



Course Outline 2017
BUSADMIN 761: MANAGEMENT (15 POINTS)
Quarter 3 (1176)

Course Prescription

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

Programme and Course Advice

Restriction: BUSADMIN 771

Goals of the Course

The course introduces students to various analytical frameworks, theories and techniques in psychology and organisational behaviour, with their applications in a managerial context. The emphasis is on frameworks that assist managers in understanding the people management issues they are most likely to encounter in an organisational context.

- To understand theories of organisational behaviour and apply these in practical settings
- To gain an appreciation of ambiguity and multiple perspectives in organisational life
- To develop reflective skills that integrate theory and management action
- To use theory as an analytical tool in effective managerial practice.

Learning Outcomes

By the end of this course, students should be able to:

1. analyse workplace behaviours from one or more theoretical perspectives
2. evaluate the usefulness of a range of ways of analysing organisational problems
3. critically review literature pertaining to the behaviour of people in organizations
4. demonstrate skills in researching, and recommending solutions for, organisational problems of major relevance to managers.

Content Outline

- Week 1 Introduction
- Week 2 Perceptions, Attitudes and Individual Differences
- Week 3 Employee motivation
- Week 4 Applied motivation
- Week 5 Decision Making & Creativity
- Week 6 Team dynamics
- Week 7 Communication
- Week 8 Leadership
- Week 9 Organization Structure and Design
- Week 10 Organizational Culture & change

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 assignments and for the short 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 above 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

Assessment Type	Final Grade Weight %	Exact Date	Conditions	Duration
Research article briefing 1	20%	July 6, 0900 hours	Individual / Groups	-
Research article briefing 2	30%	August 10, 0900 hours	Individual / Groups	-
1 st Learning Journal	10%	July 20, 0900 hours	Individual / Groups	-
2 nd Learning Journal	15%	August 24, 0900 hours	Individual / Groups	-
Required-text Tests	25%	Weeks 2-10	In-class / Open Closed Book	8-10 minutes
Total	100 %			

Further details on these assessments will be provided in Canvas and in handouts throughout the course.

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

Learning Outcome	Research article brief 1	Research article brief 2	1 st Learning Journal	2 nd Learning Journal	Required-text tests
1			X	X	X
2	X	X	X	X	X
3	X	X			
4	X	X	X	X	

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/

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

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.

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 and/or tutor.

STUDENT FEEDBACK

Formative feedback surveys

During the early part of the quarter (usually Week 3 or 4), short feedback surveys are administered to all students to get a snapshot of how they are coping with their new courses. This qualitative data, which is administered, collected and collated by the Programme Office, is designed as an 'early warning' system of any significant issues with the course that might need addressing quickly.

Lecturers are asked to provide a brief report to the Director GSM MBA on key items identified and proposed actions. Lecturers are also asked to provide a verbal report to the class, proposing any solutions as appropriate.

Course and teaching evaluations

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 web site.