



VICTORIA MANAGEMENT SCHOOL

**MGMT 101: Introduction to Management**

Trimester Two 2007

**COURSE OUTLINE**

**Contact Details**

**Course Coordinator**

**Email**

**Telephone**

**Dr Eric Chong**

Eric.Chong@vuw.ac.nz

04 463 6942

**Tutorial Coordinator**

**Email**

**Telephone**

**Garry Tansley**

Garry.Tansley@vuw.ac.nz

04 463 6968

**Class Times and Room Numbers**

<b>Lectures</b>	Stream L1	Tue, Wed, Fri 9.00 - 9.50am	MCLT103 (Tue), HMLT206 (Wed, Fri.)
	Stream L2	Mon, Thu, Fri 1.10 - 2.00pm	HMLT206
	Stream L3	Mon, Tue, Fri 12.00 - 12.50pm	MCLT103

**Examination**

This course has a 2-hour final examination. The examination period will be from 19 Oct to 10 Nov 2007.

**Tutorials**

One-hour time slots will be scheduled from Mondays to Fridays commencing at 9am and ending at 5pm. In week 10 (commencing 24 September) the normal tutorial time will be replaced by a two-hour session, from 5.00-7.00pm on the day of your tutorial. This session, the concluding phase of the management simulation, will be held at the Student Union Hall, Kelburn Campus.

Details of the lectures and tutorials are in Annex H.

**Tutorial signup instructions**

**Requirements**

To use this programme you will need your SCS username and password; and your course registration status for the tutorial you want to sign up for must be either RE (you registered in person and have paid your fees), RW (you registered via the web and have paid your fees) or AC (you have been accepted into the course but your fees have not yet been paid).

Please note that if your registration status is not RE, RW or AC then S-Cube **WILL NOT** let you log in. If you cannot log in then please contact the tutorial coordinator in EA129 in the week beginning 9<sup>th</sup> of July 2007.

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.

### **Signing-up**

Go to the signup website at: <https://signups.vuw.ac.nz> and enter your SCS username and password to log into the system.

The “Signup Home” page opens. It displays all courses you are enrolled for and that use the new signup system. Click on MGMT101.

MGMT101 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.

The schedule of tutorials includes the day/time, location, maximum group size, and spaces left in the tutorial session.

If there are spaces left in a particular session, you will see the “ENROL” button next to it. You can click this button to enroll yourself into that tutorial session.

If there are NO more spaces left in a particular session, find another. You can waitlist in your desired tutorial if the waitlist spaces have not been filled. If this is the case you will see the “JOIN WAITLIST” button. You can click this button to join the waitlist for your desired 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.

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. The WAITLIST is only active while the tutorial sign up process for your course is active. In other words, once the signup process has been closed for your course the WAITLIST is AUTOMATICALLY CANCELLED. It does not roll over into the start of the tutorials.

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.

A “FULL” button indicates all seats and waitlists are full for that tutorial session. You must choose another.

More details on the various buttons is available in the “Key” section at the bottom of the signup page.

You can only “ENROL” in ONE tutorial session and “JOIN ONE (1) WAITLIST” for another tutorial session.

You will be able to login and signup (or change your signup) anytime between 12 midnight 18<sup>th</sup> June 2007 and the last date: 23.59hrs on Thursday 12<sup>th</sup> July 2007. You will NOT be able to signup or change your choice after the last date - midnight 12<sup>th</sup> July 2007. Any changes will be made by the tutorial coordinator in EA129 on a case by case review of your ‘exceptional circumstance’. Please note that work commitments are not a justifiable reason to change your tutorial time.

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. 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 a MGMT 101 tutorial before 23.59hrs on Thursday 12 July 2007. Any requests after this date will need to be manually handled by the Tutorial Coordinator in EA129 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 first week of the course. As there is a maximum of 16 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 by 5pm Friday 13<sup>th</sup> July 2007. If you have any serious problems about the allocations see the Tutorial Coordinator in EA129 ASAP.

### **Introduction to Management (MGMT 101) Course**

This course covers a broad perspective on management theories and their application in the business, public and voluntary sectors. It provides a foundation to explore issues expanded on in other courses offered by the Management Group.

### **Programme and Course-related Learning Objectives**

This course will provide students opportunity:

To develop oral, written and IT-related communication skills

- through active participation in tutorial and class discussion
- through the development and presentation of oral and written reports, using narrative, rhetoric and diagrammatic and other schema as forms of presentation
- through formal and informal classroom debate

To develop critical and creative thinking skills

- through exercises and assignments requiring analysis, evaluation, interpretation and synthesis
- through debate and classroom discussion

To develop leadership skills

- through structuring independent study
- through leading a tutorial or group exercise
- through fulfilling spokesperson duties, reporting on a group's activities or ideas to a class
- through participation in a management simulation

### **Overall Course Objective**

The main objective of this course is to introduce ideas on:

- 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.

## **Course-related Student Learning Objectives**

On successful completion of the course, students should be able to:

- Describe the key concepts of effective management in organisations;
- Identify key management issues in business case studies and research;
- Demonstrate the major components of strategic planning for a business case study;
- Describe the critical steps a manager should take to introduce new ideas into a workplace and/or the marketplace;
- Demonstrate the association between organizational structure and human resource deployment;
- Manage small groups, applying the knowledge of managerial skills taught in the course, in a way that group objectives are met;
- Explain how to manage human diversity to the benefit of the staff and the organisation.

## **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 one-hour tutorial in small groups
- Students can expect the workload to be approximately 8 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 topics 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 one and a half 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 session design write-up submitted. All individual or group submissions (signed by all group members) have to be made to the tutor before the facilitated tutorial.

In Weeks 8, 9 and 10 there will be a management simulation exercise conducted in two phases – the planning and operating phases. The planning phase will commence from the week 8 tutorial. The operating phase in week 10 will be from 5.00 to 7.00 pm on a weekday evening to be advised when you sign up for your tutorials. 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.

## **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 Applied Business Research supplement.

## Assessment Requirements

Your performance will be evaluated on the basis of:

	Marks	Hand-in date	Return Dates
Contribution to tutorials	5%	-	Last tutorial
Your tutorial session design and write up	10%	Immediately after the presentation	Last tutorial
Learning Journal (mind maps and journal entries for FOUR lectures/presentations)	20%	Aug 17 (by 1pm)	Week 8 tutorial
Management simulation results	5%	-	Last tutorial
Management simulation write-up	10%	Week 11 tutorial	Oct 23
Final Examination	50%		

### 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 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 just 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 – 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, facilitation and debrief 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 title of each lecture, guest speaker/ video presentation 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 or presentation. 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/presentation. 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/presentation to a personal experience and/or observation in the real world.

The lectures/presentations that require a learning journal will be announced through Blackboard at the end of each lecture week commencing from weeks 2 through 5 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 9 (Planning Phase) and 10 (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. This 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 in room EA129, 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 EA129. 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 nine out of the eleven 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 for the final exam 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 of additional information**

As you will learn from MGMT papers, good communication is crucial to the success of any organisation, especially classes. 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.

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.

## **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.

### **Notice of Turnitin Use**

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <<http://www.turnitin.com>>. Turnitin is an on-line plagiarism prevention tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. Turnitin is used to assist academic staff in detecting misreferencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. At the discretion of the Head of School, handwritten work may be copy typed by the School and subject to checking by Turnitin. You are strongly advised to check with your tutor or the course coordinator if you are uncertain about how to use and cite material from other sources. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

### **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.

**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

Raw Mark	
Days Late Penalty	
Final Mark	

**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	Ineffective design
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**

Raw Mark	
Days Late Penalty	
Final Mark	

**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

Raw Mark	
Days Late Penalty	
Final Mark	

MARKER'S NAME:

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

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%)****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 function	10 ←———— 5 —————→ 0	Unclear as to what is required in Organising
Demonstrates understanding of constitute 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 principles 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 as 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:****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 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: \_\_\_\_\_

\*\*\*\*\*

**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.

	Assessment affected <i>e.g. case, essay, end-term</i>	
Student ID	Name As it appears in your enrolment	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.*

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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

<b>MGMT 101 – 2007 Trimester 2 schedule</b>					
<b>Week</b>	<b>Week commencing:</b>	<b>Lecturer</b>	<b>Chapters</b>	<b>Lecture topics</b>	<b>Tutorial</b>
1	Jul-9	E Chong	-	Introduction	
		E Chong	-	Presentation - Tutorial group management	
		E Chong	1	Contemporary management practices	
2	Jul-16	E Chong	2	Environment & Diversity	Tutorial management
		E Chong	4	Historical foundation of management	
		E Chong	6	Ethical behaviour and social responsibility	
3	Jul-23	T Bridgman	14	Motivation and rewards	Case: Blackwoods Paykels New Zealand (p. 56)
		T Bridgman	14	Motivation and rewards	
		T Bridgman	13	Leadership	
4	Jul-30	T Bridgman	16	Teams and team work	Case: McDonald's Australia (p. 410)
		T Bridgman	17	Communication processes	
		T Bridgman	17	Conflict management	
5	Aug-6	R Norman	10	Organising	Case: Cave Creek
		R Norman	11	Organisational design and work processes	
		R Norman	12	Human Resource Management - Recruitment	
6	Aug-13	R Norman	12	Human Resource Management – Training & Development	Case: SAS Institute (p. 319)
		R Norman	12	Human Resource Management – Appraisal	
		R Norman	15	Individuals, job design and stress	
<b>Term Break</b>					
7	Sep-3	S Meanger	8	Strategic Management Concept	Case: Westpac's 'Age Balance' strategy (p.353)
		S Meanger	8	Strategic Management Formulation	
		S Meanger	8	Strategic Management Implementation	
8	Sep-10	S Meanger	9	Entrepreneurship	Management simulation - Planning Phase
		S Meanger	9	Entrepreneurship and Business	
		S Meanger	9	Entrepreneurship Development	
9	Sep-17	B Cavana	3	Information and decision making	Management simulation - Team meeting
		B Cavana	3	Systems thinking and decision making	
		B Cavana	3	Applying systems thinking and decision making tools	
10	Sep-24	B Cavana	Supp	Research paradigms & methods	Management simulation - Operating Phase
		B Cavana	Supp	Ethics & scientific and business research	
		B Cavana	Supp	Research process & evaluation	
11	Oct-1	N Love	-	The management of Maori organisations	Debrief on management simulation & assessment results
		N Love	-	Presentation - Guest speaker	
		N Love	-	Maori management in practice	
12	Oct-8	E Chong	5	International management	Examination preparation
		E Chong	5	Cross cultural management	
		E Chong	-	Examination preparation	

