



Victoria Management School

MGMT 308 Organisational Communication

Trimester 1 2005

COURSE OUTLINE

CONTACT DETAILS

Course Coordinator

Dr Deborah Jones

Room : RH 902 Rutherford House
Tel. and voicemail : 463 - 5731
Email : Deborah.Jones@vuw.ac.nz
Office hours : Mondays 2-4 PM

Tutorial Coordinator

Deborah Kelly

Room : RH 120, Rutherford House
Phone : 463 - 6968
Email : Deborah.Kelly@vuw.ac.nz
Office Hours : 2-4 PM each day, or make an appointment by phone or email.

Administration Assistant

Tricia Lapham

Room : RH 919, Rutherford House
Phone : 463 - 5381
Email : Tricia.Lapham@vuw.ac.nz

Tutors

Victoria Parsons

Murdoch Stephens

Contact information : Tutors will let you know in tutorials how they would like to be contacted.

Tutors should only be contacted about tutorials. For any other advice or information on assignments, course details, etc., contact Deborah Jones.

CLASS TIMES AND ROOM NUMBERS

This course is strongly based on class attendance and participation (see assignments). **Do not enrol if you are not able to attend classes regularly.**

Class Sessions (these are a combination of lecture and workshop style)

Monday	10 :30 AM -12 :20 PM	RH LT2
Thursday	11 :30 AM -12 :20 PM	GB LT3

Tutorials

Tutorials will begin in Week 3 and finish in Week 10. To pass the course you must go to **six of the eight** scheduled tutorial sessions. Once times are finalised you must go to your **assigned tutorial time** – students will not be accepted into other tutorials for any reason. Tutorials will be based on case study discussions. Case studies will be available for you to download. In week 8 the Monday is a public holiday (ANZAC day) and students from Monday tutorials will go to another tutorial time that week (choose any one).

Students will be **allocated** into tutorials, with lists available on Blackboard. Please contact the tutorial coordinator with all queries about tutorial times. Students requesting a change of tutorial will have to provide documentary evidence of reasons for the change to the tutorial coordinator. **People working full-time** will have preference for the late session on Tuesdays.

Six tutorial times are scheduled :

Monday	1 :40 – 2 :30 PM	RLWY 414
Monday	2 :40 – 3 :30 PM	RLWY 315
Tuesday	9 :30 – 10 :20 AM	RLWY 125
Tuesday	TO BE CONFIRMED	
Tuesday	3 :40 – 4 : 30 PM	RLWY 223
Tuesday	4 : 40 – 5 : 30 PM	RLWY 128

COURSE OBJECTIVES

This course will provide tools to examine the often taken-for-granted ways in which organisations operate. Communication processes set up the contexts in which we make sense of organisational life. Through learning to analyse these processes, it is possible to critically question the identities, relationships, and ethics that are created and maintained in organisational communication.

Students will critically explore a range of contemporary topics and perspectives in organisational communication. They will:

- Demonstrate independent and critical thinking about how 'organisational communication' works.
- Show that they understand and can use communication perspectives to observe situations and analyse issues in organisational life.

TEACHING AND LEARNING APPROACH

The teaching method is strongly based on participation in class, and the class will be divided into small groups to work together in class throughout the course.

The main forms of learning will be through:

- class participation in critically discussing theories and cases in organisational communication
- observing and analysing organisational communication in video clips and actual situations
- essays which enable independent thinking and research
- textbook and other required readings to prepare for discussion in class and tutorials, and independent reading for essay writing.

You should prepare for class by:

- Doing the relevant required readings (see the Schedule);
- If you find it helpful, downloading the topic outline for the week in advance from Blackboard.

BLACKBOARD

Blackboard will be available to students from the beginning of the course.

Material on Blackboard will include :

- Course outline
- Topic outlines week by week
- Copies of class handouts
- Administrative details.

Any important new information will be given in class, and / or distributed by email to student email addresses.

TOPICS WEEK BY WEEK

Weeks 1-10: See the *Schedule* which follows for weekly readings. Topic outlines for each week will be available on Blackboard the week before.

Week 11: Consulting in Organisational Communication

A set of readings (in the order below) will be handed out for this week (also available on ProQuest).

Zorn, T, and May, S. (2002). Forum Introduction: Current uses, critical appraisals, and future prospects. *Management Communication Quarterly*, (15), 439-441. _

Salem, P. (2002). Assessment, change, and complexity. *Management Communication Quarterly*, (15), 442-450. _

Goldhaber, G. (2002). Communication audits in the age of the internet. *Management Communication Quarterly*, (15), 451-457. _

Pace, R. W. (2002). The Organizational Learning audit. *Management Communication Quarterly*, (15), 458-465. _

Jones, D. (2002). The interpretive auditor: Reframing the communication audit. *Management Communication Quarterly*, (15), 466-471. _

Meyer, J. (2002). Organizational Communication Assessment: Fuzzy methods and the accessibility of symbols. *Management Communication Quarterly*, (15), 472-479. _

SCHEDULE

WEEK	TOPIC	TUTORIALS	ASSIGNMENTS
1 21 FEB	Introducing communication (1) (Ch. 1)		
2 28 FEB	Introducing communication (2) (Ch. 1)		
3 7 MARCH	Global and multicultural contexts (Ch. 13)	TUTORIAL 1	
4 14 MARCH	Rationality, Decision Making and the (Ab) Uses of Information (Ch. 3)	TUTORIAL 2	Short Essay due 3 PM WED 16 MARCH
5 21 MARCH	Culture, Subcultures and Organisational Socialisation (Ch. 4)	TUTORIAL 3	
MID-TRIMESTER BREAK			
6 11 APR	Communicating Identity (Ch. 5)	TUTORIAL 4	
7 18 APR	Power & Control in Organisational Life (Ch. 9)	TUTORIAL 5	Long essay due 3 PM WED 20 APRIL
8 25 APRIL NO CLASSES 25 APR ANZAC DAY	Speaking of Ethics & Values in Organisations (1) (Ch. 14)	TUTORIAL 6 (Students from Monday tutorials should attend one of the other tutorials this week only).	
9 2 MAY	Speaking of Ethics & Values in Organisations (2) (Ch. 14)	TUTORIAL 7	
10 9 MAY	Organisational Change (Ch. 11)	TUTORIAL 8	Journal due 3 PM WED 11 MAY
11 16 MAY	Consulting in Organisational Communication (Readings)		
12 23 MAY	Final test		Test in class 10 : 30 AM – 12 : 20 PM 23 MAY

READINGS

Textbook

We are using a **set textbook** for this course : Cheney G., Christensen L. T., Zorn T. E., Ganesh, S. (2004). *Organizational Communication in an Age of Globalization: Issues, Reflections, Practices*. Prospect Heights, Ill.: Waveland Press. \$110.95.

We will work closely with the textbook. It also includes a good **list of references** for each chapter which is a good starting-point for extra reading.

Recommended Further Reading (for assignments): On 3-day loan at Pipitea library.

- Adler, R. (1992). *Communicating at work*. 4th ed. New York: McGraw-Hill.
- Bordow, A., & More, E. (1991). *Managing organisational communication*. Melbourne: Longman Cheshire.
- Daniels, Tom D., Barry K. Spiker, Michael J. Papa (1997). *Perspectives on organizational communication*. Boston, Mass. : McGraw-Hill.
- Eisenberg, E. M., & Goodall, H. L. (1997). *Organizational communication: Balancing creativity and constraint*. 2nd ed. New York: St Martin's Press.
- Griffin, E. A. (2003). *A first look at communication theory*. (5th ed.) Boston: McGraw-Hill. [Ok to use earlier editions]
- Jones, J. & Grant, B. (1991). *Writing, setting and marking essays: A guide for students and staff*. 2nd ed. Auckland : Higher Education Research Office, University of Auckland.
- Littlejohn, S. W. (2002). *Theories of human communication*. 7th ed. Belmont, CA.: Wadsworth/Thomson Learning. [Ok to use earlier editions]
- Miller, K. (2003). *Organizational communication : Approaches and processes*. Belmont, CA : Wadsworth.
- Pearce, W. Barnett. (1994). *Interpersonal communication : Making social worlds*. New York, NY : HarperCollins.
- Shockley-Zalabak, P. (1999). *Fundamentals of organizational communication*. 4th ed. New York: Longman.
- Verderber, K. S. & R. F. Verderber (2001). *Inter-act: Using interpersonal communication skills*. 6th ed. Australia; Belmont, CA: Wadsworth.
- Westwood, R. I., and Linstead, S. (Eds.) (2001). *The language of organization*. London: Sage.
- Wood, J. (1997). *Communication theories in action: An introduction*. Belmont, CA.: Wadsworth.

Finding extra material on organisational communication:

- There is a wide range of **books** on organisational communication in the university library, and these are **scattered** around many parts of the collection – most can be tracked by searching for communication as a key word. Books can be requested and sent down from Kelburn via the Intersite service.
- You can also use the university catalogue and electronic databases to find **journal articles** or current material from **New Zealand print media**. See 'external links' folder on Blackboard for suggestions in using these databases. Many journals are available online - these can be found via the catalogue or the databases. See <http://www.vuw.ac.nz/library/liaison/management/articleindexes.shtml> for management-oriented databases.

Using internet material : Apart from specific database material via the library, and for bibliographic searching, the internet is usually NOT a good source to use for essays. If you use internet material it should be at the level of a third-year (or above) textbook or journal article, and you should have a good reason for using it.

Using textbooks : Using textbooks from other courses does not count as 'extra' reading. In particular, first and second year textbooks do not use material at the level required for a third-year paper.

Commerce librarian: You can also contact the Commerce librarian, Janet Keilar, for help with planning a search for relevant essay readings – make sure you tell her it is for this course.

Email : Janet.Keilar@vuw.ac.nz
Office & Phone : Based at Commerce Library, RWW 226a; Ph. 463 - 6945

MANDATORY COURSE REQUIREMENTS

To pass this course, students must:

- Hand in all assignments within the required time-frame and sit the final test; AND
- Attend at least 6 out of 8 tutorial sessions; AND
- Achieve a minimum of 40% of marks in the test.

Students who fail to satisfy ALL the mandatory requirements for passing this course, will not receive a graded result, and their records will show an ungraded fail.

ASSESSMENT REQUIREMENTS

All assessment will be internal, and all assignments will be individual.

ASSESSMENT SUMMARY		
1. SHORT ESSAY : COMMUNICATION WORD COUNT 1500 WORDS (+/- 250 WORDS) excluding references	10% of final grade	DUE 3 PM WED 16 MARCH
2. LONG ESSAY: MOVIE CASE STUDY WORD COUNT 3000 WORDS (+/- 500 WORDS) excluding references	30% of final grade	DUE 3 PM WED 20 APRIL
3. CLASS JOURNAL (Based on class sessions <u>weeks 3-9</u>) WORD COUNT 3500 (+/- 500 WORDS) excluding references	30% of final grade	DUE 3 PM WED 11 MAY
4. FINAL TEST	30% of final grade	MON 23 MAY TIME 10 : 30 AM – 12 : 20 PM

ASSIGNMENTS IN DETAIL

- There will be opportunities to ask about assignments in class.
- Please check out the notes on 'handling assignments' below, including the cover sheet outline.
- See course readings on Blackboard on essay writing, referencing, and critical reading skills.
- All assignments will be assessed for clear and correct writing style, correct formatting and referencing.

1. Short Essay : 10% of final grade

WORD COUNT 1500 WORDS (+/- 250 WORDS) excluding references

Objective : to extend students' ideas about 'communication' in organisations

This is a short essay based on chapter one of the textbook, class sessions in weeks one and two, and reading from at least one other book on 'organisational communication'. (See the **Recommended Reading** list in this outline).

Task : According to Cheney et al. (p. 6), 'The transmission-oriented view of communication... does not begin to account for the subtleties and complexities of the larger process by which we make sense of our world, relate to one another, exert influence, maintain cultures, and sometimes affect the course of human events'. Discuss this proposition, comparing the 'transmission' model of communication with at least one other perspective.

Assessment criteria :

- Demonstrate independent and critical thinking about what 'communication' is.
- Combine independent reading with class work and textbook material.

2. Long Essay : 30% of final grade

WORD COUNT 3000 WORDS (+/- 500 WORDS) excluding references

Objective :

The purpose of this assignment is to test your ability to recognize and analyse concepts and ideas from the assigned readings, and show how they work together, by observing a rich and complex case, based on a movie.

The basis of your analysis will be a case study drawn from a feature-length movie set in an organisational context. A list of suggested movies will be provided for you to choose from, and some of these will be available in the university library. You may also choose your own movie, but you will need to get the course coordinator's approval before the break: by the end of **24 March 2005**.

Task : Your instructions for completing this assignment after watching the movie are as follows :

1. Provide no more than a one-page overview of the movie and the main characters to be discussed. Use your own words for this, explaining the organisational context (which kind of organisation; which kind of work; which country; which time period; key organisational relationships shown in the movie) - as well as who the people are and what happens. (Remember, this is a communication case study, not a movie review).
2. Identify and discuss/define two key concepts/ideas from course materials to serve as the focal point of your analysis. Your discussion should provide enough detail and breadth to fit any examples you offer from the movie.
3. Apply the selected concepts/ideas to the movie you have selected; that is, demonstrate how each concept/idea applies to the movie you have selected. Use specific examples or scenes from the movie to support your argument.
4. You should also do some further relevant reading from books or journals on the two key concepts you have chosen to focus on.

Assessment criteria :

- Demonstrate critical thinking in your analysis of organisational life
- Show that you understand and can use communication concepts to make sense of a case study
- Make good use of relevant further reading from both books and journal articles.

3. Class Journal : 30% of final grade

WORD COUNT 3500 (+/- 500 WORDS) excluding references

Based on class sessions weeks 3-9, about 500 words per week.

Objective :

To summarise and reflect on group work in class each week. (Excludes tutorials).

Task

- In this journal you will summarise work carried out in your small group discussions in class, and reflect on your own ideas in comparison with others expressed in your group or in whole-class discussions.

Assessment criteria

- Demonstrate your overall understanding of course materials
- Demonstrate a critical perspective
- Be original and show what you have personally learned and thought about.

4. FINAL TEST : 30% of final grade

Students must achieve a minimum of 40% of marks in the test to pass the course.

DATE Monday 23 MAY

STARTS 10 : 30 AM – 12 : 20 PM

DURATION - 100 MINS

Objective : To assess your overall understanding of course material.

Task: This is an OPEN BOOK exam which will include four short essay-type questions and a case study. You can bring in any notes you want to, as well as the textbook (but no other books). Dictionaries can also be brought in. Questions will cover a range of topics from the whole course, and will definitely include material from weeks 10 and 11.

Assessment criteria:

- Demonstrate critical thinking about organisational communication.
- Demonstrate independent reading and thinking.
- Demonstrate your overall understanding of ideas and topics covered in the course.

HANDLING ASSIGNMENTS

Handing in assignments

Assignments should be handed in, in hard copy form (not by email), TO ASSIGNMENT BOX No. 24 (Mezzanine Floor RH). Any **LATE** assignments will not be collected from this box, and should be handed in to Deborah Kelly Room RH 120. Make sure you hand them to her personally.

Collecting assignments

Graded assignments will be available approximately 2 weeks after the due date, and will be handed out in tutorials or lectures. Exact dates will be notified on Blackboard at the time. Any assignments not collected in class must be collected from Deborah Kelly in Room RH 120.

Format for assignments

- All assignments must be typed or wordprocessed.
- You should also put page numbers on each page, and
- Use in-text referencing and include a list of references at the end (see *How to reference your readings* in this course outline).
- Cover sheet – see below:

ASSIGNMENT COVER SHEET

MGMT 308 ORGANISATIONAL COMMUNICATION 2005

STUDENT ID AND NAME

TUTOR'S NAME

TUTORIAL TIME

ASSIGNMENT NAME

ASSIGNMENT DUE DATE AND TIME

WORD COUNT [excluding references]

PENALTIES

Late assignments

In fairness to other students, assignments submitted after the associated deadline will incur a 5% penalty of the original mark for each day (or part of a day) they are late. Assignments handed in more than 10 days after the due date will not be accepted. Extensions may be granted with no penalty to those who meet the University's aegrotat rules (e.g., medical certificate, family bereavement). Please let Deborah Jones know **as soon as you can** if you think you might be late handing work in. The final deadline for extensions for all assignments is the end of the exam period. After that time aegrotat provisions apply.

Word counts

Sections of assignments that go over word counts will not be marked. If word counts are not provided by students they will be estimated.

HOW TO REFERENCE YOUR READINGS

The purpose of referencing what you have read is:

- to demonstrate that you have read course materials to extend your knowledge (in assignments)
- to give credit for the sources of your knowledge or ideas (and avoid plagiarism)
- to allow readers to follow up and do their own reading (in published work).

The format below is an in-text referencing method, used *instead of* references in footnotes. It is based on the APA (American Psychological Association) standard. It is common in the management and social sciences literature.

For more detailed information, see the latest APA *Publication manual* held in the VUW library, or check out APA Style Resources on the internet:

<http://www.psychwww.com/resource/apacrib.htm> or <http://www.apastyle.org/index.html>

IN THE TEXT

Put the author name and the date of publication:

Littler has argued that Taylor's ideas have not been improved upon by new models (Littler, 1983).

or, if you are quoting directly - using the same words as the author - also put in the page number/s:

Littler sees claims that Taylor has been superseded as 'a woeful misunderstanding' of Taylor's ideas (Littler, 1983, p. 34).

Where quotes run over more than one page, use: (pp. 34-35). If there is no author name: use the title of the book or article instead of the name as the main reference point in text and in the reference list (see below).

AT THE END OF YOUR ASSIGNMENT

Include a list of references *in alphabetical order of author name* which gives the full information about the texts you have quoted in your assignment, in a standard form. The second and later lines of each reference should be indented. Examples of various kinds of entry:

Typical book (or report) entries

Single Author

Cockburn, C. (1991). *In the way of women: Men's resistance to sex equality in organizations*. London: Macmillan.

The AUTHOR'S NAME is listed first. The author's name is followed by the DATE OF PUBLICATION, in parentheses, ended with a full stop. Next include the BOOK TITLE which should be underlined or in italics. Capitalize only the first word of the title (and the first word of the subtitle, if any) and any proper names. Close with a final full stop.

End with PUBLICATION INFORMATION. Identify the city. Then identify the name of the publisher, clearly and briefly. Close with a full stop.

Multiple Authors

When a work has between two and six authors, cite all authors. When a work has more than six authors cite only the last name of the first author followed by 'et al.'

Boje D., & Dennehy R. (1994). *Managing in the postmodern world*. 2nd ed. Dubuque, IA: Kendall Hunt.

Corporate authorship

Institute of Financial Education. (1982). *Managing personal funds*. Chicago: Midwestern Publishing.

Citing items in an anthology

Burns, J. (1994). A strategic approach to Human Resource Management: A new opportunity for EEO? In J. Sayers and M. Tremaine (Eds.), *The vision and the reality: Equal Employment Opportunities in the New Zealand workplace* (pp. 131-139). Palmerston North: Dunmore Press.

Edited collections

Clegg, S. (Ed.). (1988). *Critical issues in organizations*. London: Routledge and Kegan Paul.

Typical journal (periodical, magazine, newspaper) entries

The journal title is in italics: the title is capitalised just as it appears in the original. The page numbers for the paper or article are always given, but 'pp.' is not entered.

Where there is a volume number then an issue number, the issue number goes in brackets:

Deetz, S. (1996). Describing differences in approaches to organization science: Rethinking Burrell and Morgan and their legacy. *Organization Science*, 7 (20), 191-206.

Citing articles in monthly periodicals

Baird, P. & James, C. (1990, April). Business and biculturalism: Side by side. *Management*, 25-37.

Where no volume number or name is given, the month is included after the year in the reference list (but not in the in-text reference).

Electronic information

Electronic information includes the internet, CD-ROM, etc.. Pagination in electronic references is unavailable in most cases, so is left out of the citation (and out of quotes).

Web pages

Author/editor. (Year). Title (edition), [Type of medium]. Producer (optional). Available Protocol (if applicable): Site/Path/File [Date you accessed it, if there is no other date on the site itself].

Dick, B. (1997). *Discussing the undiscussable: a workbook for improving group effectiveness and openness* [On line]. Available at <http://www.scu.edu.au/schools/sawd/arr/dtuwb>.

Write 'No date' in the brackets when the electronic publication date is not available, and use the webpage title as the main reference data when there is no author.

See <http://www.apastyle.org/eleceref.html>.

Deborah Jones, Victoria Management School, Victoria University of Wellington, May 05



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/ 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.