

Victoria Management School

**MGMT 411 - ADVANCED ORGANISATIONAL
BEHAVIOUR**

Trimester One 2007

COURSE OUTLINE

Contact Details

COURSE COORDINATOR

Dr. Doug Creed

Room: RH 929, Rutherford House

Phone: 472 1000 ext. 8983

Email: Doug.creed@vuw.ac.nz

Office hours: 10.00am – 12 noon, Tuesdays during term.

ADMINISTRATION ASSISTANT

Tricia Lapham

Room: RH 919, Rutherford House

Phone: 463-5381

Class Times and Room Numbers

Lectures: Tuesday: 3.40 – 6.30 pm (RWW 221)

This course has no final examination.

Introduction

This course examines organizational behaviour from a variety of levels of analysis, starting from a macro theoretical perspective that combines the sociological study of organizations, especially institutional theory, with the study of social movements. In recent years, these two bodies of work in social science scholarship have been crossing paths, intermingling, and creating new directions for management thinking and research. The course will examine the intersection of these streams by focusing on two domains where social movements, work place activism, and models of organizational responsibility emerging at the level of the interorganizational field are coming to bear on organizational strategy and accountability. Our two focal empirical areas of study are environmental policy and gay and lesbian work place equity. While we will look at research in these areas as illustrations of the emerging thought on how social movements and organizations are linked, students' papers can apply concepts from the readings to understanding social movement activity and organizational responses relative to any pending social issue that is of personal interest, e.g., fair trade, human rights, consumer safety, genetic engineering, water, health care, climate change, sustainability.

This course very likely builds on concepts you have encountered earlier in your studies of organizational behaviour, including the core view that organizations are open systems -- embedded in a field populated by constituencies, such as stakeholders, who have competing interests and claims to make on the organizations. Essentially, we will look at organizations and social movements as participants in a socio-political arena where competing stakeholders advance their claims through political contests that share how organizations strategically respond and construct their identities as organizations.

Programme and Course-related Learning Objectives

This course will provide students opportunity:

- to develop oral and written communication skills
 - through active participation in class discussion
 - through the presentation of articles and scholarly writings
 - through the preparation of a final paper
- to develop critical and creative thinking skills
 - through assignments requiring analysis, evaluation, interpretation and synthesis
 - through debate and classroom discussion
- to develop leadership skills
 - through structuring independent study
 - through leading class discussion on a selected set of readings

Overall Course Objectives

The course has several objectives, which include:

- examining emerging organizational theory and empirical work at the intersection of organizational and social movement theory
- developing a greater understanding of how organizational strategy and policy relative to contested social issues are shaped by social movement activity and stakeholder activism, including activism manifested in the concerns and initiatives of employees
- applying emerging perspectives at the intersection of organization theory and social movements to pending issues of importance to New Zealand and students in the class

Course-related Student Learning Objectives

On successful completion of the course, students will have:

- gained an understanding of major macro-organizational theoretical frameworks and concepts relevant to the study of organizations and social movements and seen examined how social forces can ramify at the micro behavioural level in organizations
- used such frameworks to describe and critically evaluate emerging organizational scholarship
- performed political frame analysis of competing positions relative to an issue pertaining to business in society and corporate social responsibility
- applied these concepts to a pending issue of your choosing at a much greater depth

Expected Workload

Students can expect the workload to be approximately 15hrs per week on average, including both scheduled contact time (class sessions) and work outside class.

Group Work

There is no group work in this course.

Readings

There is no textbook that you are required to purchase. A significant portion of the readings stem from two books, which will be on 2 hour closed reserve at the library in the train station. Photocopies of most chapters will be handed out in class. Journal articles can be downloaded from the library electronic databases.

NOTE: There will probably be no more than two copies of each book and one will be my personal copy (some even with my marginal notes and underlining). This means that you should probably not leave your reading to the last minute because you could encounter a traffic jam. Please do not write in my personal copies (a clear instance of do as I say, not as I do, I confess).

Social Movements and Organizational Theory. 2005. G.F. Davis, D. McAdam, W.R. Scott & M.N. Zald (eds). Cambridge: Cambridge U. Press. (reserve)

Organizations, Policy and the Natural Environment. 2002. A. J. Hoffman and M. J. Ventresca (eds). Stanford, CA: Stanford University Press. (reserve)

Readings in the two listed books are all on reserve, so no additional indication of that is provided below. Additional readings are all available on-line unless otherwise noted in the schedule below. TBD=to be distributed.

COURSE AGENDA AND SCHEDULE

Seminar	Date	Topic
1	Feb 27	Introduction
2	March 6	<p>Setting the Stage for Working with Organizational and Social Movement Theories</p> <p>McAdam and Scott. 2005. Organizations and Movements. In. G.F. Davis, D. McAdam, W.R. Scott & M.N. Zald (eds) <i>Social Movements and Organizational Theory</i>: 4-40</p> <p>Especially pp. 1-17</p> <p>Hoffman and Ventresca. 2002. Introduction. In A. J. Hoffman and M. J. Ventresca (eds) <i>Organizations, Policy and the Natural Environment</i>: 1-26</p> <p>Clemens, E. 1993. Organizational repertoires and institutional change: Women's groups and the transformation of U.S. politics: 1980-1920. <i>American Journal of Sociology</i>, 98(4)755-98.</p>
3	March 13	<p>A Few Tools for Looking that Organizations and Social Movements</p> <p>Campbell, J.L. 2005. Where do we stand? Common mechanisms in organizations and social movements research. In. G.F. Davis, D. McAdam, W.R. Scott & M.N. Zald (eds) <i>Social Movements and Organizational Theory</i>: 41-68.</p> <p>Reserve</p> <p>Gamson, W. A. 1992. The social psychology of collective action. In. A.D. Morris and C.M. Mueller (eds.) <i>Frontiers in social movement theory</i>, (pp. 53-76). New Haven: Yale University Press.</p> <p>Snow, D., E. B. Rochford, S. Worden, and R. Benford. 1986. "Frame Alignment Processes, Micromobilization, and Movement Participation," <i>American Sociological Review</i>. 51: 456-481.</p> <p>Optional</p> <p>Hoffman, A. J. and M. J. Ventresca. 1999. The institutional framing of policy debates. <i>American Behavioral Scientist</i>, 42(8)1368-1392.</p>

8	May 1	<p>Emerging Fields and Institutions</p> <p>Frank, D.J. 2002. The origins questions: Building global institutions to protect nature. In A. J. Hoffman and M. J. Ventresca (eds) <i>Organizations, Policy and the Natural Environment</i>: 41-56.</p> <p>Hoffman A. 1999. Institutional evolution and change: Environmentalism and the US chemical industry. <i>Academy of Management Journal</i>, 42: 351-374.</p> <p>Lounsbury, M., M. Ventresca, and P. Hirsch. 2003. Social movements, field frames and industry emergence: a cultural-political perspective on US recycling. <i>Socio-Economic Review</i>, 1(1)71-103.</p> <p>Toast et al. 2005. Institutions as barriers and enablers of negotiated agreements. Institutional entrepreneurship and the Plum Creek Habitat Conservation Plan. In A. J. Hoffman and M. J. Ventresca (eds) <i>Organizations, Policy and the Natural Environment</i>: 235-261.</p>
9	May 8	<p>Individual Initiatives and Corporate Responses</p> <p>Andersson, L. & T. Bateman. 2000. Individual environmental initiative: Championing natural environmental issues in US business organizations. <i>Academy of Management Journal</i>, 43(4)548-570.</p> <p>Bansal, P. and K. Roth. 2000. Why companies go green: A model of ecological responsiveness. <i>Academy of Management Journal</i>, 43(4)717-736.</p> <p>Levy, D. 1997. Environmental management as political sustainability. <i>Organization & Environment</i>, 10(2)126-147.</p> <p>King et al. 2005. Strategic responses to the reputation commons problem. In A. J. Hoffman and M. J. Ventresca (eds) <i>Organizations, Policy and the Natural Environment</i>: 393-406.</p> <p>Optional</p> <p>Bansal, P. 2003. From issues to actions: The importance of individual concerns and organizational values in responding to natural environmental issues. <i>Organization Science</i>, 14(5)510-527.</p>
10	May 15	<p>Diffusion of Practices</p> <p>Hoffman, A. 2001. Linking organizational and field-level analysis. <i>Organization & Environment</i>, 14(2)133-156.</p> <p>Christmann, P. 2004. Multinational companies and the natural environment: Determinants of global environmental policy standardization. <i>Academy of Management Journal</i> 47(5)747-760.</p> <p>Forbes & Jermier. 2002. The institutionalization of voluntary organizational greening and the ideals of environmentalism: Lessons about official culture from symbolic organizational theory. In A. J. Hoffman and M. J. Ventresca (eds) <i>Organizations, Policy and the Natural Environment</i>: 194-213.</p> <p>Mendel, P. 2002. International standardization and global governance: The spread of quality and environmental management standards. In A. J. Hoffman and M. J. Ventresca (eds) <i>Organizations, Policy and the Natural Environment</i>: 407-431.</p> <p>Optional</p> <p>Harris, L. and Crane, A. 2002. The greening of organizational culture: Management views on the depth, degree and diffusion of change. <i>J. of Organizational Change Management</i>, 15(3)214-234.</p>

11	May 22 TBD	<p>CSR, NGOs and Governance</p> <p>Teegan, Doh, & Vachani. 2004. The importance of nongovernmental organizations (NGOs) in global governance and value creation: An international business research agenda, <i>J. of International Business Studies</i>, 35(6)463-</p> <p>Levy and Kaplan. 2007. CSR and theories of global governance: Strategic contestation in global issues arenas. In A. Crane, A. McWilliams, D. Matten, J. Moon, and D. Siegel (eds) <i>The Oxford Handbook of CSR</i>. Oxford: Oxford U. Press. Forthcoming.</p> <p>Boxenbaum, E. 2006. Corporate social responsibility as institutional hybrids. <i>J. of Business Strategies</i>, 23(1)45-63.</p>
12	May 29	<p>Course Conclusion:</p> <p>Davis, G. and Zald, M. 2005. Social change, social theory, and the convergence of movements and organizations. In. G.F. Davis, D. McAdam, W.R. Scott & M.N. Zald (eds) <i>Social Movements and Organizational Theory</i>: 335-350.</p> <p>Ehrenfeld, J. 2002. Environmental management: New opportunities for institutional theory. In A. J. Hoffman and M. J. Ventresca (eds) <i>Organizations, Policy and the Natural Environment</i>: 435-450.</p>

Assessment Requirements

Assignment	Title	% of Marks Available	Due Date
1	In-class presentation and facilitation	15%	Various
2	Three engagement papers	15%	Various, due at start of class
3	Participation		
	a. Contributions to class discussion	10%	Weekly
	b. Feedback to presenters	10%	Weekly
	c. Updates on NZ social movement activities	10%	Various
4	Final paper (also see milestone assignments to be handed in at class sessions in table below)	40%	29 May by 17:00
	TOTAL	100%	

1. In-class presentation of readings and facilitation (15%): During each class, one class member will present open discussion of a reading by:

- Presenting a brief overview of the key theses;
- Identifying the core contribution the authors hope to make in the piece’
- Offering an assessment of their actual contributions;
- Identifying ways in which a reading resonates with concurrent or earlier readings in a way that helps the group’s understanding of the issues in the course grow; and
- Posing a thoughtful question to initiate broader class discussion.

Assessment and feedback sheets will be completed by your peers on your performance on each of these points.

2. Engagement paper (15%): For three of the ten weeks (weeks 2-11), each student will write a 600-1000 word, double-spaced essay that engages that week’s readings in a meaningful way. What that meaningful way might be is up to the student. Here are some possible approaches:

- Apply propositions or hypotheses from a paper to a different setting within the social movements/organizational theory domain and explain why exploring these questions in a different setting could be valuable.
- Choose an integrative theme that helps readers understand how reading particular papers in conjunction reveals greater insights. Critical perspectives are appreciated.
- Frame a research idea that was triggered by the readings.
- Apply concepts to the issue that is the topic of your major paper. If you choose this option, please be aware that the final paper may NOT be a patching together of these engagement papers.

These papers should be thoughtful essays that reflect how your thinking is developing over time.

3. Participation (30%): Active, quality participation during discussion is crucial to the learning process. You should aspire to advancing the discussion by regularly and consistently making contributions and critiques that improve the group’s collective analysis. Three forms of participation will be marked:

1. Active contributions to the discussion

2. Provision of insightful, fair, useful, and accurate feedback to students responsible for in-class presentation of readings (see above). At the beginning of each class you will receive feedback sheets with a cover page for your name. The presenters will receive the feedback forms without the cover sheet.
3. Updates on NZ social movement activities: On a rotating basis, students will be asked to open the class by updating the class on recent stories, events, or debates unfolding in the NZ press. The goal of this exercise is to help us all understand how activities in civil society and in government are having an impact on the private sector

4. Final paper (40%) – Due 29 May: Length: 3500-4500 words (approximately 12-15 pages, double-spaced, font 12, Times New Roman), excluding references. No papers over 5000 words will be accepted.

This assignment gives you the opportunity to apply concepts from the readings to understanding social movement activity and organizational responses relative to any pending social issue that is of personal interest, e.g., fair trade, human rights, consumer safety, genetic engineering, water, health care, climate change, sustainability.

You are required to have a minimum of 15 references from outside readings (journal articles and scholarly books beyond those on the syllabus). You will need to conclude your investigation by discussing the implications for theory and practice. There are some important deadlines for completing this paper:

MILESTONES – to be handed in at class session	
Selection of Topic/Issue and Rationale (1 page)	13 March
Identification and description of key constituencies or stakeholders, i.e., SMOs, NGOs, corporates, and governmental and intergovernmental bodies involved in debated over the issue	20 March
Outline and thesis statement with provisional frame signature matrix of at least one stakeholder's issue stance	3 April
Annotated Bibliography (length unspecified):	24 April
Modified Outline and Thesis Statement (1-2 pages) with 2 other signature matrices completed	15 May
Final Paper (3500-4500 words):	29 May by 17:00

5. Examination

There is no final exam in this course.

Handing in assignments

The final assignment should be handed in to Tricia Lapham. If for any reason she is not in her office hand in to the 10th floor reception in Rutherford House. All assignments must be signed by a staff member at the time they are handed in. **All other assignments** are due at the beginning of class sessions.

Format:

- All assignments must be handed in on the due date in BOTH hard copy and email form.

- All hardcopies of written assignments must have a cover sheet. All assignments must include a cover sheet with name, course title, due date and word count.
- Students must email an electronic copy of all written assignments to doug.creed@vuw.ac.nz by 5 pm on the due date.
- Students must also keep an electronic copy of their work archived in case the original assignment goes missing. Failure to do so will jeopardise any claim by you that your work was submitted in the rare cases where your work goes astray.

Mandatory Course Requirements

To meet Mandatory Course Requirements, students are required to:

- Submit the 3 engagement papers by the scheduled date(s) and time(s);
- Attend at least 10 of the 12 sessions (you should advise the coordinator in advance if you cannot attend class for any reason);
- Present an equitable number of assigned readings in class, i.e., the number of assigned readings divided by the number of enrolled students;
- Complete at least 10 sets of feedback forms for presenters;
- Complete a final paper;
- Obtain at least 50 per cent of the marks available for the final paper, i.e., at least a grade of C on the final paper; and
- Obtain at least 50% of the overall course grade.

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, whether or not the mandatory course requirements have been satisfied.

Notice of Failure to meet Mandatory Course Requirements will be notified by email.

Penalties- for Lateness & Excessive Length of Assignments

- In fairness to other students, work submitted after any deadline will incur a penalty for lateness. **The penalty is 2 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. Assignments received **more than 7 days after the due date** will not be accepted and the student will **automatically fail the Mandatory Requirements**.
- 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**.
- 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 lecturer, 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. **The penalty will be X% of the grade for an assignment which is X% over the word limit.**

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.

Policy on Remarking:

I make every effort to grade fairly but if you believe I have misjudged the calibre of your work you may ask me to reread your work. If I agree that I did misjudge your work, I will be happy to change the grade. However, grade changes can go in either direction.

Referencing

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>)

Email Contact

Students wishing to contact staff by email should adhere to the following instructions: Include the

Course Code, your **Name**, your **Student ID** and the **Topic** in the subject area of the email, e.g.

MGMT411_Smith_Pauline_3000223344_Ass1 Query

All students must use their VUW SCS email account and ID. Otherwise, email will be classified as Spam and will be dumped without being read. All emails with attachments will be dumped, unless requested by staff.

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.

Easterfield (EA) - FCA/Education/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce and Administration, Education and Law is situated in the Easterfield Building - it includes the ground floor reception desk (EA005) and offices 125a to 131 (Level 1). The office is available for the following:

- Duty tutors for student contact and advice.
- Information concerning administrative and academic matters.
- Forms for FCA Student and Academic Services (e.g. application for academic transcripts, requests for degree audit, COP requests).
- Examinations-related information during the examination period.

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.vuw.ac.nz/policy.

For information on the following topics, go to the Faculty's website www.vuw.ac.nz/fca under Important Information for Students:

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

Manaaki Pihipihinga Programme

Manaaki Pihipihinga 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-pihipihinga-programme@vuw.ac.nz or phone (04) 463 5233 ext. 8977. To contact the Pacific Support Coordinator, email pacific-support-coord@vuw.ac.nz or phone (04) 463 5842.