

VICTORIA MANAGEMENT SCHOOL  
**MMBA 547 MANAGEMENT SKILLS**

Trimester 1 2006

**COURSE OUTLINE**

**Contact Details**

Geoff Summers MBA(Dstn.) MBS(Dstn.)  
Email: [geoffs@strategicpay.co.nz](mailto:geoffs@strategicpay.co.nz)  
Telephone: Hm: (04) 477 3970  
Wk (DDI): (04) 473 2415  
Mobile: (027) 4455000

**Class Times and Room Numbers**

Four one-day workshops: 18 March; 1 April; 29 April; 20 May  
Saturdays 10 a.m. – 5 p.m.  
Room: RHLT3

**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

<i>Workshop</i>	<i>Date</i>	<i>Topic</i>
<b>1</b>	18/03/06	Self-awareness 1 - frameworks for understanding Self-awareness 2 - frameworks for practice
<b>2</b>	01/04/06	Self-management 1 – frameworks for understanding Self-management 2 – frameworks for practice
<b>3</b>	29/04/06	Social Awareness 1 - frameworks for understanding Social Awareness 2 - frameworks for practice
<b>4</b>	20/05/06	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.

Daudelin, M.W. (1998) Learning from Experience through reflection. *Organizational Dynamic*.

Dearborn, K. (2002) Studies in emotional intelligence redefine our approach to leadership development. *Public Personnel Management*. Vo 31: 4, pp 523-530.

Lee, K.E. (1999) A change in the outlook for psychology in management. *Journal of Managerial Psychology*. Vol 14:7/8, pp 586-601.

Howard, S. (2002). A spiritual perspective on learning in the workplace. *Journal of Managerial Psychology*. Vol 17:3, pp 230-242.

Stein, S.J. and Book, H.E. (2000). *The EQ Edge: emotional intelligence and your success*. Multi-Health Systems: Toronto. Chapter 2.

Laske, O.E. and Maynes, B. (2002). Growing the top management team: supporting mental growth as a vehicle for organizational learning. *Journal of Management Development*. Vol 21: 9, pp 702-727

## Assessment Requirements

- |   |     |  |
|---|-----|--|
| 1. Who am I?  | 30% | due 01 April 2006  |
| 2. Managing own emotions at work by empathising with others | 40% | due 29 April 2006  |
| 3. Self-reflection Journal                                  | 30% | due fortnightly:<br>Monday 03 April 2006<br>" 17 April 2006<br>" 01 May 2006<br>" 15 May 2006<br>" 29 May 2006 |

### Assignment 1: Who am I?

Due date: 01 April 2006 - 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: Managing own emotions at work by empathising with others.

Marks: 40%

Due date: 29 April 2006 at the start of workshop 3

Length: 3500-4500

Two important aspects of appropriately managing yourself involve the ability to understand why you develop strong emotional responses to situations and to be able to empathise with the point of view of those with whom you interact. With that knowledge, you can learn how to prevent your own unhelpful emotions from creating unnecessary conflict with those others whilst still achieving your, and the other's, objectives.

For this assignment review the supplementary reading: Stein and Book (2000). You are to document a real situation that you have experienced that involved you having either: a strong disagreement with a work colleague, superior or subordinate; or a situation where one of those people failed to do what you expected of them. You should choose a significant event that caused you to have a very strong emotive response in order to gain the maximum learning from this assignment (note that the example given in the reading is a less significant event than should be used for this assignment). The assignment is to be documented in accordance with the model in Table 1 of the reading – the ABCDE model (p.38). Do not put your analysis in a table format, use paragraphs under each heading.

Fully document the “Activating event”, the “Consequences” and the “Beliefs” as you feel about them thinking back to the event. Then conduct the required analysis and document how you “debate, dispute and discard” your beliefs in relation to the outcome of the analysis.

Finally, document the specific actions that you now going to take to ensure that future situations involving disagreements and misunderstandings between yourself and others in the workplace are dealt with in a manner that will enable you to empathise with the other's view when deciding your own appropriate actions. Detail an action plan to implement these decisions. See the attached marking guideline for further detail.

Assignment 3: Self-reflection Journal

Marks: 30%

Due dates: 03 April; 17 April; 01 May; 5 May; 29 May.

Length: 2500 - 3000

Total entries: 10 (18/3-29/5)

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 and submit the journal on a fortnightly basis. The two journals submitted by 03 April must cover the two weeks from 18 March to 01 April; the next must cover 02 April to 15 April etc.

For each week of the course, 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 workshops 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. See the attached marking guideline for further detail.

### **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 are as follows:

#### Excellent Category

A- (75 – 79%) to A (80 – 85%) to A+ (above 85%): The learning is demonstrated to a very high level of proficiency, i.e. it is at a standard that makes it exceptional at Master’s level.

#### Very Good Category

B+ (70 – 74%): The learning is demonstrated at a high standard. Students have reached a level that clearly exceeds “competency”.

#### Good Category

B (65 – 69%): The learning is clearly demonstrated without being exceptional in any way. Students can be thought of as fully competent.

#### Satisfactory Category

B- (60 – 64%): The learning is demonstrated without being exceptional in any way. Students can be thought of as competent.

#### Marginal Category

C (50 – 54%) to C+ (55 – 59%): The learning is demonstrated to a minimally acceptable level. There may be flaws but these are not serious enough to “fail” the student.

#### Unsatisfactory / Failure Category

E (0 – 39%) to D (40 – 49%): The learning is absent or performed to a very low level, or the performance is seriously flawed.

### **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.

### Referencing

There are many different styles of referencing and the Faculty of Commerce & Administration at VUW has decided to make APA (American Psychological Association) referencing style the common standard across the Faculty. The Commerce and Central Libraries hold the APA Style Guide. You can also access the information from the online VUW library site (<http://www.vuw.ac.nz/library/resources/virtualref.shtml#style>).

### 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.

### Lecture Schedule and Reading Requirements – MMBA 547

<i>Week</i>	<b>Reading/Activity</b>
<b>1</b> <i>11/3/06</i> <b>to</b> <i>18/3/06</i>	<b>18 March 2006 - Lecture Topic: Self-awareness</b> 1. Carlopio, Andrewartha & Armstrong (2005) Ch 3 Developing Self-awareness 2. Daudelin (1998) 3. Dearborn (2002)
<b>2</b> <i>19/3/06</i> <b>to</b> <i>25/3/06</i>	1. Carlopio, Andrewartha & Armstrong (2005) Ch 1 Evolving Management 2. Lee (1999) 3. Howard (2002)
<b>3</b> <i>26/3/06</i> <b>to</b> <i>1/4/06</i>	<b>1 April 2006 - Lecture Topic: Self-management</b> 1. Carlopio, Andrewartha & Armstrong (2005) Ch 4 Managing Under Pressure 2. Stein & Book (2000)
<b>4</b> <i>2/4/06</i> <b>to</b> <i>8/4/06</i>	1. Carlopio, Andrewartha & Armstrong (2005) Ch 5: Solving Problems Analytically and Creatively 2. Carlopio, Andrewartha & Armstrong (2005). Ch 2: Matching Skills
<b>5</b> <i>9/4/06</i> <b>to</b> <i>15/4/06</i>	1. Carlopio, Andrewartha & Armstrong (2005) Ch 6: Communicating Supportively 2. Carlopio, Andrewartha & Armstrong (2005) Ch 14: Conducting Interviews
<b>6</b> <i>16/4/06</i> <b>to</b> <i>22/4/06</i>	1. Carlopio, Andrewartha & Armstrong (2005) Ch 9: Managing Conflict 2. Carlopio, Andrewartha & Armstrong (2005) Ch 7: Gaining Power and Influence
<b>7</b> <i>23/4/06</i> <b>to</b> <i>29/4/06</i>	<b>29 April 2006 - Lecture Topic: Social Awareness</b> 1. Carlopio, Andrewartha & Armstrong (2005) Ch 10: Empowering and Delegating

<b>8</b> <b>30/4/06</b> <b>to</b> <b>6/5/06</b>	1. Carlopio, Andrewartha & Armstrong (2005) Ch 12: Managing Change 2. Carlopio, Andrewartha & Armstrong (2005) Ch 11: Building Effective Team
<b>9</b> <b>7/5/06</b> <b>to</b> <b>13/5/06</b>	1. Carlopio, Andrewartha & Armstrong (2005) Ch 13: Making Oral and Written Presentations
<b>10</b> <b>14/5/06</b> <b>to</b> <b>20/5/06</b>	<b>20 May 2006- Lecture Topic Relationship Management</b> 1. Laske and Maynes (2002).

### **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. To check for opening hours call the office on (04) 463 5376.

#### 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). The office is available for the following:

- Duty tutors for student contact and advice.
- Information concerning administrative and academic matters.
- FCA Student Administration forms (e.g. application for academic transcripts, requests for degree audit, COP requests).
- Examinations-related information during the examination period.

Check with the Student Administration Office for opening times (04) 463 5376.

### **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](http://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](http://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](http://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](http://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](http://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](mailto: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/](http://www.vuw.ac.nz/st_services/) or email [student-services@vuw.ac.nz](mailto: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](mailto:education@vuwsa.org.nz).

### **Manaaki Pihipihinga Maori and Pacific Mentoring programme (Faculties of Humanities and Social sciences and Commerce and Administration).**

- **What:** Academic Mentoring for Maori and Pacific students studying at all levels in the above faculties. Weekly sessions for an hour with a mentor to go over assignments and any questions from tutorials or lectures. Registered students can use the faculty's study rooms and computer suite at any time at Kelburn and Pipitea.
- Mature student and Post grad network

If you would like to register as a mentor or mentee please contact the coordinator.

#### **Where:**

Melissa Dunlop

Programme Coordinator

Room 109 D

14 Kelburn Parade: back courtyard

Ph: (04) 463 6015

Email: [Maori-Pacific-Mentoring@vuw.ac.nz](mailto:Maori-Pacific-Mentoring@vuw.ac.nz)

Please Note: A mentoring room will also be running at Pipitea Campus starting January.

Please contact the Programme Coordinator for details.



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					
9. Documents an effective action plan to inculcate this learning into your daily work life in the future.					
<i>Part 3: Overall impressions</i>	Poor (1)	Fair (2)	Good (3)	Very good (4)	Excellent (5)
10. Follows assignment presentation guidelines					
11. Clarity of expression					
12. Synergy – the whole is greater than the parts					
Marks out of Sixty					

COMMENTS

STUDENT:

MARKER:

<i>Part 1: Documenting the event</i>	Poor (1)	Fair (2)	Good (3)	Very good (4)	Excellent (5)
1. Clearly documents the event and its consequences from your own perspective.					
2. Identifies a number of different personal beliefs that created the consequences from the event.					
<i>Part 2: Empathising with the other</i>	Poor (1)	Fair (2)	Good (3)	Very good (4)	Excellent (5)
3. Clearly identifies differences between yourself and other that are likely to have created different beliefs in the other's mind about the same situation.					
4. Identifies how you sought to leave your own emotions out of the analysis of the other's actions in order to see, hear and feel what they would have seen, heard and felt in the situation.					
5. Identifies things that were said, body language during and since the event, that provide clues to the thinking and therefore beliefs of the other; asks and answers the questions on pages 41 And 42 of Stein and Book (2000).					
6. Identifies from that analysis the possible/probable beliefs that caused the other to be part of the disagreement, action or inaction that was the activating event.					
<i>Part 3: Lessons learnt</i>	Poor (1)	Fair (2)	Good (3)	Very good (4)	Excellent (5)
7. Identifies how you set out to dispassionately analyse the information before you in regard to both your beliefs and those of the other.					
8. Uses a combination of own beliefs and identified other's beliefs to fully debate the issues raised by the analysis of the different belief systems.,					
9. Openly disputes own beliefs and discards (with good reason) those that are not valid.					
10. Documents the beliefs that exist following that process, including any new beliefs and any existing beliefs that have been reinforced or altered.					

<i>Part 4: Future actions</i>	Poor (1)	Fair (2)	Good (3)	Very good (4)	Excellent (5)
<b>11. Discusses what you now know about beliefs and how they drive your actions, and what that means for you in the future as a manager.</b>					
<b>12. Develops a summary of what you will do differently in the future.</b>					
<b>13. Documents an effective action plan to inculcate this learning into your daily work life.</b>					
<i>Part 5: Overall impressions</i>	Poor (1)	Fair (2)	Good (3)	Very good (4)	Excellent (5)
<b>14. Follows assignment presentation guidelines</b>					
<b>15. Clarity of expression</b>					
<b>16. Synergy – the whole is greater than the parts</b>					
Marks out of Eighty					

**COMMENTS**

STUDENT:

MARKER:

<i>Part 1: In each week's journal:</i>	Poor (1)	Fair (2)	Good (3)	Very good (4)	Excellent (5)
1. Identifies and explains at least one significant theory, concept or idea from the course.					
2. Identifies and outlines a significant event or experience for which the theory, concept or idea is relevant.					
3. Clearly explains the connection and relevance between the event or experience and the theory, concept or idea.					
4. Comments on why the theory, concept or idea is helpful (or not) in relation to the event or experience.					
5. Outlines what different actions, if any, you would take in light of this new knowledge.					
<i>Part 2: Overall impressions</i>	Poor (½)	Fair (1)	Good (1½)	Very good (2)	Excellent (2½)
6. Follows assignment presentation guidelines					
7. Synergy – the whole is greater than the parts					
Marks out of Thirty					

COMMENTS