

## **Course Outline 2016**

### **MGMT 738 : GOVERNANCE**

#### **Semester 1 (1163)**

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#### **Course Prescription**

Governance deals with the complex set of relationships between the organisation, board of directors, management, and diverse stakeholders. Students will examine governance and management issues in various settings: SMEs, large corporations and not-for-profit organisations. Particular attention will be given to behavioural perspectives of governance, board-management relationships, and board leadership and structure. Through their participation in this course, students will also become familiar with, and be able to apply, the tools of organisational analysis.

#### **Goals of the Course**

1. To encourage students understanding of the many, often conflicting, schools of thought, by comparing, combining, and connecting various perspectives;
2. To challenge their acquired knowledge about the world of organisations, by critically reflecting on existing patterns and new developments;
3. To install critical, innovative and analytical thinking, by creating the specific learning environment for creative debates and critical evaluation of research and business practice.

#### **Learning Outcomes**

On completion of the course student will be able to:

- LO1 demonstrate familiarity with the advanced concepts, theoretical perspectives, empirical findings, and contemporary trends in governance literature and practice;
- LO2 use the concepts, language, and major theories of the discipline to account for governance phenomena; that is students should be able to:
- a. Identify paradoxes, trade-offs and contingencies in contemporary governance research,
  - b. Interpret contemporary governance and management issues at an appropriate level of complexity,
  - c. Use theories to explain major transformations in governance practice of modern organisations,
  - d. Integrate theoretical perspectives to produce comprehensive and multi-faceted explanations;
- LO 3 Explain major governance and management paradigms. In particular:
- a. Compare and contrast major paradigms (e.g., shareholder value paradigm and stakeholder value paradigm),
  - b. Compare and contrast major governance systems (e.g., Anglo-American, Japanese and German systems),
  - c. Explain the key drivers of the current paradigm shifts,

d. Understand how contemporary organisations learn to live with paradox, with conflicting goals and technologies, absorbing new rules and methods (e.g., governance and management in knowledge-intensive firms);

LO4 communicate effectively in a variety of formats, such as class discussions, debates, lectures, and group exercises;

LO5 exhibit the ability to collaborate effectively;

LO6 demonstrate information competence and the ability to collect, evaluate, select and analyse various qualitative and quantitative data from various sources (newspapers, business magazines, academic journals, books, internet etc.);

LO7 understand how to implement their knowledge and skills in revealing real governance and management issues of contemporary organisations;

LO8 understand governance and management issues from multiple perspectives;

LO9 perform organisational analysis, by utilising historical data, structural data, process data, and interpretative data.

## **Content Outline**

In 2016, our course is organised around four topics. The selected topics represent broad concepts, issues or developments, which characterise governance and management philosophies of contemporary organisations. Discussion topics emerge from the need of understanding theoretical underpinnings, historical milieus and new developments in governance and management of modern organisations. Four selected topics are:

1. Theoretical underpinnings of governance
2. National systems of corporate governance
3. Board of directors
4. Governance issues in specific organisational contexts

## **Learning and Teaching**

This course will be taught in Semester 1. The anticipated class size should not exceed 20 students. We will meet on Fridays (9am-12pm). There will be three hours of class discussion every week. Students are expected to do prescribed readings and actively participate in the discussions. Your role, as students/discussants, is to present, analyse, and criticise the course materials and field experiences. My role, as teacher, is to facilitate class discussions, clarify certain points, challenge your points of view and actively join the debates.

## **Teaching Staff:**

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## **Learning Resources**

All required readings are provided on the Talis course reading system. You can access these from CANVAS. This page will also allow you to link to new articles, news items, and other readings of interest as we move through the course.

Recommended books:

Monks, R.A.G. and Minow, N. (2008). *Corporate Governance* (4<sup>th</sup> ed.) Chichester, UK: The Wiley & Sons.

Blair, M. (1995). *Ownership and control: Rethinking corporate governance for the twenty-first century*. Washington, D.C.: Brookings Institute

Huse, M. (2007). *Boards, governance and value creation: The human side of corporate governance*. Cambridge: Cambridge University Press

## Assessment

Assessment	Marks	Notes	Learning Outcomes
Critical literature review	50%		LO1-LO4, LO6-LO9
Empirical study	40%		LO4; LO6-LO9
Participation	10%		LO5; LO2-LO7
Total	100%		

## Inclusive learning

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

## Student feedback

Your feedback is valuable to us. We will use it to improve the course content and our facilitation of the course. At the end of the course you will be asked to complete the course and teaching evaluations.