



BUSINESS SCHOOL

Course Outline 2020 BUSADMIN 761: MANAGEMENT (15 POINTS) Quarter 1 (1202)

Course prescription

Core theories and their implications for the art and practice of management in modern organisations.

Course advice

Restriction: BUSADMIN 771

Goals of the course

The course helps students to master multiple theoretical perspectives of organisational behaviour. The emphasis is on frameworks that will assist managers to work effectively with ambiguity and complexity; and, apply these perspectives in practical settings.

Learning outcomes (LO)

By the end of the course, it is expected that students will be able to:

#	Learning outcome	Graduate profile capability*
LO1	1. analyse their own and others' workplace behaviours from one or more theoretical perspectives	5a. Independence 5b. Integrity 1. Disciplinary Knowledge and practice
LO2	2. critically evaluate the key principles of analysing complex organisational problems and apply these principles appropriately'	2. Critical thinking 3. Solution seeking
LO3	3. critically analyse literature on complex managerial problems, appraise and recommend solutions.	1. Disciplinary knowledge and practice 2. Critical thinking 4. Communication and engagement

* See the graduate profile this course belongs to at the end of this course outline.

Content outline

Week / Module	Topic	Relevant learning resources/activities	Assessment due this period
		N.B: All textbook readings are supplemented with journal articles and relevant readings.	
Week 1	Introduction	Textbook Chapter 1	
Week 2	Perceptions, Attitudes, Individual Differences	Textbook Chapter 3	Multi Choice Questions
Week 3	Employee motivation	Textbook Chapter 5	Multi Choice Questions and 1 st article review
Week 4	Applied Motivation	Textbook Chapter 6	Multi Choice Questions
Week 5	Decision Making & Creativity	Textbook Chapter 7	Multi Choice Questions and 1 st learning journal
Week 6	Team dynamics	Textbook Chapter 8	Multi Choice Questions
Week 7	Communication	Textbook Chapters 9 & 10	Multi Choice Questions
Week 8	Leadership	Textbook Chapter 12	Multi Choice Questions and 2 nd article review
Week 9	Organization Structure and Design	Textbook Chapter 13	Multi Choice Questions
Week 10	Organizational Culture & change	Textbook Chapters 14 & 15	Multi Choice Questions and 2 nd learning journal.

Learning and teaching

Please note that students are expected to attend all classes, participate in discussion, and read required materials prior to class. Some classes may also involve case study preparation and analysis, by teams. Effective learning is often the result of group-based discussion and preparation outside of the classroom, both in preparing for weekly classes, and in preparing for the multi choice tests. This is strongly recommended.

Teaching staff

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Learning resources

Required Text: McShane, S., Olekalns.M. & Travaglione, T. Organisational Behaviour; Emerging Knowledge, Global Insights, 5th ed. Australia, McGraw-Hill

The required text and readings form the core for the course. It is expected that students will not only read and critique the relevant chapters of this but also consult other sources, especially academic journals. Students should be prepared to debate and defend their positions in class, in the context of the case studies that will be the foundation of each evening's class. The more you read around the course, the more you will gain from participating.

Academic journals that may have articles of relevance to this course include:

- Academy of Management Journal, Academy of Management Executive
- Journal of Management
- Journal of Organizational Behaviour
- Leadership Quarterly

Assessment information

Assessment task	Weight %	Group and/or individual	Submission
1st Research Article briefing	25	Individual	January 31
2nd Research Article briefing	25	Individual	March 6
1st Learning Journal	15	Individual	February 14
2nd Learning Journal	15	Individual	March 20
Multi Choice Tests	20	Individual	January 21 – March 17

Pass requirements

A range (shows excellence in the subject, fit to pass with high distinction)

B range [shows strength in the subject, fit to pass with some distinction]

C range (shows basic competence in the subject, fit to pass)

D range (fails to show basic competence in the subject, not fit to pass]

Description of assessment tasks

Assessment task	Learning outcome to be assessed
Article Briefings	2 and 3
Learning Journals	1 and 2
Multi choice tests	1 and 2

Inclusive learning

Students are urged to discuss privately any impairment-related requirements face-to-face and/or in written form with the course's convenor/lecturer and/or tutor.

Academic integrity

The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in coursework as a serious academic offence. The work that a student submits for grading must be the student's own work, reflecting his or her learning. Where work from other sources is used, it must be properly acknowledged and referenced. This requirement also applies to sources on the worldwide web. A student's assessed work may be reviewed against electronic source material using computerised detection to provide an electronic version of their work for computerised review.

Student feedback

The University of Auckland evaluates the quality of teaching and of courses by using the Summative Evaluation Tool, or SET. Summative evaluation is formal, summative evaluation of teaching undertaken according to University policy and is conducted at the end of a semester/quarter through the use of the formal University SET instruments. Summative evaluation is used by teachers to reflect on their teaching practice, and is also used by the University for quality assurance of teaching and courses.

In the event of an unexpected disruption

We undertake to maintain the continuity and standard of teaching and learning in all your courses throughout the year. If there are unexpected disruptions, the University has contingency plans to ensure that access to your course continues and your assessment is fair, and not compromised. Some adjustments may need to be made in emergencies, In the event of a disruption, the University and your course coordinators will make every effort to provide you with up to date information via Canvas and the University website.

Graduate profile for Postgraduate Diploma in Business

The following six themes represent the capabilities that the Business School seeks to foster in all of its graduates. The development of these capabilities does not come all at once, but rather is expected to build from year to year. Each course is not expected to contribute to all capabilities, but each course will have its own goals and learning outcomes that relate to the overall development of this profile.

Graduate Profile

1. Disciplinary knowledge and practice

Graduates will be able to demonstrate advanced knowledge of general management theory and apply this effectively in a range of contexts.

2. Critical thinking

Graduates will be able to effectively evaluate and synthesise evidence from multiple sources to develop coherent and evidence-based arguments.

3. Solution seeking

Graduates will be able to frame and analyse complex problems, develop practical solutions, and understand the impact and implications of planned implementation.

4. Communication and engagement

Graduates will be able to work effectively in teams and engage varied audiences by communicating professionally using multiple formats.

5. Independence and integrity

Graduates will be able to engage in independent and ethical decision-making and behaviour, demonstrating self-reflection and self-management in complex and ambiguous situations.

6. Social and environmental responsibility

Graduates will recognise, in relation to their field, the potential significance of the principles underpinning the Treaty of Waitangi and sustainability and demonstrate capability to shape business practice accordingly where appropriate.