



## Course Outline 2017

### MĀORIDEV 731: Governance and Management: Te Whakamana Rōpū

#### Māori (15 POINTS)

#### Quarter 2 (1174)

### Course Prescription

Analysis of the nature of Māori enterprise and Māori governance and management systems in relation to both traditional and modern governance and management theory and frameworks.

### Programme and Course Advice

Restriction: BUSADMIN 761, MĀORIDEV 712

### Goals of the Course

Course participants will develop critical appreciation of theories and practices in management and apply this understanding to their professional roles as managers. Through exploring conceptual, theoretical and practical perspectives on management and governance, participants will gain an appreciation of ambiguity and multiple perspectives in organisational life. Participants will develop reflective skills that integrate theory and Māori management and governance practice, review their experiences of organisational processes, and identify, plan, practice and reflect on key changes for their work as a manager.

### Learning Outcomes

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

1. analyse workplace behaviours from one or more theoretical perspectives as described by the Four Frames and explain the implications for management with analytical consideration for the Māori world view
2. critically review literature pertaining to the behaviour of people in organisations using different analytical lenses
3. demonstrate skills in researching, and recommending solutions for, organisational problems of relevance to managers, leaders and at a governance level
4. critically evaluate governance issues from Māori and Indigenous perspectives
5. reflect on and apply theory to personal experiences of organisational processes
6. demonstrate skills in oral communication and collaborative work.

### Content Outline

Wk	Date	Topic	Textbook Chapters	Comments
1	29 Mar	<ul style="list-style-type: none"> <li>Mihi and Introduction</li> <li>The Power of Reframing the Reframing</li> </ul>	1, 2	
2	5 Apr	<ul style="list-style-type: none"> <li>Structural Frame</li> </ul>	3, 4, 5	

3	12 Apr	• Human Resource Frame	6, 7, 8	
4	19 Apr	• Political Frame	9, 10, 11	
5	26 Apr	• Symbolic Frame	12, 13, 14	
6	3 May	• Integrating Frames		
7	10 May	• Community project presentations		<ul style="list-style-type: none"> <li>• Assignment 1: Community project first set of presentations</li> <li>• <u>Everybody's</u> Reports and Reflections are due this week</li> </ul>
8	17 May	• Community project presentations		<ul style="list-style-type: none"> <li>• Assignment 1: Community project second set of presentations</li> </ul>
9	24 May	• Introduction to Governance		
10	31 May	• Introduction to Governance		•
11	7 Jun	• In Class Test		• Assignment 2: In Class Test on Governance

## Learning and Teaching

The course is taught over ten weeks 5.30pm – 8.30pm on Wednesday evenings. The learning process for this course requires active inquiry and participation from everyone in the class. We will learn by reading, researching, dialogue, practical exercises, and reflecting on experiences. In addition to attending classes, students need to complete the required readings prior to the relevant class and submit assignments by the due dates.

## Teaching Staff

### Dr. Chellie Spiller

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I am happy to meet you by appointment or engage by phone and/or email.

You are also welcome to contact the GSM Support Staff:

### Ngaroimata Reid

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## Learning Resources

The required textbook for this course is: Bolman, L.G. & Deal, T.E. (2013) Reframing Organizations (5th Ed.). San Francisco, CA: Jossey-Bass.

See the Reading List on CANVAS for links to e-book.

## Assessment

Assessment Type	Final Grade Weight %	Exact Date	Conditions	Duration
Community Project	60%	3 May	Individual / Pairs	-
In-class test	25%	7 June	Individual / Open book	2.5 hours
In-class participation	15%	Ongoing	Individual and/or study group pre-reading / active engagement in class discussions and exercises / reflective enquiry	-
Total	100%			

Refer to the grading rubrics in the appendix.

The broad relationship between these assessments and the course learning outcomes is as follows:

Learning	Assignment 1	Assignment 2	Final Exam
1	X	X	
2	X	X	
3	X		X
4			X
5	X	X	
6	X	X	

Note on late assignments:

Arohamai tatou katoa regarding all of our busyness! However, "work pressures" or business or personal travel are not accepted as valid reasons for lateness. The need to submit an assignment late is, however, recognised where there is evidence based on compassionate or medical grounds. Late assignments where medical or compassionate grounds do not apply will receive a grading penalty. There will be plenty of opportunities in class to talk about assignments with me and with each other!

[Assignment 1: Four Frames Community Project \(60%\) and in-class presentations](#)

You may work solo or in pairs on this assignment. It is an opportunity to contribute to the community.

Each person/pair will identify a particular management dilemma facing a Māori organisation and conduct a Four Frames+ analysis. Four Frames+ refers to the Four Frames of Structural, Human Resources, Political and Symbolic + Te Ao Māori frame, such as a Māori metaphor, process or model to help explain and enrich your Four Frames analysis.

The objectives of the project are to provide you with opportunities to:

1. Work with and integrate the Four Frames as a useful tool for diagnosis and action
2. Integrate your learnings from the course and apply them to a real-life situation
3. Share your learning with the class and help build collective knowledge of Māori organisations
4. Be of service to the community
5. Reflect on your own contribution to the work and professional practice.

### Steps

1. Identify a Māori organisation you would like to be of service to.
2. Interview a manager/leader of the organisation to scope the project and identify all elements necessary with which to conduct your Four Frames+ analysis.
3. Conduct your analysis and develop your recommendations drawing together information provided by the manager/leader of the organisation, your research of academic literature relevant to Four Frames+, and, any other supporting material that may be relevant (for example, organisations documents).
4. Prepare the elements of your assignment which consist of three parts:
  - a. Report worth 25%
  - b. Class presentation worth 20%
  - c. Personal reflections worth 15%

### Components

- *Report for the organisation*
  - Executive Summary: up to 1 page
  - Background of the situation: up to 2 pages
  - Four Frames+ Analysis: 1 page per Frame + Te Ao Māori
  - A series of recommendations as a result of your analysis: up to 3 pages
  - Bibliography
- *Personal reflections*
  - A reflection on your own contribution to this assignment and what you learned in the process. Critically discuss how useful were the Four Frames+ in helping you to clarify recommendations for the organization and how it supported the development of your own professional practice.
  - Up to 2 pages
- *Class Presentation*
  - Create a 15 minute Four Frames+ seminar based on your Report and present this to the class in an **engaging** and **interactive** way
  - Your presentation needs to support your classmates' learning about how the Four Frames+ can be applied in a Māori organisational setting
  - Your seminar needs to build upon material learned in class and *not to repeat the material in the text*
  - Your classmates will grade your seminar across the criteria below, each is worth 20% of the overall grade for this assignment. Collectively their grade will be 50% of your final mark for this assignment. My mark will be the other 50% using the same criteria
  - Powerpoint slides with script outlines to be handed in

### Assignment 2: In-Class Test on Governance (25%)

- Three questions on Governance
- Open book

- Essay style drawing on references to demonstrate your mastery of readings and critical thinking skills

### Assignment 3: In-class participation (15%)

Individual participation in the class will be assessed. The grade will depend on the quality and quantity of your contribution in class discussion and group exercises in the class itself. This contribution will require you to have engaged with the relevant readings and to be fully engaged in class discussions and group exercises. In addition to completing readings for each particular week you are required to reflect on how the content each week relates to Māori management and governance and be ready to contribute your perspective in class. You will not be able to contribute if you don't show up! If you miss a class please let the kaiako know by email as a courtesy.

## INCLUSIVE LEARNING

In our first class we will explore tenets of what Inclusive Learning means for us including:

- Collective learning
- Active inquiry and participation from everyone
- Respecting people's different experience of management and capacity to apply learning to their own context
- Classroom learning as a microcosm of organisational learning
- Reflective practice
- Welcoming and sharing your experience
- Respecting confidentiality/Chatham House Rules

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

## STUDENT FEEDBACK

Student feedback from previous year/s that has been used to shape or change the course will be discussed. Each cohort is unique, and to help us co-create our learning environment, an activity in the first class is designed to elicit how we like to learn individually and collectively. Formative evaluations are offered a few weeks into the programme which provides you the opportunity to give feedback and for the lecturer see how the class is tracking. The end of class evaluations are an important opportunity to reflect on your learning experience and offer feedback to strengthen the programme for future cohorts.

## 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 web site.

## CHEATING AND PLAGIARISM

The University of Auckland regards cheating as a serious academic offence.

Plagiarism is a form of cheating. In coursework assignments submitted for marking, plagiarism can occur if you use the work and ideas of others without explicit acknowledgment. Work can be plagiarised from many sources, including books, journal articles, the internet, and other students' assignments. A student's assessed work may

be reviewed against electronic source material using computerised detection mechanisms. Upon reasonable request, students may be required to provide an electronic version of their work for computerised review.

The way of avoiding plagiarism is to reference your work properly. If you are in doubt about how to reference properly, ask someone – your lecturers, tutors and the Student Learning Centre are good places to start. Please refer to the following website for further information about academic referencing: [www.cite.auckland.ac.nz/](http://www.cite.auckland.ac.nz/)

The document Guidelines: Conduct of Coursework provides further advice on how to avoid plagiarism. It can be found at:  
[www.business.auckland.ac.nz/conductcoursework](http://www.business.auckland.ac.nz/conductcoursework)

The penalties for plagiarism can be severe, including losing some or all of the marks for the assignment. Major offences can be sent to the University's Discipline Committee, where further penalties can be imposed.