Course Outline 2019
MGMT300: MANAGEMENT IN DYNAMIC CONTEXTS (15 POINTS)
Semester One (1193)

Course prescription
Explore and reflect on the realities of management theory and practice through critically examining management challenges, from small entrepreneurial firms to large corporations.

Course advice
Prerequisite: BUSINESS 200 or MGMT 202 or MGMT 211 or ENNGEN 302 or ENGEIGN 303 or SCIGEN 201.

Restriction: MGMT 301

Goals of the course
This course seeks to develop students’ appreciation of the intersection between management theory and management practice in three arenas:

**Cognitive:** By putting management theories into action (e.g., within the richness and complexity of an integrated business simulation called MikesBikes) students will be better able to manage the interconnected nature of business and teams through the contextualised application of these theories.

**Behavioural:** To develop students’ skills in reflecting on their learning and their performance; to assess the performance of others and provide them with developmental feedback; to seek feedback from others and to constructively respond/act on such feedback.

**Affective:** Students will value the abilities, knowledge and experience of their team members and seek to support and develop them.
Learning outcomes (LO)

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

<table>
<thead>
<tr>
<th>#</th>
<th>Learning outcome</th>
<th>Graduate profile capability*</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1</td>
<td>Identify the theories and perspectives of management that are relevant to their team and organisational environment;</td>
<td>1. Disciplinary knowledge and practice</td>
</tr>
<tr>
<td>LO2</td>
<td>Illustrate these theories, perspectives, contexts, and assumptions with examples from their own experiences;</td>
<td>5a. Independence</td>
</tr>
</tbody>
</table>
| LO3| Analyse situations in order to identify appropriate interventions and thereby improve their own, their team members’, and their company’s performance; | 2. Critical thinking  
3. Solution seeking |
| LO4| Work effectively in a simulated cross-functional management team in a way that preserves and develops shareholder value; | 4c. Engagement (Collaboration) |
| LO5| Act upon their reflections of their individual learning and performance in the course (and in their team) in a manner that demonstrably improves their learning and performances, and; | 5a. Independence |
| LO6| Demonstrate that they can give and utilise feedback from others to improve their performance and learning. | 5a. Independence  
4b. Communication (Written) |

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

Content outline

In no particular order, the major topics addressed are:

- Learning from experience
- The imperative for giving and receiving feedback
- Teams; their care and feeding
- Living as a leader and a follower
- Better decision making
- Is it really all about technical, human, and conceptual skills?
- Acting strategically
<table>
<thead>
<tr>
<th>Week / Module</th>
<th>Topic</th>
<th>Relevant learning resources/activities</th>
<th>Assessment due this period</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>Introduction</td>
<td>“Learning from experience through reflection”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Single-player practice</td>
<td>“Using Bloom’s taxonomy to teach critical thinking skills to business students”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Management and the learning process”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>“A handbook of reflective and experiential learning: Theory and practice”</td>
<td></td>
</tr>
</tbody>
</table>
| **2** | Multi-player practice round #1 | “Turning student groups into effective teams.” | • CV
| | | “Why teams matter” | • Journal #1
| | | “Managing the risk of learning: Psychological safety in work teams” | • Review #1
| | | “Make yourself an expert” | |
| **3** | Multi-player practice round #2 | “In praise of followers” | • Journal #2
| | | “Six myths about informal networks – and how to overcome them” | • Review #2
| | | “The new silver bullets in leadership” | |
| | | “Leadership run amok: The destructive potential of overachievers” | |
| **4** | Competitive round #1 | “A brief history of decision making” | • Journal #3
| | | “Stop making plans, start making decisions” | • Review #3
| | | “The hidden traps in decision-making” | |
| **5** | Competitive round #2 | “Charting your company’s future” | • Journal #4
| | | “Blue ocean strategy” | • Review #4
| | | “Why business models matter” | |
| | | “Nature of managerial work” | |
| **6** | Competitive round #3 | “Getting 360° feedback right” | • Journal #5
| | | | • Review #5
| **7** | Competitive round #4 | “Teaching smart people how to learn” | • Journal #6
| | | “Double loop learning in organizations” | • Review #6
| **8** | Competitive round #5 | “Learning and developing from managerial work experiences” | • Journal #7
| | (Takeovers enabled) | “Skills of an effective administrator” | • Review #7
| **9** | Competitive round #6 | “Is your growth strategy flying blind?” | • Journal #8
| | | “Competing on analytics” | • Review #8
| **10** | Competitive round #7 | “Evolution and revolution as organizations grow” | • Journal #9
| | | “How will you measure your life?” | • Review #9
| **11** | Competitive round #8 & #9 (simultaneous) | | • Journal #10
| | | | • Review #10
| **12** | Conclusion | | • Peer evaluation
| | | | • Summative learning portfolio
Learning and teaching
There are typically between 60 and 120 students in this course. Students will be working in teams of four to six people. *If you do not like or want to work in teams, this course is not for you.*

Teamwork is required both in class and outside of class. *If you have a tight schedule that is going to make meeting with your team difficult, this course is not for you.*

Teaching staff
Course Director: Andrew Patterson
Office: Room 490, Sir OGGB
Tel: 373-7599 (ext 84689)
Email: andrew.patterson@auckland.ac.nz
Office Hours: Wednesday 1-2pm

Learning resources
The purchase of a license to use MikesBikes is compulsory and costs $69.95. MikesBikes software download is available from [http://www.students.smartsims.com](http://www.students.smartsims.com)
Login: *stuauckland*  
Password – *mgmt300*

Assessment information

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Weight %</th>
<th>Group and/or individual</th>
<th>Submission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative learning portfolio</td>
<td>80%</td>
<td>Individual</td>
<td>Friday, week 12</td>
</tr>
<tr>
<td>Company performance (SHV)</td>
<td>20%</td>
<td>Group and Individual</td>
<td>Final competitive rollovers: Friday, week 11</td>
</tr>
<tr>
<td>Weekly learning journals (x10)</td>
<td></td>
<td>Individual</td>
<td>Every Monday, starting week 2</td>
</tr>
<tr>
<td>Weekly journal reviews (x10)</td>
<td></td>
<td>Individual</td>
<td>Every Friday, starting week 2</td>
</tr>
<tr>
<td>Peer evaluation</td>
<td></td>
<td>Individual</td>
<td>Week 12</td>
</tr>
</tbody>
</table>

Pass requirements
You must achieve a minimum final mark of 50% to pass this course.
Description of assessment tasks

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Learning outcome to be assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative learning portfolio</td>
<td>1 - 6</td>
</tr>
<tr>
<td>Company performance (SHV)</td>
<td>1, 3, 4, 5</td>
</tr>
<tr>
<td>Weekly learning journals (x10)</td>
<td>1, 2, 5, 6</td>
</tr>
<tr>
<td>Weekly journal reviews (x10)</td>
<td>6</td>
</tr>
<tr>
<td>Peer evaluation</td>
<td>6</td>
</tr>
</tbody>
</table>

Inclusive learning
Students are urged to discuss privately any impairment-related requirements face-to-face and/or in written form with the courses 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
We regularly seek feedback from students in order to shape and improve this and all courses on the programme. Students will be asked to complete formative fast feedback early in the semester, and course and teaching evaluations at the end of the course. In addition, each course will seek volunteers to serve as class reps.

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 Bachelor of Commerce
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 and apply a breadth of knowledge across disciplines, as well as specialist knowledge within one or more of them, while recognising the relevancy of this knowledge within a global context.

2. **Critical thinking**  
   Graduates will be able to analyse and critique theory and practice to develop well-reasoned arguments.

3. **Solution seeking**  
   Graduates will be able to identify and frame problems using analytical skills to create and evaluate innovative solutions.

4. **Communication and engagement**  
   Graduates will be able to collaborate and communicate effectively in diverse contexts using multiple formats.

5. **Independence and integrity**  
   Graduates will be able to respond professionally and ethically, demonstrating a capacity for independent thought and learning.

6. **Social and environmental responsibility**  
   Graduates will recognise the significance of the principles underpinning the Treaty of Waitangi and consider their obligations in relation to sustainability, whilst displaying constructive approaches to diversity.

Note that if you are enrolled in a conjoint degree, you should also engage with the Graduate Profile for your other degree programme.