

Victoria Management School

MGMT101 INTRODUCTION TO MANAGEMENT

Trimester Two 2011

COURSE OUTLINE

Names and Contact Details

COURSE COORDINATOR

Dr Eric Chong

Room: RH919, Rutherford House

Phone: 463 6942

Email: Eric.Chong@vuw.ac.nz

Website: www.vuw.ac.nz/vms

PROGRAMME MANAGER

Garry Tansley

Room: EA118 (Monday & Friday)

Phone: 463-6968

Email: Garry.Tansley@vuw.ac.nz

ADMINISTRATOR

Luisa Acheson

Room: RH1022, 10th floor reception,
Rutherford House

Phone: 463 5381

Email: Luisa.Acheson@vuw.ac.nz

Trimester Dates

Teaching Period: Monday 11 July – Friday 14 October

Study Period: Monday 17 October – Thursday 20 October

Examination Period: Friday 21 October – Saturday 12 November (inclusive)

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before 22 July 2011.
2. The standard last date for withdrawal from this course is Friday 23 September. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an 'Application for Associate Dean's Permission to Withdraw Late' including supporting documentation

The application form is available from either of the Commerce Faculty's Student Customer Service Desks at Kelburn (EA121) and Pipitea (Ground floor Rutherford House).

Lectures:	Stream L4	Monday & Friday 9.00 - 9.50am	Maclaurin MCLT103
	Stream L3	Monday & Friday 11.00 - 11.50am	Maclaurin MCLT103
	Stream L2	Monday & Friday 1.10 - 2.00pm	Maclaurin MCLT103

Tutorials: Please see Blackboard or contact the Programme Manager (email is preferable).

Course Content

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 within Victoria Management School. **Please note** that due to the nature of the lectures it is important for you to have read the chapters pertaining to the lecture **before** you turn up so that you are able to discuss ‘management theories, frameworks and concepts’ with the lecturer. Please see last page of this course outline for the lecture & tutorial schedule.

Course Learning Objectives

Objective	By the end of this course, students should be able to:	Addressed via
1	Describe & apply the key concepts/theory/frameworks relevant to Maori Business, Strategic Management, Operations Management, Decision Making, Organisational Behaviour, Human Resources and Industrial Relations;	Assignment 1 & 2, tutorials and exam
2	Explain the interrelation between the disciplines of Maori Business, Strategic Management, Operations Management, Decision Making, Organisational Behaviour, Human Resources and Industrial Relations;	Assignment 1 & 2 and in tutorials
3	Recognise ethical and social responsibility issues in a business context;	Lectures
4	Recognise, support and display leadership in a group setting;	Tutorials
5	Demonstrate communication skills involving an ability to communicate clearly in written and oral form.	Assignments 1 & 2 tutorials and exam
6	Demonstrate knowledge of local, national, and global business contexts.	Assignments 1 & 2 and tutorials

Course Delivery

The course consists of two one hour lectures per week and one tutorial per week. Lectures are run over all 12 weeks of the course and tutorials are run over nine weeks of the course. There is an expectation that students will attend all lectures and tutorials offered. Lectures will start in week one of the course and tutorials in week two of the course.

Expected Workload

A total of 150 hours of work is expected from students in this course. That consists of 33 hours of classes, eight hours per week outside classes during teaching weeks spent reading, studying and writing assignments, and a further 21 hours revising during mid-trimester break and study week.

Group Work

While the course 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.** You will be expected and encouraged to work in groups on in-term cases and assignments; however reports must be individual submissions.

Readings

The course textbook:

Management: A VMS Approach. Victoria Management School. © John Wiley & Sons Australia Ltd. 2010. The textbook is available at the Victoria Book Centre.

Materials and Equipment

Students will not be allowed to use machines such as computers or electronic calculators in examinations.

Assessment Requirements

Item	Title	Weight	Due Date
1	Assignment 1 prep sheet (300 – 500 words). Course learning objective 5.	0%	Submit on line via BlackBoard by Wednesday July 20 th @ 23.59hrs.
2	Assignment 1 (1500 words). Course learning objectives 1, 2, 5 and 6.	15%	Your tutors drop box, north end Level 2 Murphy building, Thursday August 18 th @ 3pm
3	Assignment 2 (3500 words). Course learning objectives 1, 2, 5 and 6.	25%	Your tutors drop box, north end Level 2 Murphy building, Thursday September 29 th @ 3pm
4	Tutorial Preparation. Course learning objectives 1, 4, 5 and 6.	5%	Present to your tutor in your allocated tutorial. Your prep mark will be for the STRAT, OPSDM, HRIR, MBUS and OB tuts only. These are held in weeks 3, 5, 7, 9 & 11 respectively.
5	Tutorial Reflection. Course learning objectives 1, 4, 5 and 6.	5%	Present to your tutor on the day of your tut in the week following your tut prep submission. Your reflection mark will be for the STRAT, OPSDM, HRIR, MBUS and OB tuts only. These are held in weeks 3, 5, 7, 9 & 11 respectively.
6	Final Examination. Course learning objectives 1 and 5.	50%	Two hour exam. Exam period is from Friday 21 October – Saturday 12 November (inclusive)
	TOTAL	100%	

Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of FCA programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

Assignments 1 & 2

The purpose of the two assignments is to consider the impact of frameworks from different Management disciplines to the concept and consideration of Sustainability. Assignment 1 will provide an opportunity to do a preliminary analysis of sustainability issues from the perspective of Strategic Management or Operations Management. Feedback on this assignment must be used to refine your analysis in Assignment 2 when perspectives from Human Resources & Industrial Relations and Maori Business will be added to the final report.

You will be asked to present a report selling an idea through the application of management frameworks and theory taught in the course. These assignments include a literature search of academic article(s), a summary of the key points of a case and compare, contrast & reflection exercises. More information about our expectations for these assignments, including advice on report structure, will be provided in lectures, on blackboard and discussed in tutorials. Such advice will be additional to the marking guidelines for assignments 1 & 2 given in Annex A and B respectively.

Assignment 1 preparation sheet

The purpose of the assignment preparation sheet is for you to begin thinking and discussing what your first assignment should contain. More information on this exercise will be given out in the lectures during the first week of the course and available on blackboard thereafter.

Word limit = 300 – 500 words, 12pt font, 1.5 line spacing.

Assignment 1

The purpose of this assignment is to provide a preliminary analysis of sustainability issues from the perspective of Strategic Management or Operations Management. For this assignment you will begin the process of producing a written report 'selling the idea' that The New Zealand Business Sector (NZBS) needs to be more 'sustainable' in its business practices in order to be competitive. This will be completed in your second assignment.

Word limit = 1500 words, 12pt font, 1.5 line spacing. APA referencing must be used.

The holistic academic quality of your assignment, as per the marking rubrics, will determine your overall performance.

Assignment 2

The purpose of this assignment is to extend your analysis from Strategic Management or Operations Management to include Human Resources & Industrial Relations and Maori Business. Produce a written report 'selling the idea' that The New Zealand Business Sector (NZBS) needs to be more 'sustainable' in its business practices in order to be competitive. Address your final report on 'sustainable' business practices and competitiveness of The New Zealand Business Sector (NZBS) to 'The Undergraduate Programme Manager, Victoria Management School, Victoria University of Wellington'.

Word limit = 3500 words, 12pt font, 1.5 line spacing. APA referencing is to be used.

Read the comments your marker has indicated in your first assignment, and on the mark sheet, then make the necessary improvements and add this assignment to it. Your marker will be looking for these improvements. The tasks contained in this assignment will add 2000 words to your first assignment making this assignment a total of 3500 words.

The holistic academic quality of your assignment, as per the marking rubrics, will determine your overall performance. This assignment will include all the key result areas from assignment one **plus** your ability to clearly show **reflective** thinking on the use of management material and its usefulness to NZBS.

2. Tutorial preparation and participation

To gain any tutorial marks you must attend seven (7) of the tutorials offered. Included in these seven tutorials must be the STRAT, OPSM, HRIR, MBUS and OB tutorials. These are held in weeks

3, 5, 7, 9 & 11 respectively. If you attend six (6) or less tutorials you will receive no tutorial preparation or reflection marks.

You will be assessed on your ability to develop your management competencies through preparation and reflection in the five tutorials of STRAT, OPSM, HRIR, MBUS and OB. The demonstrated quality of your **written preparation** and reflective thinking for the five (5) stated tutorials above will guide the outcome of your preparation and reflection marks. The assessment guideline is in Annex E.

Tutorial signup is done through the online programme; 'S-Cube'. You should already have been notified by email about your sign-up to a tutorial. Go to the signup website at: <https://signups.victoria.ac.nz> and enter your SCS username and password to log into the system. Click on MGMT101 and follow the instructions. If you have been unable to sign up by the end of the first week of the course please contact the Programme Manager in EA118.

Late assignments

Late assignments are to be handed to Lorna Jones in EA121. Late assignments that do not have the time and date and signed by Lorna will incur late penalties from the time The Programme Manager receives it. Assignments slid under the door of Lorna's office will incur penalties from the time and date they are recovered. Assignments slid under the door of The Programme Manager's office will also incur penalties from the time and date they are recovered. Note that there is no provision to accept assignments on weekends or public holidays. Late assignment must be handed into Lorna while the commerce desk is open. The desk opens at 9am and closes at 5pm Monday to Friday during term time. The desk is also not open during Lorna's lunch break – there will be a sign on the desk advising of such.

Policy on Remarking

Every attempt is made to ensure that the marking is consistent across tutors and fair 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.

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 D) 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 into the following place:-

- The Reception Desk on the first floor Easterfield Building (EA121) where your assignment will have the **time, date and signature** noted on the front cover by the person receiving it.

Examinations

Students who enrol in courses with examinations are obliged to attend an examination at the University at any time during the formal examination period. The final examination for this course will be scheduled at some time during the period from Friday 21 October – Saturday 12 November (inclusive)

Penalties - for Lateness

- (i) In fairness to other students, work submitted after any deadline will incur a penalty for lateness. **The penalty is 2 of the marks available (marks available means what the assignment is worth i.e. 20% or 20 marks)** for an assignment submitted after the due time on the due date **for each part day or day late.** (for example if an assignment is out of 20 and the assignment receives 50% then one day late means the mark will be out of 18 and the student will receive 50% of 18). **Saturdays, Sundays and public holidays** will be included when counting the number of days late. Assignments received **more than 7 days after the due date** will not be accepted and the student will **automatically fail the Mandatory Course Requirements.**
- (ii) 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. **Extensions** to submission deadlines for any assigned work will only be granted in **exceptional circumstances.**
- (iii) 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 **Programme Manager**, providing documentary evidence of the reasons of their circumstances.
All such applications must be made **before** the deadline and be accompanied by documentary evidence, e.g. a medical certificate, or counsellor's report clearly stating the degree of impairment, and the dates the illness or event prevented you from undertaking your academic studies. This can be applied retrospectively. A note only stating impairment is not sufficient and will be rejected.
- (iv) In the event of unusual or unforeseeable circumstances (e.g. serious illness, family bereavement or other exceptional events), that precludes an application in advance, students should make contact with the **Programme Manager** as soon as possible, and make application for waiver of a penalty as soon as practicable.
- (v) Word limits should be adhered to, especially so when they provide a guide to limiting the student's coverage of a topic and the intended assignment work load. You are strongly advised to adhere to the word limit so as to keep your workload at a manageable level. Any material that is above the word limit may not be taken into account by the marker. Your marker will simply stop at the maximum words for the assignment and you will receive the appropriate grade.

Mandatory Course Requirements

To meet Mandatory Course Requirements, students are required to:

- a. Submit the assignment one preparation sheet to BlackBoard by 23.59hrs on Wednesday July the 20th. This assignment must contain a minimum of 300 words. Failure to submit or include at least 300 words will result in the student being withdrawn from MGMT101;
- b. Tutorial attendance in the allocated tutorial in the week beginning the 25th of July and ending the 29th of July. Failure to do so will result in the student being withdrawn from MGMT101;
- c. To obtain any tutorial marks, students must attend at least seven (7) of the tuts offered. Included in these seven must be the STRAT, OPSDM, HRIR, MBUS and OB tuts. These are held in weeks 3, 5, 7, 9 & 11 respectively;
- d. Submit assignment 1 hard copy for marking and the e-copy to blackboard;
- e. Submit assignment 2 hard copy for marking and the e-copy to blackboard;
- f. Submit all assignments within the allowable timeframe (see under **General University Policies and Statutes** below. A medical certificate, or counsellor's report, clearly stating the degree of impairment, **and** the dates the illness or event prevented you from undertaking your academic studies must be presented in order to be considered in the waiver of any late penalties. A note only stating impairment is not sufficient and will be rejected; and
- g. Obtain at least 40 per cent (i.e. 20 marks out of 50) of the final examination marks available.

Note: Failure to meet mandatory requirements does not prevent a student completing other pieces of assessment, including sitting the final examination.

Class Representative

A class representative will be elected in the first class, and that person's name and contact details made available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

Communication of Additional Information

Additional course information will be conveyed to students via BlackBoard (BB) and through lectures and tutorials so please check BB often and go to all tutorials and lectures.

Use of Turnitin

Student work provided for assessment in this course **will be checked** for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. 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.

For the following important information follow the links provided:

Academic Integrity and Plagiarism

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

General University Policies and Statutes

Find key dates, explanations of grades and other useful information at

www.victoria.ac.nz/home/study.

Find out about academic progress and restricted enrolment at

www.victoria.ac.nz/home/study/academic-progress.

The University's statutes and policies are available at www.victoria.ac.nz/home/about/policy, except qualification statutes, which are available via the Calendar webpage at

www.victoria.ac.nz/home/study/calendar (See Section C).

Further information about the University's academic processes can be found on the website of the Assistant Vice-Chancellor (Academic) at

www.victoria.ac.nz/home/about_victoria/avcacademic/default.aspx

AVC (Academic) Website: information including: Conduct, Academic Grievances, Students with Impairments, Student Support

http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx

Faculty of Commerce and Administration Offices

<http://www.victoria.ac.nz/fca/studenthelp/>

Manaaki Pihipihinga Programme

http://www.victoria.ac.nz/st_services/mentoring/

MGMT 101 assignment one (1) marking rubric

Grade =

	#1 Exemplary	#2 Satisfactory	#3 Not Satisfactory
#A Research: Relevance of selected journal articles to sustainability.	<input type="checkbox"/> Selected articles enhance understanding of sustainability. <input type="checkbox"/> Selected articles show very clear relevance to sustainability.	<input type="checkbox"/> At least one selected article from journal list. <input type="checkbox"/> Able to ascertain some relevance to sustainability	<input type="checkbox"/> At least one article not from journal list. <input type="checkbox"/> Selected article not relevant to sustainability.
#B Description: Description of framework, concept or/theory from journal article enables reader to make connection to sustainability.	<input type="checkbox"/> Framework etc from journal article very clearly described. <input type="checkbox"/> Description enables reader to make very clear connection to sustainability.	<input type="checkbox"/> Framework etc described but not in a very clear manner. <input type="checkbox"/> Description enables reader to make connection to sustainability.	<input type="checkbox"/> Framework etc not described. <input type="checkbox"/> Description does not enable reader to make connection to sustainability.
#C Summary of key points: Summary of key points from appendix 4 and the relevance to sustainability.	<input type="checkbox"/> Summary of key points highly relevant and succinct. <input type="checkbox"/> Summary of key points provide highly relevant insights into sustainability.	<input type="checkbox"/> Key points summarised. <input type="checkbox"/> Summarised key points relevant to sustainability	<input type="checkbox"/> Key points not summarised <input type="checkbox"/> Summary not relevant to sustainability
#D Compare: Comparison of required journal article to summary of appendix 4.	<input type="checkbox"/> Required compared journal article provides highly relevant insights into sustainability. <input type="checkbox"/> Other compared journal articles provide highly relevant insights into sustainability.	<input type="checkbox"/> Required journal article compared to appendix 4 <input type="checkbox"/> Comparison of required journal article evident	<input type="checkbox"/> Required journal article not compared to appendix 4 <input type="checkbox"/> Comparison of required journal article not evident
#E Contrast: Contrast of required journal article to summary of appendix 4.	<input type="checkbox"/> Required contrasted journal article provides highly relevant insights into sustainability. <input type="checkbox"/> Other contrasted articles provide highly relevant insights into sustainability.	<input type="checkbox"/> Required journal article contrasted to appendix 4 <input type="checkbox"/> Required journal article contrasted to appendix 4 relevant to sustainability	<input type="checkbox"/> Required journal article not contrasted <input type="checkbox"/> Required contrasted article not relevant to sustainability
#F Report Structure: Cover sheet, check sheet, cover page, contents page, introduction, literature search, analysis, references, appendix.	<input type="checkbox"/> All sections of report included and sub sections used <input type="checkbox"/> Contents page shows accurate page numbers.	<input type="checkbox"/> Most sections of report included.	<input type="checkbox"/> Assignment not in report format.

Exemplary understanding of Management, Sustainability and the NZ business sector	Exemplary	Satisfactory	Not satisfactory	Demonstrated understanding of Management, Sustainability and NZ business sector not satisfactory

NB. The overall grade for this assignment will depend on its holistic quality. The criteria are not necessarily equally weighted.

Written Communication Skills Rubric

	#1 Exemplary	#2 Satisfactory	#3 Unsatisfactory	E, S or U
# G Structure and style: Document, paragraph and sentence structure, flow and layout, appropriate to audience.	<input type="checkbox"/> Variety of sentence construction; <input type="checkbox"/> Logical flow; style and structure appropriate for task, audience and genre. <input type="checkbox"/> Uses engaging delivery that enhances understanding. <input type="checkbox"/> Thoughtful presentation.	<input type="checkbox"/> Not overly repetitive <input type="checkbox"/> some variety in sentence construction <input type="checkbox"/> Generally flows well <input type="checkbox"/> Some awareness of audience and genre	<input type="checkbox"/> Overly repetitive or simplistic sentence structure <input type="checkbox"/> Consistently disjointed, lack of flow <input type="checkbox"/> Style/structure inappropriate for audience	<input type="checkbox"/>
#H Clarity and conciseness: Answers the question, succinct, appropriate complexity.	<input type="checkbox"/> Argument effectively and efficiently conveyed. <input type="checkbox"/> Highly focused on the question <input type="checkbox"/> Easily understood.	<input type="checkbox"/> Argument reasonably clear <input type="checkbox"/> Occasionally misses the point but answers the question <input type="checkbox"/> Not over-elaborate or over-complicated	<input type="checkbox"/> Main point and/or argument confused/unclear. <input type="checkbox"/> Irrelevant information, no transition between ideas. <input type="checkbox"/> Unclear conclusion.	<input type="checkbox"/>
#I Technical writing skills: Spelling, capitalisation, punctuation, grammar, general proofreading.	<input type="checkbox"/> Very few spelling errors, <input type="checkbox"/> Correct punctuation, <input type="checkbox"/> Grammatically correct, <input type="checkbox"/> Complete sentences.	Occasional lapses in: <input type="checkbox"/> Spelling, <input type="checkbox"/> Punctuation, <input type="checkbox"/> Grammar, but not enough to seriously distract the reader.	<input type="checkbox"/> Numerous spelling errors, <input type="checkbox"/> Non-existent or incorrect punctuation, <input type="checkbox"/> Severe errors in grammar that interfere with understanding.	<input type="checkbox"/>
#J Vocabulary: Originality, breadth, appropriateness, variety.	<input type="checkbox"/> Highly appropriate, well chosen, precise and varied vocabulary. <input type="checkbox"/> Consistently uses correct word choice and discipline-specific terminology.	<input type="checkbox"/> Generally appropriate vocabulary; <input type="checkbox"/> Not overly repetitive. <input type="checkbox"/> Generally uses correct word choice and discipline-specific terminology.	<input type="checkbox"/> Excessively limited or inappropriate or repetitive vocabulary. <input type="checkbox"/> Misuses discipline-specific terminology.	<input type="checkbox"/>
#K Academic Integrity: Appropriate use of references.	<input type="checkbox"/> Appropriate use of others' work acknowledged via in-text citations. <input type="checkbox"/> Uses APA referencing system consistently and correctly.	<input type="checkbox"/> Other sources acknowledged. <input type="checkbox"/> Generally uses APA referencing system.	<input type="checkbox"/> Unattributed work from other sources. ¹ <input type="checkbox"/> Does not attempt to use APA referencing system.	<input type="checkbox"/>
Holistic judgement:	Exemplary written communication.	Satisfactory written communication.	Unsatisfactory written communication.	

Note: ¹A 'not satisfactory' in this criteria will render the complete report 'unsatisfactory' resulting in a **fail** grade for this assignment. Other courses of action may also follow.

Annex B

MGMT 101 assignment two (2) marking rubric

Grade =

	#1 Exemplary	#2 Satisfactory	#3 Not Satisfactory
#A Research: Relevance of selected journal articles to sustainability	<input type="checkbox"/> Selected articles enhance understanding of sustainability. <input type="checkbox"/> Selected articles show very clear relevance to sustainability.	<input type="checkbox"/> At least two selected articles from journal list. <input type="checkbox"/> Able to ascertain some relevance to sustainability.	<input type="checkbox"/> At least two articles not from journal list. <input type="checkbox"/> Selected articles not relevant to sustainability.
#B Description: Descriptions of frameworks, concepts or/theories from journal articles enable reader to make connections to sustainability.	<input type="checkbox"/> Frameworks etc from journal articles very clearly described. <input type="checkbox"/> Descriptions enable reader to make very clear connections to sustainability.	<input type="checkbox"/> Frameworks etc described but not in a very clear manner. <input type="checkbox"/> Descriptions enable reader to make a connection to sustainability.	<input type="checkbox"/> Frameworks etc not described. <input type="checkbox"/> Descriptions do not enable reader to make connection to sustainability.
#C Summary of key points: Summary of key points from appendix 4.	<input type="checkbox"/> Summary of key points highly relevant and succinct. <input type="checkbox"/> Summary of key points provide highly relevant insights into sustainability.	<input type="checkbox"/> Key points summarised. <input type="checkbox"/> Summarised key points relevant to sustainability	<input type="checkbox"/> Key points not summarised <input type="checkbox"/> Summary not relevant to sustainability
#D Compare & Contrast: Comparison of required journal articles to summary of appendix 4.	<input type="checkbox"/> All required compared & contrasted journal articles provide highly relevant insights into sustainability. <input type="checkbox"/> Other non required compared & contrasted journal articles provide highly relevant insights into sustainability.	<input type="checkbox"/> Some required journal articles compared and contrasted to appendix 4 <input type="checkbox"/> Some contrasting & comparison of required journal articles evident	<input type="checkbox"/> Required journal articles not compared and contrasted to appendix 4 <input type="checkbox"/> Required compared & contrasted articles not relevant to sustainability
#E Reflection: Integration and usefulness of SM, OM, HRIR, MBUS frameworks, concepts or/theories to NZBS.	<input type="checkbox"/> Reflection of the integration between SM, OM, HRIR & MBUS demonstrates advanced understanding of frameworks etc. <input type="checkbox"/> Reflection demonstrates advanced understanding of management and sustainable business practises and how these could be used by the NZBS.	<input type="checkbox"/> Some reflection on the integration between SM, OM, HRIR & MBUS evident <input type="checkbox"/> Insights offered to NZBS managers evident.	<input type="checkbox"/> No reflection on the integration between SM, OM, HRIR & MBUS evident <input type="checkbox"/> No insights offered to NZBS managers evident
#F Report Structure: Cover sheet, check sheet, cover page, contents page, introduction, literature search, analysis, discussion, references, appendix.	<input type="checkbox"/> All sections of report included and sub sections used <input type="checkbox"/> Contents page shows accurate page numbers. <input type="checkbox"/> Report addressed to Undergraduate Programme Manager. <input type="checkbox"/> Cover sheet signed	<input type="checkbox"/> Some or most sections of report included. <input type="checkbox"/> Contents page shows some page numbers accurate <input type="checkbox"/> Cover sheet included but not signed.	<input type="checkbox"/> Assignment not in report format.

Exemplary understanding of Management, Sustainability and NZBS	Exemplary	Satisfactory	Not satisfactory	Demonstrated understanding of Management, Sustainability and NZBS not satisfactory

NB. The overall grade for this assignment will depend on its holistic quality. The criteria are not necessarily equally weighted.

Written Communication Skills Rubric

	#1 Exemplary	#2 Satisfactory	#3 Unsatisfactory	E, S or U
# G Structure and style: Document, paragraph and sentence structure, flow and layout, appropriate to audience.	<input type="checkbox"/> Variety of sentence construction; <input type="checkbox"/> Logical flow; style and structure appropriate for task, audience and genre. <input type="checkbox"/> Uses engaging delivery that enhances understanding. <input type="checkbox"/> Thoughtful presentation.	<input type="checkbox"/> Not overly repetitive <input type="checkbox"/> some variety in sentence construction <input type="checkbox"/> Generally flows well <input type="checkbox"/> Some awareness of audience and genre	<input type="checkbox"/> Overly repetitive or simplistic sentence structure <input type="checkbox"/> Consistently disjointed, lack of flow <input type="checkbox"/> Style/structure inappropriate for audience	<input type="checkbox"/>
#H Clarity and conciseness: Answers the question, succinct, appropriate complexity.	<input type="checkbox"/> Argument effectively and efficiently conveyed. <input type="checkbox"/> Highly focused on the question <input type="checkbox"/> Easily understood.	<input type="checkbox"/> Argument reasonably clear <input type="checkbox"/> Occasionally misses the point but answers the question <input type="checkbox"/> Not over-elaborate or over-complicated	<input type="checkbox"/> Main point and/or argument confused/unclear. <input type="checkbox"/> Irrelevant information, no transition between ideas. <input type="checkbox"/> Unclear conclusion.	<input type="checkbox"/>
#I Technical writing skills: Spelling, capitalisation, punctuation, grammar, general proofreading.	<input type="checkbox"/> Very few spelling errors, <input type="checkbox"/> Correct punctuation, <input type="checkbox"/> Grammatically correct, <input type="checkbox"/> Complete sentences.	Occasional lapses in: <input type="checkbox"/> Spelling, <input type="checkbox"/> Punctuation, <input type="checkbox"/> Grammar, but not enough to seriously distract the reader.	<input type="checkbox"/> Numerous spelling errors, <input type="checkbox"/> Non-existent or incorrect punctuation, <input type="checkbox"/> Severe errors in grammar that interfere with understanding.	<input type="checkbox"/>
#J Vocabulary: Originality, breadth, appropriateness, variety.	<input type="checkbox"/> Highly appropriate, well chosen, precise and varied vocabulary. <input type="checkbox"/> Consistently uses correct word choice and discipline-specific terminology.	<input type="checkbox"/> Generally appropriate vocabulary; <input type="checkbox"/> Not overly repetitive. <input type="checkbox"/> Generally uses correct word choice and discipline-specific terminology.	<input type="checkbox"/> Excessively limited or inappropriate or repetitive vocabulary. <input type="checkbox"/> Misuses discipline-specific terminology.	<input type="checkbox"/>
#K Academic Integrity: Appropriate use of references.	<input type="checkbox"/> Appropriate use of others' work acknowledged via in-text citations. <input type="checkbox"/> Uses APA referencing system consistently and correctly.	<input type="checkbox"/> Other sources acknowledged. <input type="checkbox"/> Generally uses APA referencing system.	<input type="checkbox"/> Unattributed work from other sources. ¹ <input type="checkbox"/> Does not attempt to use APA referencing system.	<input type="checkbox"/>
Holistic judgement:	Exemplary written communication.	Satisfactory written communication.	Unsatisfactory written communication.	

Note: ¹A 'not satisfactory' in this criteria will render the complete report 'unsatisfactory' resulting in a **fail** grade for this assignment. Other courses of action may also follow.



Victoria Management School

MGMT101 Assignment Cover Sheet

Name: _____ Student ID: _____

Assignment	✓
Assignment one (1)	
Assignment two (2)	

Tutor's Name: _____ Tutorial Number: _____

Tutorial Day: _____ Tutorial Time: _____

Date Due: _____ Date Submitted: _____

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

Signed: _____

Extension of the due date (if applicable)

Date extension applied for: _____

Extension granted until: _____

Extension granted by: _____

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



Victoria Management School
MGMT 101

Request for re-examination of assessed work.

Assessment affected <i>e.g. assignment 1 or assignment 2</i>		
Student ID	Name As it appears in your enrolment	Tutorial No.
	Contact Details Phone _____ _____ Email _____	

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

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

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

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

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

.....
Signature

.....
Date

Annex E

Management Competency Development for: (student name here)											
See page 23 of your VMS text for definitions.	<i>Tut preparation (prep)</i>			<i>Tut reflection</i>			Discipline = STRAT	Discipline = OPSDM	Discipline = HRIR	Discipline = MBUS	Discipline = OB
Desirable Management Competencies you are being measured against	What you need to do before next weeks tut as evidence of tut prep. Give a hard copy to your tutor at the beginning of the tut and keep a copy for yourself.	<i>Prep assessment;</i> E, S, NS.	What you need to include in your reflection on this weeks tut. Submit this online (UNDER YOUR TUTORS NAME) via blackboard by 23.59hrs on the day of your tut.	<i>Reflection assessment;</i> E, S, NS.	STRAT Tut score; E, S, NS	OPSDM Tut score; E, S, NS	HRIR Tut score; E, S, NS	MBUS Tut score; E, S, NS	OB Tut score; E, S, NS		
Critical thinking	What new discipline specific MGMT theory, framework or concept have you observed being applied this week (or read about) to a real world MGMT setting? Hint - the business section of the Dom Post. To discuss in tuts.		<i>As a result of this weeks tut, would you change your answer? Why or why not?</i>								
Communication	<i>From an organisation that you have been in contact with this week, what new experience have you gained that you can share in your tutorial? To discuss in tuts.</i>		<i>Based on this weeks tut discussion, what management idea best explains your new experience? Why?</i>								
Teamwork	What you will do this week (in a MGMT tut or any other setting) to show you are working as part of a 'team'. To discuss in tuts.		How successful do you believe you were this week in working as part of a team. Why or why not?								
Leadership	What you will do this week (in a MGMT tut or any other setting) to show you are taking a 'leadership' role? To discuss in tuts.		How successful do you believe you were this week in your leadership role (in a MGMT tut or any other setting). Why or why not?								
Self management	Provide an example where you have 'self-managed' this week in a particular way (in any setting) then changed what you did to achieve a more desirable outcome. To discuss in tuts.		What would you change about how you 'self-managed' in order to achieve a more desirable outcome? Why or why not?								
Professionalism	Provide an example of your MGMT 'professionalism'. To discuss in tuts.		<i>As a result of this weeks tut, what would you now do differently? Why or why not?</i>								

Marks: E = 1, S = 0.5, NS = 0; Assessment: E = exemplary, S = satisfactory, NS = not satisfactory

Week	Dates	Lecturer	Chapter	Topics	Discipline	Tutorials	Assignments
1	July Mon 11 th	Eric Chong	2	Course Aims & Structure; Management Learning Past to Present	MGMT	NO tut this week	Tut prep for STRAT due in next week's tut
	July Fri 15 th	Eric Chong	4	Ethics and Social Responsibility	MGMT		
2	July Mon 18 th	U Daellenbach	8 & 9	Strategic Management Processes	STRAT	Tut one (1)	STRAT tut prep due in allocated tut
	July Fri 22 nd	U Daellenbach	8 & 9	Strategies used by Organisations	STRAT	STRAT	
3	July Mon 25 th	U Daellenbach	9	Organisational and Environmental Fit	STRAT	Tut two (2)	STRAT reflection due this week in ALLOCATED tut
	July Fri 29 th	U Daellenbach	9	Strategy Implementation	STRAT	Assignment	
4	Aug Mon 1 st	J Sheffield	18 & 19	What is Operations Management?	OPSDM	Tut three (3)	OPSDM tut prep due in allocated tut
	Aug Fri 5 th	J Sheffield	18 & 19	Current Issues in Operations and Supply Chain Management	OPSDM	OPSDM	
5	Aug Mon 8 th	J Sheffield	7	Approaches to Decision Making	OPSDM	Tut four (4)	OPSDM reflection due this week in ALLOCATED tut
	Aug Fri 12 th	J Sheffield	7	Decision Making in Practice	OPSDM	Assignment	
6	Aug Mon 15 th	P Best	6	What is Maori Business?	MBUS	NO tut this week	Assignment due, tutors drop box, level two Murphy, 3pm, Thursday August 18th
	Aug Fri 19 th	P Best	6	Contribution of Maori to NZ Economy	MBUS		
mid term break		mid term break	mid term break	mid term break		mid term break	mid term break
7	Sept Mon 5 th	P Best	6	Commercialisation of culture	MBUS	Tut five (5)	MBUS tut prep due in allocated tut
	Sept Fri 9 th	P Best	6	Maori Business Case Studies	MBUS	MBUS	
8	Sept Mon 12 th	Richard Norman	12	Human Resource Management and Industrial Relations	HRIR	Tut six (6)	MBUS reflection due this week in ALLOCATED tut
	Sept Fri 16 th	Richard Norman	10	Organisation Structures and Design	HRIR	Assignment	
9	Sept Mon 19 th	Richard Norman	13	Individuals and work.	HRIR	Tut seven (7)	HRIR tut prep due in allocated tut
	Sept Fri 23 rd	Richard Norman	14	Motivation and rewards	HRIR	HRIR	
10	Sept Mon 26 th	S Proctor-Thomson	1	The Study of Organisational Behaviour	OB	NO tut this week	Assignment due, tutors drop box, level two Murphy, 3pm, Thursday Sept 29th
	Sept Fri 30 th	S Proctor-Thomson	16	Organisational Communication	OB		
11	Oct Mon 3 rd	S Proctor-Thomson	15	Working in teams	OB	Tut eight (8)	HRIR reflection due this week in ALLOCATED tut
	Oct Fri 7 th	S Proctor-Thomson	17	Leadership	OB	OB	OB tut prep due in allocated tut
12	Oct Mon 10 th	Eric Chong	5 & Appendix 2	Challenges for NZ Managers	MGMT	Tut nine (9)	OB reflection due this week in ALLOCATED tut
	Oct Fri 14 th	Eric Chong	NA	Course windup & exam info	5 MGMT		Exam information

