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## Victoria Management School

# MGMT 411 Advanced Organizational Behaviour

Trimester One 2009

## COURSE OUTLINE

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### Contact Details

#### COURSE COORDINATOR

**Dr Deborah Jones**

Room: RH 930, Rutherford House

Phone: 463 5731

Email: [Deborah.Jones@vuw.ac.nz](mailto:Deborah.Jones@vuw.ac.nz)

Office hours: 2-4 pm Tuesdays during term time. The only exception is in week 3 - office hours will be Wednesday 18 March 12.15 - 2pm.

#### ADMINISTRATOR

**Luisa Acheson**

Room: RH 912, Rutherford House

Phone: 463 5381

Email: [luisa.acheson@vuw.ac.nz](mailto:luisa.acheson@vuw.ac.nz)

### CLASS TIMES AND ROOM NUMBERS

Tuesday 09:30 am -12:20 pm RWW413

**Trimester Dates:** Monday 2 March to Wednesday 1<sup>st</sup> July 2009

**Withdrawal dates:** Information available via

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawlsrefunds.aspx>

### Communication

Information on course-related matters will be announced at class and posted on the Blackboard website at <http://Blackboard.vuw.ac.nz/>. It will be necessary for you to regularly check Blackboard for messages, announcements and materials.

### Email Contact

Students wishing to contact staff by email should include the **Course Code**, your **Name**, and the **Topic** in the subject area of the email. I will use your student emails for all course communication.

### Introduction

This course introduces key debates in theories of organizational behaviour. By focussing on debates, we emphasise that a varying and sometimes conflicting range of perspectives underlies the literature of organizational behaviour. The term 'organizational behaviour' covers a huge range of topics, from macro issues about the place of organizations in the world, to micro issues of personal identities and relationships. In this course we introduce selected key topics and also explore how to engage with these issues critically and in depth.

## MGMT 411 / MMMS 512

### SCHEDULE

Week	Date	Topic (see textbook section headings)	Assignments
1	3 March	Introduction	<b>Weekly commentaries begin: due 4pm Thursday before class</b>
2	10 March	Globalisation a	
3	17 March	Globalisation b	
4	24 March	Structure a	
5	31 March	Structure b	
6	7 April	Culture a	<b>Weekly commentary for week 7 due 4pm Thursday 9 April</b>
Mid trimester break			
7	28 April	Culture b	<b>Revised commentaries for topics weeks 2-6 handed in for grading 4pm Wed 15 April latest</b>
8	5 May	Trust a	
9	12 May	Trust b	
10	19 May	Mentoring a (readings provided)	
11	26 May	Mentoring b (readings provided)	
12	2 June	Revision workshop	<b>Revised commentaries weeks for topics 7-11 handed in for grading 4pm Friday 5 June</b>

We will use a ‘writing to learn’ approach, in which frequent short pieces of writing both before and during class will be the key technique for developing critical thinking and creative approaches to the topics. You will also be reading and discussing these pieces in class, and will have opportunities to revise your work after feedback from others. The development of writing skills in this class will support your work in other honours papers.

Our textbook presents a series of papers on organizational behaviour topics. These papers require careful reading and will form the centre of our class work. You will also seek out other readings where necessary to develop your understanding of the textbook papers.

One reason for looking at *debates* in organizational behaviour is that we focus on critical thinking. One main implication is that you will develop your own ideas about issues and perspectives in organizational behaviour during the course, and will learn to discuss and write about them in your own words. In your writing assignments and class discussion you will also explore how the ideas that we are debating apply in practice to issues of organisational behaviour. You could use examples from your experience, from other study, from the media or from examples used in the readings or other publications.

In this course there is a strong focus on *formative evaluation*. This means you will get some focussed feedback on your work every week from week 2, and you will have the opportunity to revise your work before handing it in for marking. This approach gives you opportunities to develop your writing and thinking through class discussions and feedback before formal marking. This process makes it possible for your work to steadily improve throughout the course.

### **Programme and Course-related Learning Objectives**

#### **BCA (Hons) Learning Objectives**

**Students will:**

- Directly access, comprehend, critically assess and draw on the published international scholarly research in their discipline.
- Display insight in adapting and applying a theoretical framework(s) to real world situations.
- Design and implement a research project or demonstrate advanced analytical skills
- Explain, discuss and use a range of concepts, theories, and/or techniques in their discipline.
- Convey key discipline-specific concepts concisely in an appropriate written format.
- Display articulate oral communication skills.
- Provide direction and/or present new ideas persuasively.

### **Overall Course Objectives**

**Key objective:** to introduce key theoretical debates in organizational behaviour.

Other specific objectives include:

- to demonstrate that a varying and sometimes conflicting range of perspectives underlies the literature of organizational behaviour
- to introduce a range of topics that gives a flavour of issues at various levels of the organizational behaviour literature
- to develop students critical and creative skills through writing, feedback and editing experiences
- to show students how to work with theoretical writings and to make sense of them in their own words
- to show students how to develop convincing critiques of readings
- to relate theoretical debates to practical examples

## **Course-related Student Learning Objectives**

On successful completion of the course, students should be able:

- write about key theoretical debates in organizational behaviour in their own words
- critically evaluate and raise questions about issues raised in these debates
- learn how to relate these theories to practical examples
- develop skills in reading and writing about organizational theory that will support work in other honours papers.

These learning objectives will be accomplished by carrying out weekly writing assignments, revising written work, and by class discussions, writing, and feedback exercises.

## **Expected Workload**

Students can expect the workload to be approximately 15 hours per week of student work, including both scheduled class time and outside class.

## **Readings**

The required textbook is:

**Westwood, R., and Clegg, S. (2003). *Debating organization*. Oxford: Blackwell.**

We will work very closely with the textbook weeks 2-9, and use the readings below for weeks 10 and 11. These can be downloaded:

### **Week 10**

Hale, R. (2000). To match or mis-match? The dynamics of mentoring as a route to personal and organisational learning. *Career Development International*, 5 (4/5), 223-35. [Emerald database @ VUW Library]

Raumati Hook, G., Waaka, T., and Parehaereone, L. (2007). Target Article 1: Mentoring Māori within a Pākehā framework. *MAI Review*, 1 (3), 1-13. [Online] <http://ojs.review.mai.ac.nz/index.php/MR/article/view/76/86>

### **Week 11**

Ratima, M., and Grant, B. (2007). Peer Commentary 1 - Thinking about difference across and within mentoring. *MAI Review*, 1 (3), 1-5. [Online] <http://ojs.review.mai.ac.nz/index.php/MR/article/view/76/86>

Middleton, S. (2007). Peer Commentary 2 - Mentoring and teaching in academic settings: Professional and cultural identities from one Pākehā's perspective. *MAI Review*, 1 (3), 1-6. [Online] <http://ojs.review.mai.ac.nz/index.php/MR/article/view/76/86>

There is no further set reading, although students will want to find other writings on the weekly topics to develop their understanding. Each reading has a bibliography which will help with this reading.

**Online:** There are various online resources which can help you with terms and definitions - e.g. the *Encyclopedia of Social Theory* <http://www.sage-ereference.com.helicon.vuw.ac.nz/socialtheory/> [Or click from library catalogue].

### **Library:**

- the library has a range of organizational behaviour textbooks which may be helpful to find your way in to the field of organizational behaviour, although the level of discussion is not as deep or complex as we require for graduate level work.
- There are also reference books in the library which can provide a quick introduction to organizational behaviour concepts - see the list of readings in this course outline.
- You can also find useful journal articles using key concepts through a library database search.

**When searching** - Don't forget to look for different spelling of *organizational* and *organisational* and *behaviour* and *behavior*.

### **SELECTED READING LIST ON ORGANIZATIONAL BEHAVIOUR**

- Argyris, C. (2005). *The Blackwell encyclopedia of management* 2nd ed. Malden, MA: Blackwell Pub., 2005.
- Clegg, S. (2006). *The Sage handbook of organization studies*. 2<sup>nd</sup> ed. London: Sage.
- Knights, D. (2007). *Introducing organizational behaviour and management*. London: Thompson Learning.
- Hatch, M. J. (2006). *Organization theory: modern, symbolic, and postmodern perspectives*. 2nd ed. Oxford: Oxford University Press.
- McAuley, J. (2007). *Organization theory: challenges and perspectives*. Harlow, England: Prentice Hall/Financial Times, Pearson Education.
- Mills, A. J. (2005). *Reading organization theory: a critical approach to the study of organizational behaviour and structure*. 3<sup>rd</sup> ed. Aurora, Ont.: Garamond; London: Global.
- Mills, A. J. (2007). *Organizational behaviour in a global context*. Peterborough, Ont.; Orchard Park, N.Y.: Broadview Press.
- Tsoukas, H. (1994). *New thinking in organizational behaviour: from social engineering to reflective action*. Oxford; Boston: Butterworth-Heinemann
- Webb, J. (2006). *Organizations, identities and the self*. New York: Palgrave Macmillan.
- Wilson, F. (1999). *Organizational behaviour: a critical introduction*. New York: Oxford University Press.
- Wilson, F. (2002). *Organizational behaviour and gender*. 2<sup>nd</sup> ed. Aldershot, Hants, England; Burlington, VT: Ashgate.

### **Referencing**

A quick introduction to APA as required in this course will be posted on Blackboard. There are many different styles of referencing and the Faculty of Commerce & Administration at VUW has decided to make APA (American Psychological Association) referencing style the common standard across the Faculty. The Commerce and Central Libraries hold the APA Style Guide. You can also access the information from the online VUW library site (<http://www.vuw.ac.nz/library/research/reference/referencingguides.aspx>).

## Assessment Requirements

Assignment	Title	Weight	Due date
1	Revised weekly commentaries 1- for weeks 2-6 (5 commentaries)	50%	15 April
2	Revised weekly commentaries 2- for weeks 7-11 (5 commentaries)	50%	5 June
	<b>TOTAL</b>	<b>100%</b>	

See SCHEDULE p. 2 for topics of readings to be covered in weekly commentaries.

### Weekly Commentaries - covering topics weeks 2-11

One page: 500 +/- 25 words [a word count must be included]

*First half:* about 250 words - in your own words, What is this reading about?

*Second half:* about 250 words - in your own words - What did you think of it? This includes your views, comments and questions on the reading, including discussions of practical examples. In weeks where we are reading a second paper on each topic, you should identify and discuss one or two key debating points between each paper.

[See also *Ideas for weekly commentaries* on the next page for some suggestions]. Referencing is not required unless you refer to readings outside the textbook, and are not included in the word count.

### Weekly hand-ins

- From week 1 students will hand in a one-page commentary on the reading for the next class.
- It must be handed in by **4pm on Thursday the week before**
- Commentaries will be the basis for class work - bring **three copies** of your commentary to work on (this includes your own copy)
- They will be returned with feedback at the end of the class.

### Revised commentaries for assessment

These will be handed in for assessment halfway through the course (weeks 2-6) at the end of the course and (weeks 7-11) to make up the final grade.

You are free to revise your commentaries in any way, based on class discussions, various forms of feedback, and further readings if you wish.

### Assessment criteria: the commentaries will demonstrate:

- Well-developed understandings of key concepts
- The ability to explore and explain ideas in your own words
- A critical perspective on the material
- Creative approaches which bring fresh insights to the topics
- The ability to relate theories to a range of examples over the course
- Skills to produce a well-written and concise piece.

## **IDEAS FOR WEEKLY COMMENTARIES**

- The style should demonstrate how you have engaged with the ideas - what are you thinking?
- Don't use the same strategy every week - for instance, some of the readings are argumentative, others more descriptive - they need different responses.

### **Part 1**

- In answering the question 'what's it about?' you can focus on key ideas - it is not necessary to provide an abstract of all the contents
- What is the writer's purpose? What are they trying to argue?
- Use your own words as much as possible - 'translate' the material from the readings
- Make sure you know what the core terms mean and be able to explain them in your own words (don't just cut and paste from the reading)
- There isn't room to cover everything, so focus on really central ideas plus the aspects that interest you most
- The readings often give examples of how certain ideas work or are used: it's fine to discuss one or two of these as a way to explore what the reading is about.

### **Part 2**

- The key idea here is 'what did you think of it'? This means - how did you engage with the ideas? (not how well did you think it was written)
- An important way to engage is to relate the reading to organisational examples - these can come from any source
- Feel free to bring in your own experiences and examples - your mini 'case studies' - do they help you understand the ideas? Or - do the ideas help you understand your experiences?
- You might also like to bring in ideas from other study you are doing or have done - can you make some connections?
- The purpose of comparing two readings is to clarify key debates - this should help you develop your own viewpoints
- If you are comparing two readings, you don't need to do a summary of each - just focus on the main debating points (more relevant to some topics than others)
  - As well as making comments, you might also raise questions about the reading that you are wondering about.

## HANDLING ASSIGNMENTS

### ASSIGNMENT BOX: MZ Box 26

Hand hard copy assignments in to the assignment box by 4 PM on the due date. Never leave assignments in staff offices, under doors, etc. No assignments will be accepted by email. Any late assignments should be handed directly to Luisa Acheson (RH 912).

#### Format for assignments

- All assignments must be typed or wordprocessed.
- They all should have: a cover sheet stating your name, the course name, coordinator name, assignment name, a word count and submission date.
- You should also put page numbers on each page, and
- Use in-text referencing and include a list of references at the end if you use references other than the reading.

#### Mandatory Course Requirements

To meet Mandatory Course Requirements, students are required to:

- a. Attend at least 9 out of the 12 class sessions;
- b. Submit all commentaries before class; and
- c. Obtain at least 50 per cent of the final grade for all commentaries.

Students who fail to satisfy the mandatory requirements for this course but who obtain 50% or more overall, will be awarded a "K" grade.

Standard fail grades (D or E) will be awarded when the student's overall course mark falls below the minimum pass mark, regardless of whether the mandatory course requirements have been satisfied or not.

#### Penalties- for Lateness & Excessive Length of Assignments

- (i) In fairness to other students, work submitted after any deadline will incur a penalty for lateness. **The penalty for the main assignments (revised commentaries) is 5% of the marks available** for an assignment submitted after the due time on the due date for each part day or day late. Saturdays, Sundays and public holidays will be included when counting the number of days late. **Weekly commentaries** will have one mark deducted from the final course grade for each day or part of day late, and will not be marked before final revision. **Assignments received more than 7 days after the due date will not be accepted and the student will automatically fail the Mandatory Course Requirements.**
- (ii) Course Outlines provide a signal to student of forthcoming workload, dates of submission etc., and thus student study plans should take account of course requirements across all courses. Consequently, workload issues related to other courses and employment will not be accepted as reason for dispensation from mandatory requirements or waiver of penalties. **Extensions to submission deadlines for any assigned work will only be granted in exceptional circumstances.**
- (iii) Students who are unable to comply with any of the mandatory requirements should make a written application for an extension to the due date for submission of assigned work or for waiver of a penalty, **in advance**, to the coordinator, providing documentary evidence of the reasons of their circumstances. All such applications must be made **before** the deadline and be accompanied by documentary evidence, e.g. a medical certificate, or counsellor's report that indicates the degree of impairment, and for how long the student has been impaired. Please be sure to ask at the time of consultation

for the degree of impairment to be stated in any certificate you provide to support your case.

- (iv) In the event of unusual or unforeseeable circumstances (e.g. serious illness, family bereavement), that precludes an application in advance, students should make contact with the lecturer as soon as possible, and make application for waiver of a penalty as soon as practicable.
- (v) Word limits should be adhered to, especially so when they provide a guide to limiting the student's coverage of a topic. Words over the limit will not be marked.

### **Grading Guidelines**

The following broad indicative characterisations of grade will apply in grading assignments and the exam:

A+	excellent performance in all respects at this level
A	excellent performance in almost all respects at this level
A-	excellent performance in many respects at this level
B+	very good, some aspects excellent
B, B-	good but not excellent performance at this level
C+, C	work satisfactory overall but inadequate in some respects
D	poor performance overall, some aspects adequate
E	well below the required standard
K	failure to achieve mandatory course requirements and have achieved at least an average "C" over all the assessment. Note this is a failing grade.

### **Faculty of Commerce and Administration Offices**

#### Railway West Wing (RWW) - FCA Student and Academic Services Office

The Faculty's Student and Academic Services Office is located on the ground and first floors of the Railway West Wing. The ground floor counter is the first point of contact for general enquiries and FCA forms. Student Administration Advisers are available to discuss course status and give further advice about FCA qualifications. To check for opening hours call the Student and Academic Services Office on (04) 463 5376.

### **General University Policies and Statutes**

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar or go to

[www.victoria.ac.nz/home/about/policy/students.aspx](http://www.victoria.ac.nz/home/about/policy/students.aspx)

For information on the following topics, go to the Faculty's website [www.victoria.ac.nz/fca](http://www.victoria.ac.nz/fca) under Important Information for Students:

- Academic Grievances
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support.

### **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. The University defines plagiarism as follows:

*The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.*

It is still plagiarism even if you re-structure the material or present it in your own style or words.

*Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.*

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

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

Find out more about plagiarism, and how to avoid it, on the University's website:

[www.victoria.ac.nz/home/studying/plagiarism.html](http://www.victoria.ac.nz/home/studying/plagiarism.html)

### **Manaaki Pihipihihinga Programme**

Manaaki Pihipihihinga is an academic mentoring programme for undergraduate Māori and Pacific students in the Faculties of Commerce and Administration, and Humanities and Social Sciences. Sessions are held at the Kelburn and Pipitea Campuses in the Mentoring Rooms, 14 Kelburn Parade (back courtyard), Room 109D, and Room 210, Level 2, Railway West Wing. There is also a Pacific Support Coordinator who assists Pacific students by linking them to the services and support they need while studying at Victoria. Another feature of the programme is a support network for Postgraduate students with links to Postgraduate workshops and activities around Campus.

For further information, or to register with the programme, email [manaaki-pihipihihinga-programme@vuw.ac.nz](mailto:manaaki-pihipihihinga-programme@vuw.ac.nz) or phone (04) 463 6015. To contact the Pacific Support Coordinator, email [pacific-support-coord@vuw.ac.nz](mailto:pacific-support-coord@vuw.ac.nz) or phone (04) 463 5842.