CONTRIBUTION TO TUTORIALS MARK SHEET

STUDENT'S NAME:

MARK: /15

MARKER'S NAME:

FACILITATION

Thorough preparation for the session	10 ←———— 5 —————→ 0	No evidence of preparation for the session
Enables all group members to fully participate	10 ←———— 5 —————→ 0	Participation absent
Actively and effectively manages the group	10 ←———— 5 —————→ 0	Inactive and/or ineffective group management

PRESENTATION

Clear & concise expression of key ideas	10 ←———— 5 —————→ 0	Rambles on incoherently
Captures audience attention	10 ←———— 5 —————→ 0	Loses audience attention
Reflects the group's view	10 ←———— 5 —————→ 0	Misinterprets the group's view

PARTICIPATION

Understands key issues in the case/chapter(s)	10 ←———— 5 —————→ 0	Has not read the case/chapter(s)
Contributes useful ideas to the group	10 ←———— 5 —————→ 0	Keeps quiet or lacks thoughtful contribution
Builds on the ideas of others	10 ←———— 5 —————→ 0	Dominates and prevents others from contributing
Supports the facilitator	10 ←———— 5 —————→ 0	Undermines the facilitator

GENERAL COMMENTS:*(provide evidence to justify assessment)*

CONCLUSION - "How much does the contribution add value to learning within the group?"

Brilliantly well	Well	OK	Not very well	Poorly
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**MANAGEMENT 101 – WRITE UP OF TUTORIAL SESSION DESIGN
MARK SHEET**

STUDENT'S NAME:

MARK: /5

MARKER'S NAME:

LEARNING OBJECTIVES

Relates to key case study issues	10 ←———— 5 —————→ 0	Does not relate to any case study issue
Learning outcomes clearly written	10 ←———— 5 —————→ 0	No learning outcomes

CONTENT

Logically sequenced	10 ←———— 5 —————→ 0	No clear trend of thought
Focuses on level of student's understanding	10 ←———— 5 —————→ 0	No consideration of student's understanding
Management principles fully covered	10 ←———— 5 —————→ 0	Management principles not covered

LEARNING PROCESSES/ACTIVITIES

Clearly written instructions	10 ←———— 5 —————→ 0	Unclear instructions
Activities designed to provide insights and learning	10 ←———— 5 —————→ 0	No learning and insights from planned activities
Creative and innovative processes	10 ←———— 5 —————→ 0	Mundane

ASSESSMENT OF LEARNING

Clear debriefing process	10 ←———— 5 —————→ 0	Debrief process absent
Key learning points summarised	10 ←———— 5 —————→ 0	No summary

GENERAL COMMENTS:*(provide evidence to justify assessment)*

CONCLUSION - "How valuable would this design be for a stranger to run an exciting and educational management workshop?"

Very valuable	Valuable	OK	Not very valuable	Useless
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MANAGEMENT 101 - JOURNAL MARK SHEET

STUDENT'S NAME:

PART 1/2 MARK: /10/30

MARKER'S NAME:

CAPTURING THE KEY CONCEPTS:

Mind maps for all chapters covered in lectures	10 ←———— 5 —————→ 0	Chapter covered in lectures not mind mapped
Mind maps demonstrates understanding	10 ←———— 5 —————→ 0	Mind maps do not demonstrate understanding

DEMONSTRATING FAMILIARITY WITH RELEVANT THEORIES:

Management theories cited	10 ←———— 5 —————→ 0	Management theories absent
Evidence of understanding theories	10 ←———— 5 —————→ 0	Theories reproduced without understanding

ADDING VALUE TO THE MANAGEMENT CONCEPTS AND THEORIES:

Additional material for each entry	10 ←———— 5 —————→ 0	Additional material absent
Material adds value to the entry	10 ←———— 5 —————→ 0	Material does not add value
Application of concepts to work situations	10 ←———— 5 —————→ 0	Absence of application
Application provides insights to management principles	10 ←———— 5 —————→ 0	No link between application and management principles

PRESENTING INFORMATION AND IDEAS EFFECTIVELY:

Logical presentation of information and ideas	10 ←———— 5 —————→ 0	Random presentation of information and ideas
Holds reader's attention	10 ←———— 5 —————→ 0	Loses reader's attention

GENERAL COMMENTS: _____

CONCLUSION - "How well does your journal demonstrate your ability to learn, research, apply and present management theory?"

_____ |
 Very well Well OK Not very well Not at all

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Victoria Management School

MGMT101

Tutorial Session Design and Write Up Cover Sheet

Name	Student Id Number	Signature

Tutor's Name: _____

Tutorial Number: _____

Tutorial Day: _____

Tutorial Time: _____

Date Due: _____

Date Submitted: _____

Extension of the due date (*if applicable*)

Please attach a copy of the note authorising your extension.

Date extension applied for: _____

Extension granted until: _____

Extension granted by: _____

Submit the Tutorial Write-Up to your tutor

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Victoria Management School
MGMT101 Assignment Cover Sheet

Name: _____ Student ID: _____

Assignment	✓
Journal Part 1	
Journal Part 2	

Tutor's Name: _____ Tutorial Number: _____

Tutorial Day : _____ Tutorial Time: _____

Date Due: _____ Date Submitted: _____

*I have read and understood the university policy on Academic Integrity and Plagiarism.
 I declare this assignment is free from plagiarism.*

Signed: _____

Extension of the due date (if applicable)
 Please attach a copy of the note authorising your extension.
 Date extension applied for: _____
 Extension granted until: _____
 Extension granted by: _____

Submit to the
Second Floor of the Murphy Building
 to the box labelled with MGMT101 and your Tutor's Name and Tutorial Time

VICTORIA UNIVERSITY OF WELLINGTON
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MGMT 101

Request for re-examination of assessed work.

	Assessment affected <i>e.g. case, essay, end-term</i>	
Student ID	Name <i>As it appears in your enrolment</i>	Tutorial No.
Contact Details	<u>Phone</u> _____ <u>Email</u> _____	

Specify which section (criteria specified in the mark sheet) you wish to be re-examined

Note: requests to re-examine “all” criteria will not be considered.

Clearly state why you believe each of these sections should be re-examined:

Note: “I think it is worth more,” is insufficient.

In requesting a re-examination of my submitted work, I understand that the result may be an increase OR decrease in the mark obtained.

.....
 Signature

.....
 Date

MGMT 101 – 2005-2006 Summer Trimester schedule

Lecture Date	Day	Chap	Topic	Lecturer	Tutorials
Nov-11	Fri	1	What is Management?	E Chong	Tutorial begins in the week commencing 21 Nov.
Nov-16	Wed	2	History of Mgmt Theory	E Chong	
Nov-23	Wed	3, 4	Environment/Ethics	E Chong	Tutorial organisation, journal preparation, course outline & sample presentation
Nov-25	Fri	5, 6	Decision Making, Goals & Plans	E Chong	
Nov-30	Wed	11	Human Resources	E Chong	Cases: Hello Kitty - Hello madness (pg 119) & Decision making at ChocCo (pg 155)
Year-end Break					
Jan-11	Wed	7	Strategic Management	B Jackson	Cases: Not in the plans (pg 179) & HiTech personnel (pg 346)
Jan-13	Fri	8	Innovation	B Jackson	
Jan-18	Wed	9, 10	Structure Design	B Jackson	Cases: The Pavlova Kitchen (pg 220) & The sky's no limit (pg 260)
Jan-20	Fri	12	Motivation	B Jackson	
Jan-25	Wed	13, 14	Leadership, Communication	B Jackson	Cases: Franchising: A structure for success (pg 269) & Performance and bonus systems (pg 391)
Jan-27	Fri	15, 16	Managing Groups, Organisational Control	B Jackson	
Feb-1	Wed	18	International Management & Exam Preparation	E Chong	Feedback on assignments & exam preparation