

Victoria Management School

**MMMS 512 ORGANIZATION DYNAMICS**

Trimester One 2008

**COURSE OUTLINE**

**Contact Details**

**COURSE COORDINATOR**

**Dr Deborah Jones**

Room: RH 902, Rutherford House

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

Office hours: 2-4 pm Thursdays.

**LECTURER**

**Dr Kala S Retna**

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Email: [kala.retna@vuw.ac.nz](mailto:kala.retna@vuw.ac.nz)

**ADMINISTRATOR**

**Luisa Acheson**

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Phone: 463 5381

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

**CLASS TIMES AND ROOM NUMBERS**

Thursday 09:30 am -12:20 pm RWW414

**Introduction**

This course introduces key theoretical debates in 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 identity. Core issues involve the relationship of people and organizations. Organizational behaviour draws across a range of social sciences to develop understandings of people and organizations. In this course we have selected a range of topics from macro to micro, giving examples of how they can be approached from different perspectives.

**MGMT 411 / MMMS 512**

**SCHEDULE**

Note: schedule may vary slightly according to class numbers

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Assignments</b>
1	28 Feb 08	Introduction	
2	6 Mar 08	Globalisation a	Weekly commentaries begin
3	13 Mar 08	Globalisation b	Case study presentations begin
4	20 Mar 08	Structure a	
5	27 Mar 08	Structure b	
6	3 Apr 08	Culture a	Revised commentaries weeks 2-6 handed in for grading 5pm Friday 4 April
7	10 Apr 08	Culture b	
Mid trimester break			
8	1 May 08	Gender	
9	8 May 08	Trust a	
10	15 May 08	Trust B	Revised commentaries weeks 7-10 handed in for grading 5pm Friday 15 May.
11	22 May 08	Revision	Short case study essay due 5pm Friday 23 May
12	29 May	No class	Take-home test 9.30 am on Blackboard Thursday 29 May, due by 9.30 am on Friday 30 May

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 to develop your understanding of the textbook papers.

Another reason for looking at *debates* in organizational behaviour is that we focus on critical thinking. We will talk in class about what we mean by this term. 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. 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.

The other main way that we will engage with the readings is through case study presentations. Students will take turns to present case studies which will relate the reading for the week to a case study, and open it for class discussion. Students will later write up their case study as a short essay.

### 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 organizational behaviour literature
- to develop students critical and creative skills through writing 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 case study problems.

### 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

### Programme and Course-related Learning Objectives

This course will provide students opportunity:

- to develop oral and written communication skills
  - Through weekly formal and informal writing practice
  - Through presenting written work in class
  - Through revision of written work
  - Through a case study presentation in class
- to develop critical and creative thinking skills
  - By using a wide range of writing techniques to explore their own ideas
  - By developing creative ways to present case study material
  - Through weekly critiques of class texts
  - By giving focussed feedback to class-mates in writing and presentation exercises.

- to develop leadership skills
  - By leading class discussion of a case study presentation
  - By presenting their own written commentaries in class for discussion.
  - By facilitating small group discussions and editing 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 & Clegg: Westwood, R., and Clegg, S. (2003). *Debating organization*. Oxford: Blackwell.**

We will work very closely with the textbook each week. There is no further set reading, although students should also seek out other writings on the weekly topics to develop their understanding. Each topic has a bibliography which will help with this reading. Students will also do wider reading for their case study presentation and short essay. See selected bibliography later in this outline.

**Note:** the library also has a range of organizational behaviour textbooks which may be helpful to find your way in to key concepts and to find local case studies, but where content is probably not appropriate to graduate level readings. There is also a wide range of journal articles and books in the bibliographies for each section of the textbook, and you will find 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*.

### Assessment Requirements

Assignment	Title	Weight
1	Weekly commentaries	60%
2	Case study presentation and short essay	20%
3	Final take-home test	20%
	<b>TOTAL</b>	<b>100%</b>

## ASSIGNMENTS

See SCHEDULE p. 2 for due dates and times.

### 1. Weekly Commentaries

Marks: 60%

The preparation of weekly commentaries is the core of this course. From week 2 students will hand in a one-page commentary (500 words) by 10 am the day before. These will be returned with feedback at the end of the class.

First half: about 250 words - in your own words, what is this reading about?  
Second half: your views, comments and questions on the reading. In weeks where we are reading the second paper on each topic, you should identify and discuss the key debating points between each paper.

**In class:** bring three copies of your commentary to work on.

Revised commentaries will be handed in halfway through the course for grading (weeks 2-6) and remaining commentaries (weeks 7-10) at the end of the course to make up the final grade.

#### Assessment criteria:

- Demonstrated understanding of key concepts
- 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
- A well-written and concise piece.

### 2. Individual Presentation and Short Essay

Marks: 20%

Length: 1500 words plus references.

From week 3 each student will in turn make a case study presentation in a one-hour session that relates the topic for the week to a problem situation. This may be taken from readings or real life examples, such as media coverage. This material will be revised after presentation and handed in as a short essay by the end of the course.

**For class:** bring a one-page handout for class members and present your case in a creative way which involves all class members. This handout should also be submitted to the coordinator by email so that a digital version can be posted on Blackboard.

#### Assessment criteria:

- Demonstrated understanding of key concepts in relation to a practical situation
- Ability to facilitate class discussion to extend understanding of key ideas
- 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
- A well-written and concise essay.

### 3. Final test

The test is worth 20% of the total marks available for this course. Students must pass the test to pass the course. It is a 24-hour take-home examination. Three essay-style answers are expected, each with a word limit of 500 words. All readings, class discussion and presentations covered during the course are examinable. The test will be posted on Blackboard at 9.30 am on Thursday 29 May (the last day of class) and a hard copy of your answers is due by 9.30 am on Friday 30 May. Test-style questions will be made available for revision.

#### Assessment criteria:

- Demonstrated understanding of key concepts
- Ability to draw on a range of course materials in addressing a topic.
- 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
- Well-written and concise answers.

### HANDLING ASSIGNMENTS

Hand hard copy assignments in to Luisa Acheson in room RH 919 by 5 PM on the due date. If for any reason Luisa is not available, hand in to staff at 10<sup>th</sup> floor reception. Always hand to a person who can sign your assignment - never leave it lying around. No assignments will be accepted by email.

#### Format for assignments

- All assignments must be typed or wordprocessed.
- They all should have: a cover sheet stating your name, the course name, lecturer 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 (see referencing strategies handout in this outline).

### Mandatory Course Requirements

To meet Mandatory Course Requirements, students are required to:

- a. Attend at least 9 out of the 11 class sessions;
- b. Sit the take-home test;
- c. Submit all assignments; and
- d. Obtain at least 50 per cent of the final take-home test.

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 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 grade for each one handed in late. 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. **The penalty will be 5% of the mark available for an assignment which is 10% over the word limit.** Extra credit will not be given for extra material in an assignment over the 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.

### Referencing

A quick introduction to APA as required in this course is included in the course outline (below) and 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>).

## 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 crucial for you to regularly check Blackboard for messages, announcements and materials.

## Email Contact

Students wishing to contact staff by email should adhere to the following instructions: include the **Course Code**, your **Name**, and the **Topic** in the subject area of the email.

## SELECTED READING LIST ON ORGANIZATIONAL BEHAVIOUR

**Note:** the library also has a range of organizational behaviour textbooks which may be helpful to find your way in to key concepts and to find local case studies, but where content is probably not appropriate to graduate level readings. There is also a wide range of journal articles and books in the bibliographies for each section of the textbook, and you will find journal articles using key concepts through a library database search.

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

- 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 STRATEGIES

### ***Why does referencing matter?***

The purpose of using referencing strategies 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 common in the management and social sciences literature, and is based on the APA (American Psychological Association) standard.

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.wooster.edu/psychology/apa-crib.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, give the first and last page number: (pp. 34-35).

### ***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 (an organization is the 'author'):*

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

### Edited collections

Clegg, S. (Ed.). (1988). *Critical issues in organizations*. London: Routledge and Kegan Paul.  
BUT you don't have to specify chapters if the book is all by the same person.

### Citing chapters in an edited collection - page numbers for the chapter go in:

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.

### Typical journal entries

The journal title is in italics (NOT the article title): 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.

If you take a journal article off ProQuest or another online database, just use the ordinary journal referencing, don't put in the ProQuest site details.

### Articles in magazines or newspapers

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. Note: exact date goes in brackets.

Cardy, T., & Rendle, S. (2002, December 19). Rings finale to open in capital. *The Dominion Post*, A1.

### Electronic Information

Electronic information includes the internet, CD-ROMs, etc.. Page numbers in electronic references are unavailable in many cases, so are left out of the citation (and out of quotes). For latest information on electronic referencing check the APA electronic style guide:

<http://www.apastyle.org/electref.html>

### 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].

Prwatch.org (2003, 15 January). *Supreme Court Takes Nike Case On Corporate PR*. [Online].  
<http://www.prwatch.org/spin/index.html>

Write "No date" in the brackets (n.d) when the electronic publication date is not available.

### Online journals

Opie, A. (1997). Teams as Author: Narrative and Knowledge Creation in case Discussions in Multi-Disciplinary Health Teams. *Sociological Research Online*, vol. 2, no. 3.  
<http://www.socresonline.org.uk/socresonline/2/3/5.html>

Deborah Jones, Victoria Management School  
Victoria University of Wellington, New Zealand

## 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 on the ground floor (EA005). This counter is the first point of contact for :

- 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](http://www.victoria.ac.nz/home/about/policy/students.aspx) 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 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](mailto:manaaki-pihipihinga-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.