Victoria Management School

MGMT 411 - ADVANCED ORGANISATIONAL BEHAVIOUR

Trimester 1 2005

COURSE OUTLINE

COURSE COORDINATOR

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ADMINISTRATION ASSISTANT

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LECTURE TIME AND LOCATION

Start Date: 21 February 2005
Format: One 3-hour session each week.
Lecture Times: Mondays, 2:40 – 5:30pm
Location: RLWY 126

EXAM: There is no exam for this course.

COURSE OBJECTIVES

As we move through the course, we will develop perspectives on organisational behaviour that emerge from a creative synthesis of critical literature reviews and 'real world' application. In particular, we will examine and discuss power and resistance in organizations from both managerialist and critical perspectives. This will culminate in two projects: a presentation of based on a self-reflexive exercise (called Photovoice) and a formal research paper due the week after the last class. This course aims to provide you with a solid theoretical base related to power and resistance, with an opportunity to be critically self-reflexive around some important issue in your life, and with a practical framework for exercising power and influence in the workplace.
By the end of this course, you should:

1. Have an understanding of the major theories and concepts of power and resistance in organisational behaviour.

2. Build a competency for critical application of the theories to real world business cases.

3. Know one topic of your choosing at a much greater depth after conducting a formal study into the area, seeking to make a contribution by providing some new insight to the topic – perhaps through a unique application.

4. Be able to apply the concepts of power and resistance to yourself in a self-reflexive manner.

**COURSE ASSESSMENT AND CONTENT**

<table>
<thead>
<tr>
<th>In-class presentation and discussion facilitation</th>
<th>10%</th>
<th>Dates TBA</th>
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<tr>
<td>1 page theory application</td>
<td>10%</td>
<td>Due every week</td>
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<tr>
<td>Participation</td>
<td>10%</td>
<td></td>
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<tr>
<td>Photovoice project paper and presentation</td>
<td>30%</td>
<td>21 March and 11 April</td>
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<tr>
<td>Final paper</td>
<td>40 %</td>
<td>30 May</td>
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**In-class case presentation and facilitation (10%)** - During each class, one class member will present the story behind a business case. During the presentation, you will outline the case (the class will have read the assignment) and identify several critical issues, making an attempt to tie these issues to the readings for that week. The case and critical issues presented will be a starting point for class discussion. The presenter/facilitator will also summarize any conclusions reached as we end the class discussion.

**Theory application (10%)** – Every week, a case/reading will be distributed for discussion for the following week. You will prepare a one-page essay which applies to the corresponding reading the case. It is not necessary to repeat or rehash the case – get right to the theory or theories you think best apply, and discuss them using the case to demonstrate. Critical perspectives are appreciated.

**Participation (10%)** - For a class of advanced students, many of the learning opportunities come from being exposed to, and exposing our ideas to, critique from a diverse set of ideas and opinions. Active, quality participation during discussion is crucial to the learning process. Not only will you be expected to offer insightful critiques, but strive to find ways to advance the discussion by making contributions that improve the group’s collective analysis.

**Photovoice project paper and presentation (30%)** – Photovoice (Wang and Burris, 1997) is a community and action research methodology. The methodology gives “voice” – via a camera
and photographs – to the perspectives of members of a community or students who are not typically represented in various decisions and texts. It involves selecting an issue of concern for you, taking photographs that represent the concern, selecting and presenting one of the photographs and writing a 3-4 page paper and a 30 minute creative presentation (on 21 March and 11 April) that tells the story of your concern, its connection to power and resistance, and a self-reflexive piece. More details of the project will be provided.

**Final paper (40%)** – A maximum of 30 double-spaced pages (including references), this assignment gives you the opportunity to explore a topic you encounter (or don’t encounter, to your surprise) during the course. You are required to have a minimum of 25 references from outside readings (journal articles and scholarly books) and be able to explain why the topic is important to you. You may want to make this a proposal for research you hope to conduct at a later date. Or if you prefer, you may want to make this a small research project. You will need to conclude your investigation by discussing the implications for theory and practice. There are some important deadlines for completing this paper:

- **Selection of Topic and Rationale (1/2-page):** Due 7 March
- **Outline and Thesis Statement (1-2 pages):** Due 14 March
- **Annotated Bibliography (length unspecified):** Due 11 April
- **Modified Outline and Thesis Statement (1-2 pages):** Due 18 April
- **Final Paper (30 pages double-spaced):** Due 30 May by 5pm in RH 920

**TEXT AND READINGS**

21 Feb (Class 1): **The Self and Power (and an Introduction)**

28 Feb. (Class 2): **Resource Dependence View of Power**
  - Ch. 2 – When is power used (pp. 33-48)
  - Ch. 3 – Diagnosing power and dependence (pp. 49-70)
- Case: Gary Loveman and Harrah’s Entertainment (Stanford Case)

7 March (Class 3): **The Influence Perspective of Power**
  - Ch. 1 – Weapons of influence (pp.1-16)
  - Ch. 2 – Reciprocation (pp. 17-56)
  - The Best Bill Drafter
  - The Majesty of the Law
  - Robert Moses and the Creature of the Machine

14 March (Class 4): **Other Perspectives on Power**
  - Ch. 1 – The Nature of Power (pp. 15-34)
  - Ch. 2 – Power as a Social Structure (pp. 35-51)
• Case: Reverend Jeffrey Brown (HBS)

21 March (Class 5): **Traditional Perspectives on Resistance**
• Case: Jim Donovan Case (A-C) (from Cohen, Fink, Gadon, and Willits, *Effective Behavior in Organizations*)

Break

11 April (Class 6): **Critical Perspectives on Power and Resistance - Introduction**
  - Introduction – pp. 3-41.
  - Ch. 5 – The primary effects of scientific management, pp. 124-138.
  - Ch. 4 – Thirty years of making out, pp. 46-76.
• Case: John Hamilton’s work and eldercare dilemma: Break the silence? Sustain the silence? (A case developed by Rosemary McGowan and published by the Laurier Institute)

18 April (Class 7): **Critical Perspectives on Power and Resistance – Everyday Resistance**
  - Ch. 1 – Behind the official story (pp. 1-16).
  - Ch. 2 – Domination, acting and fantasy (pp. 17-44).
• Anshuman Prasad. (2003). “The empire of organizations and the organization of empires: Postcolonial considerations on theorizing workplace resistance” (Ch. 4),


25 April: ANZAC Day – No Class

2 May (Class 8): Critical Perspectives on Power and Resistance – Diversity

- Case: Donna Dubinsky (HBS)

9 May (Class 9): Critical Perspectives on Power and Resistance – The Natural Environment

- Case: Stone Container in Honduras (A-C) (HBS)

16 May (Class 10): Critical Perspectives on Power and Resistance – Taking Action

  - Ch. 1 – Social action organizations and power (pp. 1-10)
  - Ch. 2 – The Organizers (11-35)

23 May (Class 11): Other Poststructural Perspectives on Power and Resistance

- Case: Bob Knowlton (from Cohen, Fink, Gadon, and Willits, Effective Behavior in Organizations)
COURSE TERMS OF REFERENCE

Late Assignments
In fairness to other students, work submitted after the deadline will be subject to a penalty of 10% of the total marks available per day of lateness. Assignments more than one week late will not be accepted. A “zero” mark will be applied. In the event of unusual, unforeseen circumstances (e.g., serious illness, family bereavement), students should discuss waiver of the penalty with the course controller prior to the deadline date.

Obtaining Terms
To obtain terms, students are required to attend all classes, make the photovoice presentation and write the photovoice paper by the assigned deadline, meet all deadlines for the final paper, make sure that the paper is at least 30 pages (with a minimum of 25 references), and achieve at least fifty percent of the total marks available for term work.

OTHER INFORMATION

VMS Grading Standards:

- **Excellent**
  A (80 – 85%) to A+ (above 85%): The quality is performed to a very high level of proficiency, i.e. it is at a standard that makes it exceptional at Master’s level.

- **Very Good**
  B+ (70 – 74%) to A- (75 – 79%): The quality is performed at a high standard. Students have reached a level which clearly exceeds “competency”.

- **Good**
  B- (60 – 64%) to B (65 – 69%): The quality is clearly demonstrated without being exceptional in any way. Students can be thought of as competent in respect of this quality.

- **Satisfactory**
  C (50 – 54%) to C+ (55 – 59%): The quality is demonstrated to a minimally acceptable level. There may be flaws but these are not serious enough to “fail” the student on this quality.

- **Unsatisfactory**
  E (0 – 39%) to D (40 – 49%): The quality is absent or performed to a very low level, or the performance is seriously flawed in this respect.

General University Policies and Statutes
Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures.

Student Conduct and Staff Conduct
The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the website at: www.vuw.ac.nz/policy/StudentConduct.
The policy on Staff Conduct can be found on the VUW website at: www.vuw.ac.nz/policy/StaffConduct.

Academic Grievances
If you have any academic problems with your course you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School or the Associate Dean (Students) of your Faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievances Policy which is published on the VUW website: www.vuw.ac.nz/policy/AcademicGrievances.

Academic Integrity and Plagiarism
Academic integrity is about honesty – put simply it means no cheating. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is prohibited at Victoria.

The University defines plagiarism as follows:
Plagiarism is presenting someone else’s work as if it were your own, whether you mean to or not.

'Someone else’s work’ means anything that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.

Plagiarism is not worth the risk.
Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct (www.vuw.ac.nz/policy/studentconduct) and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- suspension from class or university
- cancellation of your mark for an assessment or a fail grade for the course.

Find out more about plagiarism and how to avoid it, on the University’s website at: www.vuw.ac.nz/home/studying/plagiarism.html.
**Students with Disabilities**

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, then please contact the Course Coordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available. Disability Support Services are located on Level 1, Robert Stout Building, or phoning 463-6070, email: disability@vuw.ac.nz. The name of your School’s Disability Liaison Person can be obtained from the Administrative Assistant or the School Prospectus.

**Student Support**

Staff at Victoria want students’ learning experiences at the University to be positive. If your academic progress is causing you concern, please contact the relevant Course Co-ordinator, or Associate Dean who will either help you directly or put you in contact with someone who can.

The Student Services Group is also available to provide a variety of support and services. Find out more at [www.vuw.ac.nz/st_services/](http://www.vuw.ac.nz/st_services/) or email student-services@vuw.ac.nz.

VUWSA employs two Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building, phone 463 6983 or 463 6984, email education@vuwsa.org.nz.