

VICTORIA UNIVERSITY OF WELLINGTON  
*Te Whare Wānanga o te Ūpoko o te Ika a Māui*



VICTORIA MANAGEMENT SCHOOL

**MGMT 101: Introduction to Management**

Summer Trimester 2006

**COURSE OUTLINE**

**CONTACT DETAILS**

<b>Course Coordinator/Lecturer</b>	<b>Dr Eric Chong</b>
<b>Email</b>	Eric.Chong@vuw.ac.nz
<b>Telephone</b>	04 463 6942
<b>Lecturer</b>	<b>Dr Janet Warren</b>
<b>Email</b>	<a href="mailto:Janet.Warren@vuw.ac.nz">Janet.Warren@vuw.ac.nz</a>
<b>Tutorial Coordinator</b>	<b>Garry Tansley</b>
<b>Email</b>	Garry.Tansley@vuw.ac.nz
<b>Telephone</b>	04 463 6968

**CLASS TIMES AND ROOM NUMBER**

**Lectures**      Tuesdays and Thursdays 10.00am – 12.50pm      Maclaurin LT101

(It is due to maintenance work that the lecture on 16 November 2006 will be held in KKL 301)

**EXAMINATION**

This course has a 2-hour final examination. The examination period will be from 12 – 18 February 2007.

**TUTORIALS**

Two-hour time slots will be scheduled from Tuesdays to Thursdays. There will be six tutorials. In the week commencing 15 January there will be management simulation in place of the fourth tutorial. The simulation will last a week and will end in the week commencing 22 January during the time allocated for the fifth tutorial. Details of the lectures and tutorials are in Annex H.

## Tutorial Signup Instructions

### *Requirements to use this programme:*

- You must be enrolled in the course whose tutorial you want to sign up for; and
- You will need your SCS username and password.

You will only be allowed to enrol in **ONE** tutorial session. You must always attend the tutorial sessions that you have signed up for. If you attend a different session, your attendance **will not** be recorded.

### *Instructions*

Go to the signup website at: <https://signups.vuw.ac.nz>

1. Enter your SCS username and password to log into the system.
2. The “Signup Home” page opens. It displays all courses you are enrolled for and that use the new signup system. Click on MGMT 101.
3. MGMT 101 course page opens. It will show the course contact, brief detail of the signup requirements including last date to enrol, and the schedule of tutorials. A “key” is provided at the bottom of the page that explains all buttons and what they do.
4. The schedule of tutorials includes the day/time, location, maximum group size, and spaces left in the tutorial session.
5. If there are spaces left in a particular session, you will see the “ENROL” button next to it. You can click this button to enrol yourself into that tutorial session.
6. If there are NO more spaces left in a particular session, you will see the “JOIN WAITLIST” button. You can click this button to join the waitlist for that tutorial session. You will be removed from any other waitlist you may have joined earlier. If somebody withdraws from this session, you will automatically be moved up the waitlist or enrolled into the session. An email will be sent to you if you’re enrolled into the session from a waitlist.
7. You can only “JOIN WAITLIST” if you have already enrolled in one of the other available sessions. In other words, “ENROL” in one session and then you can choose to join the waitlist for one (1) other preferred session.
8. You can choose to “WITHDRAW” from a session you are already enrolled in as long as you are NOT ON a waitlist. You can also choose to “CANCEL WAITLIST” to remove yourself from a particular waitlist.
9. A “FULL” button indicates all seats and waitlists are full for that tutorial session. You must choose another.
10. More details on the various buttons in available in the “Key” section at the bottom of the signup page.
11. You can only “ENROL” in ONE tutorial session and “JOIN ONE (1) WAITLIST” for other tutorial sessions.
12. You can login and signup (or change your signup) anytime between 12 noon Tuesday 14<sup>th</sup> November 2006 and the last date: midnight Thursday 16<sup>th</sup> November 2006. You will NOT be able to signup or change your choice after the last date - midnight Thursday 16<sup>th</sup> November 2006.
13. You can view/confirm details of the sessions that you are enrolled and waitlisted for by clicking on “My Signups” on the left hand menu.
14. Click on “Support” on the left hand menu if you are having problems.

This online signup system is available round the clock over the internet. Please make use of it to sign up for MGMT 101 tutorial before midnight, Thursday 16<sup>th</sup> November 2006. Any requests after this date will need to be manually handled by the Tutorial Coordinator and you will need to submit a written application stating the reason why you were not able to sign up on time using the online system, along with other relevant documentation such as a medical certificate etc. Please note that the tutorial coordinator will only put you into a particular tutorial session in exceptional circumstances and there is NO GUARANTEE that you will get your requested tutorial time.

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 Friday 17<sup>th</sup> November**. If you have any serious problems about the allocations see Garry Tansley at the Easterfield office (entry through EA005 - reception counter)

## **COURSE OBJECTIVES**

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

1. Describe the key concepts of effective management in organisations;
2. Identify key management issues in business case studies;
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 human 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:

- the development of contemporary management practices,
- industrial relations and human resource management,
- making decisions and managing operations in organisations,
- managing the relationship of the organisation to its environment - planning and strategy,
- directing the organisation - setting objectives, structure and responsibilities,
- innovation, entrepreneurship and intrapreneurship,
- managing and leading groups,
- managing cross-culturally and in an international environment.

## **READINGS**

The prescribed text for the course is:

Management – 2<sup>nd</sup> Asia-Pacific Edition by Campling, Poole, Wiesner & Schermerhorn, Wiley © 2006. The textbook is available at the Victoria Book Centre and comes with an Operations Management supplement.

## **ACTIVITIES/EXPECTED 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 hours per week outside class

## GROUP WORK

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 case studies in the relevant chapters 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 you facilitate and design a process which actively involves all members of your tutorial. While innovation is strongly encouraged please ensure your activities uphold normal standards of responsibility. The preparation of this group work should not take more than two hours per person outside class. Students are assessed on their individual performance in facilitating the tutorial and, with the tutor's agreement, can opt to be assessed individually in the separate session design write-up submission. All individual or group write-ups have to be made to the tutor immediately before the facilitated tutorial. Group submissions have to be signed by all group members.

In the weeks commencing 15 and 22 January there will be a management simulation exercise conducted in two phases – the planning and operating phases. The planning phase will commence from the week 5 tutorial. The operating phase will be during the time allocated for the week 6 tutorial. You will be participating in a management team responsible for managing a group of workers to produce and market products. You will also participate as workers being managed by others. The simulation will be part of the course assessment and the business outcome, measured in the team's ability to cover cost and make a profit, will determine how well the team does. The planning for this exercise should take no more than two hours outside class time in addition to the tutorial allocated for it.

## ASSESSMENT REQUIREMENTS

Your performance will be evaluated on the basis of:

	<b>Marks</b>	<b>Hand-in date</b>	<b>Return Dates</b>
Contribution to tutorials	5%	-	Week 7 tutorial
Your tutorial session design and write up	10%	Immediately before the presentation	Week 7 tutorial
Learning Journal (mind maps and journal entries for FOUR topics covered in the lectures)	20%	6 Dec (by 1pm)	Week 4 tutorial
Management simulation results	5%	-	Week 7 tutorial
Management simulation write-up	10%	Week 7 tutorial	9 February 2007
Final Examination	50%	During 12 – 18 February 2007	

### **Contribution to Tutorials – 5%**

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 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 management 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 includes:

- 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 just presenting your ideas.

Evidence of skills as a group member includes:

- 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 in your tutorial contribution and participation. However, your final mark will reflect your progress throughout the course and will not be a comparison of your performance with others in your tutorial. It is as important for you to help others achieve as this 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 – 10%**

Write up the tutorial under the following headings and hand it in to your tutor immediately before the tutorial you facilitate. All members of the group are required to sign and hand in this assignment and will get the same mark. Individual submissions **MUST** have the tutor's agreement. The design and write up of your tutorial is marked out of 10%. The management and facilitation of your tutorial is part of the overall 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.

### **Learning Journal – 20%**

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. The journal comprises of mind maps and journal entries.

On an A4-size blank paper note the topics covered in each lecture and fill in an appropriate heading on the top of the page. Draw a mind map of the key concepts that you understood from the lecture topic. In a different colour, add at least two additional ideas on the topic from the textbook or other sources (newspapers, journals, magazines etc.) that were not covered in the lecture. Use a separate sheet of paper for each mind map. The mind maps and additional ideas may be handwritten. Please remember to write as legibly as possible.

Journal entries must be type written (double-spaced) and should be not more than **800 words** per entry. In each entry you are required to apply management theory covered in the mind mapped lecture topic to a personal experience and/or observation in the real world.

The topics covered in the lectures that require a learning journal will be announced through Blackboard at the end of each lecture week in first 3 weeks of the course. There will be a total of **4 mind maps with accompanying journal entries**. Each journal entry should include Introduction, Discussion, Conclusion and References sections. The mind maps should be included as appendices.

The Journal mark sheet is in Annex C.

### **Management Simulation – 15%**

A two-phase management simulation is planned in weeks 4 (Planning Phase) and 5 (Operating Phase) of the course. The purpose of this exercise is to provide some experience in management work involving budgeting, purchasing, manufacturing and marketing a physical product. Your tutorial group will operate as managers as well as workers. You will experience what it is like to work as a team trying to solve management problems, managing others and being managed by others.

Your group will be assessed on its financial performance as company managers as well as on how much you have learnt through the simulation described in a 1600-word write-up. The **financial results will form 5% of the group's assessment**. The write-up will form 10% and is assessed individually.

The write-up will require your response to the following questions:

#### **Question 1 (800 words) - 5%**

Describe in detail the sequence of events and the behaviours exhibited by your group members during the Planning and Operating Phases. In what ways were planning & controlling, organising, leading & motivating, or the lack of these, demonstrated during these phases.

**Question 2 (800 words) – 5%**

Based on what has happened in the simulation, what insights can you provide on the theories and application of management principles covered in the course? Clearly demonstrate the learning that has occurred.

The write-up must be based on your personal observations and we would expect these to differ from your tutorial group members.

The Management Simulation mark sheet is in Annex D.

**Final Examination – 50%**

There will be a 50% examination. This examination is designed to test your ability to think and apply management principles. The closed-book examination will be two hours long and will require you to analyse a case study.

**Submission of assignments**

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

Students will prepare two copies of each hand-in. You MUST keep the second photo or electronic copy for your own reference and as a back-up copy.

**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 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, Garry Tansley, providing the reason for non-compliance. 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. Garry 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 [Garry.Tansley@vuw.ac.nz](mailto:Garry.Tansley@vuw.ac.nz) and if satisfied he 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 written work 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. There will be no remark for tutorial contributions.

Application for remarks must be made within 5 days after the marks are available. To apply for a remark, complete the request for re-examination of assessed work form (Annex G) 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 Garry Tansley in RH 120. Allow for up to two weeks for remarks to be completed.

### **MANDATORY COURSE REQUIREMENTS**

To satisfy mandatory course requirements students must:

1. Attend at least five out of the six scheduled management simulation and tutorial sessions,
2. Submit all journal and management simulation assignments,
3. Hand in the write up of the tutorial session that you designed and facilitated, and
4. Sit the final examination and score no less than 40% (20 marks) of the allocated marks for the examination.

Notice of Failure to meet Mandatory Requirements will be posted on Blackboard or on the Mezzanine Floor Notice-board. Students will be expected to check both places for notification.

### **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.

## 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>).

## FACULTY OF COMMERCE AND ADMINISTRATION OFFICES

### Railway West Wing (RWW) - FCA Student and Academic Services Office

The Faculty's Student and Academic Services 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 Student and Academic Services Office on (04) 463 5376.

### Easterfield (EA) - FCA/Education/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce and Administration, Education 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.
- Forms for FCA Student and Academic Services (e.g. application for academic transcripts, requests for degree audit, COP requests).
- Examinations-related information during the examination period.

To check for opening hours call the Student and Academic Services Office on (04) 463 5376.

## General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar available in hard copy or under 'About Victoria' on the VUW home page at [www.vuw.ac.nz](http://www.vuw.ac.nz).

## Student 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 are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy 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; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; VUWSA Education Coordinators are available to assist in 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 at [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. The University defines plagiarism as follows: *The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other student or staff.*

It is still plagiarism even if you re-structure the material or present it in your own style or words.

*Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.*

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalised severely. Consequences of being found guilty of plagiarism can include:

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

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 Impairments**

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as 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, 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 (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building, telephone (04) 463 6070, email [disability@vuw.ac.nz](mailto:disability@vuw.ac.nz). The name of your School's Disability Liaison Person is in the relevant prospectus or can be obtained from the School Office or DSS.

### **Student Support**

Staff at Victoria want students to have positive learning experiences at the University. Each Faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. Assistance for specific groups is also available from the Kaiwawao Māori, Manaaki Pihipihinga or Victoria International.

In addition, the Student Services Group (email [student-services@vuw.ac.nz](mailto:student-services@vuw.ac.nz)) is 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/).

VUWSA employs 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 (tel. 04 463 6983 or 04 463 6984, email [education@vuwsa.org.nz](mailto:education@vuwsa.org.nz)) is located on the ground floor, Student Union Building.

### **Manaaki Pihipihinga - Maori and Pacific Mentoring Programme (Faculty of Commerce and Administration)**

This is a mentoring service for Maori and Pacific students studying at all levels. Weekly one hour sessions are held at the Kelburn and Pipitea Campuses in the Mentoring Rooms, 14 Kelburn Parade, and Room 210 and 211, Level 2, Railway West Wing. Sessions cover drafting and discussing assignments, essay writing, and any questions that may arise from tutorials and/or lectures. A computer suite networked to Cyber Commons is available for student use.

To register with Manaaki Pihipihinga, please contact one of the following:

Puawai Wereta  
Room 210, Level 2  
Railway West Wing  
Tel. (04) 463 8997  
Email: [Puawai.Wereta@vuw.ac.nz](mailto:Puawai.Wereta@vuw.ac.nz)

Fa'afai Seiuli  
Room 109 B  
14 Kelburn Parade  
Tel. (04) 463 5842  
Email: [Faafoi.Seiuli@vuw.ac.nz](mailto:Faafoi.Seiuli@vuw.ac.nz)

**MANAGEMENT 101 – CONTRIBUTION TO TUTORIALS MARK SHEET**

STUDENT'S NAME:

MARK: /5

MARKER'S NAME:

**FACILITATED SESSION**

Thorough preparation of 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
Clear & concise expression of key ideas	10 ←———— 5 —————→ 0	Rambles on incoherently
Captures audience attention	10 ←———— 5 —————→ 0	Loses audience attention

**PARTICIPATION IN ALL TUTORIALS**

Understands key issues in the case study	10 ←———— 5 —————→ 0	Has not read the case study
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
Reflects the group's view	10 ←———— 5 —————→ 0	Misinterprets the group's view
Supports the facilitators	10 ←———— 5 —————→ 0	Undermines the facilitators

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


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**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: /10

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	Randomly moves from one subject to another
Focuses on level of student's understanding	10 ←———— 5 —————→ 0	No consideration of student's understanding
Relevant management theories and concepts covered fully	10 ←———— 5 —————→ 0	Management theories and concepts not covered

**LEARNING PROCESSES/ACTIVITIES**

Clear instructions	10 ←———— 5 —————→ 0	Unclear instructions
Effective design in gaining learning and insights	10 ←———— 5 —————→ 0	Design that does not facilitate learning
Creative and innovative	10 ←———— 5 —————→ 0	Mundane

**ASSESSMENT OF LEARNING**

Assesses achievement of learning objectives	10 ←———— 5 —————→ 0	Assessment of learning objectives absent
Key learning points summarised	10 ←———— 5 —————→ 0	No summary

**GENERAL COMMENTS:**


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**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:**

**MARK: /20**

**MARKER'S NAME:**

**MIND MAPS: CAPTURES KEY CONCEPTS**

Mind maps for the correct lecture topics	10 ←———— 5 —————→ 0	Lecture topics not mind mapped
Mind maps demonstrate key concepts and linkages	10 ←———— 5 —————→ 0	Mind maps do not demonstrate any evidence of learning or understanding
Additional material for each mind map	10 ←———— 5 —————→ 0	Additional material absent

**JOURNAL ENTRIES: IDENTIFIES AND DESCRIBES RELEVANT CONCEPTS & THEORIES**

Management concepts/theories cited and adequately described	10 ←———— 5 —————→ 0	Management concepts/theories absent
Provides the broader context in which the theories are relevant (e.g. motivational theory within the context of leadership)	10 ←———— 5 —————→ 0	Theories reproduced without understanding relevance in a broader context

**JOURNAL ENTRIES: APPLIES MANAGEMENT CONCEPTS & THEORIES:**

Applies concepts to appropriate work situations	10 ←———— 5 —————→ 0	Absence of application
Integrates two or more concepts to a problem or work situation	10 ←———— 5 —————→ 0	Provides a discrete understanding of each concept
Critically examines the application of theory to the work situation	10 ←———— 5 —————→ 0	No evidence of critical thinking

**JOURNAL ENTRIES: PRESENTS INFORMATION AND IDEAS EFFECTIVELY:**

Clear presentation of information and ideas under appropriate headings	10 ←———— 5 —————→ 0	Random presentation of information and ideas
Holds reader's attention	10 ←———— 5 —————→ 0	Loses reader's attention

**GENERAL COMMENTS:**

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**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

**MANAGEMENT 101 – MANAGEMENT SIMULATION MARK SHEET**

STUDENT'S NAME:

MARK: /15

MARKER'S NAME:

**FINAL BALANCE SHEET – GROUP MARK (5 marks)**

Result in \$	Marks (%)	Financial outcome
0 and below	0	Group has become bankrupt
1-200	1	Group has recovered some of the initial start up costs
201-300	2	Group has recovered most of the start up cost
301-400	3	Group has returned a modest profit
401-500	4	Group has returned a good profit
500 and over	5	Group has produced an excellent return on investment

**WRITE-UP – INDIVIDUAL MARK (10 marks)****Question 1 (800 words) – 5%**

Clear/detailed description of events and behaviours in the Planning Phase	10 ←———— 5 —————→ 0	Unclear/no description of events and behaviours in the Planning Phase
Clear/detailed description of events and behaviours in the Operating Phase	10 ←———— 5 —————→ 0	Unclear/no description of events and behaviours in the Operating Phase
Demonstrates understanding of what constitutes the Planning & Controlling functions	10 ←———— 5 —————→ 0	Unclear as to what is required in Planning & Controlling
Demonstrates understanding of what constitutes the Organising functions	10 ←———— 5 —————→ 0	Unclear as to what is required in Organising
Demonstrates understanding of what constitutes the Leading & Motivating functions	10 ←———— 5 —————→ 0	Unclear as to what is required in Leading and Motivating

**Question 2 (800 words) – 5%**

Provides a clear description of relevant management theories and concepts	10 ←———— 5 —————→ 0	No description of management theories and concepts
Highlights observations in the simulation that provide insight into the management theories and concepts described	10 ←———— 5 —————→ 0	No link between observed events and management theories and concepts
Links the management theories and concepts providing a holistic view of their application in the simulation	10 ←———— 5 —————→ 0	No links established between management theories and concepts they apply to the simulation
Provides a thoughtful critique of what the group could or should have done	10 ←———— 5 —————→ 0	No evidence of critical thinking
Provides a comprehensive summary of learning that has occurred	10 ←———— 5 —————→ 0	No explicit statement of learning

**GENERAL COMMENTS:**

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**CONCLUSION - “How well can you relate management practice to management principles?”**

Brilliantly well	Well	OK	Not very well	Poorly
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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: \_\_\_\_\_

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

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VICTORIA UNIVERSITY OF WELLINGTON  
 Te Whare Wānanga o te Ūpoko o te Ika a Māui



Victoria Management School

MGMT101 Assignment Cover Sheet

Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Assignment	✓
Learning Journal	
Management simulation write-up	

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: \_\_\_\_\_

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

**Management simulation write-up:** Submit to your tutor during your Week 11 tutorial

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**MGMT 101**

**Request for re-examination of assessed work.**

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

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

Note: "I think it is worth more," is insufficient.

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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

Week	Lecture Date	Day	Chap	Topic	Lecturer	Tutorials
1	Nov-14	Tue	1	Introduction & Managers in a Dynamic Workplace	E Chong	Tutorial begins in the week commencing 21 Nov.
	Nov-16	Thu	4	Historical Foundations of Management	E Chong	
2	Nov-21	Tue	2, 6	Environment & Diversity Ethical Behaviour & Social Responsibility	E Chong	Tutorial organisation, journal preparation, course outline & sample presentation
	Nov-23	Thu	3	Information & Decision Making	E Chong	
3	Nov-28	Tue	12	Human Resource Management	E Chong	Cases: Blackwoods Paykels New Zealand (p. 56) & Starbucks Australia (p. 164)
4	Jan-9	Tue	7	Planning and Controlling	J Warren	Cases: Fujitsu (p. 86) & Westpac's Age Balance Strategy (p. 353)
	Jan-11	Thu	8, 9	Strategic Management and Entrepreneurship	J Warren	
5	Jan-16	Tue	10, 11	Organising and Organisational Design	J Warren	Management Simulation – Planning Phase
	Jan-18	Thu	13, 14	Leading, Motivation and Rewards	J Warren	
6	Jan-23	Tue	16	Teams and Teamwork	J Warren	Management Simulation – Operating Phase
	Jan-25	Thu	17	Communication and Interpersonal Skills	J Warren	
7	Jan-30	Tue	5	Global Dimension of Management & Exam Preparation	E Chong	Feedback on management simulation & exam preparation