

VICTORIA MANAGEMENT SCHOOL  
**MMBA 547 MANAGEMENT SKILLS**

Trimester 1 2007

**COURSE OUTLINE**

**Contact Details**

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**Class Times and Room Numbers**

Four one-day workshops: 10 March; 24 March; 5 May; 19 May  
Saturdays 10 a.m. – 5 p.m.  
Room: RHMZ11

**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 of the ability to operate effectively as a manager.

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

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

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

1. Discussing current issues in organisational behaviour as they relate to managing yourself and others;
2. Relating these issues to your own practice through critical reflection;
3. Learning and applying behavioural guidelines for effective management; and
4. Developing your ability to learn by reflecting on your own practice.

## Course Content

Workshop	Date	Topic
1	10/03/07	Self-awareness - frameworks for understanding and practice
2	24/03/07	Self-management – frameworks for understanding and practice
3	05/05/07	Social Awareness - frameworks for understanding and practice
4	19/05/07	Relationship Management - frameworks for understanding and practice

## Workload

Workload expectations for this course are 10 hours per week for the 12 teaching weeks and 30hrs during the mid-trimester break.

## Course Text

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

## Readings

Morgan., G. (1997). *Images of Organization*. Sage Publications: California. Chapter 2.

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.

## Assessment Requirements

Assignment	Topic	Marks contribution	Due date
1	Who am I?	30%	due 07 April 2007
2	Managing own emotions at work by empathising with others	40%	due 02 June 2007
3	Weekly Self-reflection Journal	30%	due fortnightly: Saturday 24 March 2007 ” 07 April 2007 ” 05 May 2007 ” 19 May 2007 ” 05 June 2007

### Assignment 1: Who am I?

Due date: 07 April 2007 – by email attachment to [geoff.summers@vuw.ac.nz](mailto:geoff.summers@vuw.ac.nz) (use your name as the document name)

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: 2 June 2007 – by email attachment to [geoff.summers@vuw.ac.nz](mailto:geoff.summers@vuw.ac.nz) (use your name as the document name)

Length: 3500-4000

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 are 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: Weekly Self-reflection Journal

Marks: 30%

Due dates: 24 March; 7 April; 5 May; 19 May; 5 June – by email attachment to [geoff.summers@vuw.ac.nz](mailto:geoff.summers@vuw.ac.nz) (use your name as the document name)

Length: 250 – 300 words per weekly entry

Total entries: 10 (two entries per fortnightly submission)

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 journals submitted on 24 March must cover the two weeks from 10 March to 23 March;
- The journals submitted on 7 April must cover the two weeks from 24 March to 6 April;
- The journals submitted on 5 May must cover the two weeks from 21 April to 4 May;
- The journals submitted on 19 May must cover the two weeks from 5 May to 18 May;

- The journals submitted on 5 June must cover the two weeks from 19 May to 4 June;

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 set out for that week from Carlopio et al (2005) 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 by the due date 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 quality is performed to a very high level of proficiency, i.e. it is at a standard that makes it exceptional at Master’s level.

#### Very Good Category

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

#### Good Category

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

#### Satisfactory Category

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

#### Marginal Category

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

#### Unsatisfactory / Failure Category

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

### **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/research/reference/referencingguides.aspx>).

## 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> 4/3/07 to 10/3/07	<b>10 March 2007 - Lecture Topic: Self-awareness</b> 1. Carlopio, Andrewartha & Armstrong (2005) Ch 3 Developing Self-awareness 2. Morgan (1997) 3. Daudelin (1998) 4. Dearborn (2002)
<b>2</b> 11/3/07 to 17/3/07	1. Carlopio, Andrewartha & Armstrong (2005) Ch 1 Evolving Management 2. Lee (1999) 3. Howard (2002)
<b>3</b> 18/3/07 to 24/3/07	<b>24 March 2007 - Lecture Topic: Self-management</b> 1. Carlopio, Andrewartha & Armstrong (2005) Ch 4 Managing Under Pressure 2. Stein & Book (2000)
<b>4</b> 25/3/07 to 31/3/07	1. Carlopio, Andrewartha & Armstrong (2005) Ch 5: Solving Problems Analytically and Creatively 2. Carlopio, Andrewartha & Armstrong (2005). Ch 2: Matching Skills
<b>5</b> 1/4/07 to 7/4/07	1. Carlopio, Andrewartha & Armstrong (2005) Ch 6: Communicating Supportively 2. Carlopio, Andrewartha & Armstrong (2005) Ch 14: Conducting Interviews
<b>9/4/07 to 22/4/07 – Mid-trimester break</b>	
<b>6</b> 21/4/07 to 28/4/07	1. Carlopio, Andrewartha & Armstrong (2005) Ch 9: Managing Conflict 2. Carlopio, Andrewartha & Armstrong (2005) Ch 7: Gaining Power and Influence
<b>7</b> 29/4/07 to 5/5/07	<b>5 May 2007 - Lecture Topic: Social Awareness</b> 1. Carlopio, Andrewartha & Armstrong (2005) Ch 10: Empowering and Delegating
<b>8</b> 6/5/07 to 12/5/07	1. Carlopio, Andrewartha & Armstrong (2005) Ch 12: Managing Change 2. Carlopio, Andrewartha & Armstrong (2005) Ch 11: Building Effective Team
<b>9</b> 13/5/07 to 19/5/07	<b>19 May 2007- Lecture Topic Relationship Management</b> 1. Carlopio, Andrewartha & Armstrong (2005) Ch 13: Making Oral and Written Presentations

## **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 or go to [www.vuw.ac.nz/policy](http://www.vuw.ac.nz/policy).

For information on the following topics, go to the Faculty's website [www.vuw.ac.nz/fca](http://www.vuw.ac.nz/fca) under Important Information for Students:

- Academic Grievances
- Academic Integrity and Plagiarism
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

## **Manaaki Pihipihinga Programme**

Manaaki Pihipihinga is an academic mentoring programme for undergraduate Māori and Pacific students in the Faculties of Commerce and Administration, and Humanities and Social Sciences. Sessions are held at the Kelburn and Pipitea Campuses in the Mentoring Rooms, 14 Kelburn Parade (back courtyard), Room 109D, and Room 210, Level 2, Railway West Wing. There is also a Pacific Support Coordinator who assists Pacific students by linking them to the services and support they need while studying at Victoria. Another feature of the programme is a support network for Postgraduate students with links to Postgraduate workshops and activities around Campus.

For further information, or to register with the programme, email [manaaki-pihipihinga-programme@vuw.ac.nz](mailto:manaaki-pihipihinga-programme@vuw.ac.nz) or phone (04) 463 5233 ext. 8977. To contact the Pacific Support Coordinator, email [pacific-support-coord@vuw.ac.nz](mailto:pacific-support-coord@vuw.ac.nz) or phone (04) 463 5842.

STUDENT:

MARKER: Geoff Summers

<i>Part 1: Profiles and interpretation</i>	Poor (0)	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 what the five different aspects mean when combined as a whole					
<i>Part 2: Consideration of the implications</i>	Poor (0)	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 (0)	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: Geoff Summers

<i>Part 1: Documenting the event</i>	Poor (0)	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 (0)	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 (0)	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 <b>(0)</b>	Fair <b>(2)</b>	Good <b>(3)</b>	Very good <b>(4)</b>	Excellent <b>(5)</b>
<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 <b>(0)</b>	Fair <b>(2)</b>	Good <b>(3)</b>	Very good <b>(4)</b>	Excellent <b>(5)</b>
<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: Geoff Summers

<i>Part 1: In each week's journal:</i>	Poor (0)	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 (0)	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