

Victoria Management School

MGMT 411 Advanced Organizational Behaviour

Trimester One 2010

COURSE OUTLINE

Contact Details

COURSE COORDINATOR

Dr Deborah Jones

Room: RH 930, Rutherford House

Phone: 463 5731

Email: Deborah.Jones@vuw.ac.nz

Office hours: 3-5 pm Thursdays during term time. Any students with a regular class clash at this time, please contact me to arrange an alternative.

ADMINISTRATOR

Luisa Acheson

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Phone: 463 5381

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CLASS TIMES AND ROOM NUMBERS

Thursday 09:30 am -12:20 pm RWW315

Teaching Period: Monday 1st March - Friday 4th June 2010

Study Period: Monday 7th June - Thursday 10th June 2010

Withdrawal from Courses:

Information available via:

Withdrawal dates: Late withdrawals with Associate Dean (Students) permission

(See Section 8: Withdrawals - from the Personal Courses of Study Statute)

<http://policy.vuw.ac.nz/Amphora!~policy.vuw.ac.nz-POLICY-000000001743.pdf>

Withdrawal dates: refunds:

<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 preferably the Topic in the subject area of the email. I will use your student emails for all course communication - this means you need to check them regularly or arrange them to be directed to your usual email address.

MGMT 411 / MMMS 512

SCHEDULE

Week	Date	Topic (see textbook section headings)	Assignments
1	4 March	Introduction	
2	11 March	Globalisation a	Weekly commentaries begin: <ul style="list-style-type: none"> ▪ Hand in by 4pm Tuesday before class every week ▪ Bring three copies of your commentary to class
3	18 March	Globalisation b	
4	25 March	Structure a	
5	1 April	Structure b	Revised commentaries for topics weeks 2-4 handed in for grading 4pm Wednesday 7 April latest
Mid trimester break			
6	22 April	Culture a	Weekly commentary for week 5 due Tuesday 20 April
7	29 April	Culture b	
8	6 May	Trust a	Revised commentaries for topics weeks 5-7 handed in for grading 4pm Wednesday 5 May latest
9	13 May	Trust b	
10	20 May	Mentoring a (readings provided)	
11	20 May	Mentoring b (readings provided)	
12	27 May	Revision workshop	Revised commentaries weeks for topics 8-11 handed in for grading 4pm Friday 4 June

About the course

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.

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 graduate 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 written work every week from week 2, which will suggest ways that you could develop it. 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 assessment. This process makes it possible for your work to steadily improve in quality and complexity throughout the course.

Course-related Student Learning Objectives

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

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

These learning objectives will be accomplished by carrying out weekly writing assignments, revising written work, and by class discussions, writing, and shared 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 Mentoring a

Blake-Beard, S. D. (2001). Taking a hard look at formal mentoring programs: a consideration of potential challenges facing women. *Journal Of Management Development*, 20 (4), 331-345.

[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/viewArticle/70>

Week 11 Mentoring b

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/71>

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>

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

NOTE: any extra readings cited should be relevant and of a high quality. This applies to online resources too.

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

Library:

- the library has a range of undergraduate 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.
- Clegg, S. (2006). *The Sage handbook of organization studies*. 2nd 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.
- Jackson, N., and Carter, P (2007). *Rethinking organisational behaviour : a poststructuralist framework*. Harlow, Essex, England: Prentice Hall/Financial Times.
- 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*. 3rd 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*. 2nd 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 information about APA from the online VUW library site (<http://www.vuw.ac.nz/library/research/reference/referencingguides.aspx>).

ASSESSMENT REQUIREMENTS

This course is assessed by internal assignments, handed in weekly from week 2. There is no examination. See SCHEDULE p. 2 for topics of readings to be covered in weekly commentaries.

1. Weekly commentaries for class

- From week 2 students will hand in a one-page commentary on the reading/s for the next class.
- It must be handed in to Mezzanine (MZ) Box Number 25 by 4pm on Tuesday the week of the class
- Commentaries will be the basis for class work - bring three copies of your commentary to work on (this includes your own copy)
- The version you hand in will be returned with written feedback at the end of the class.

2. Revised commentaries for assessment

You are free to revise your commentaries in any way you wish, based on class discussions, teacher and student feedback, and further readings.

These revised commentaries will be handed in for assessment at two points during the course, and at the end of the course, to make up the final grade.

Assignment	Title	Weight	Due date
1	Revised commentaries for topics weeks 2-4 (3 Commentaries)	30%	Handed in for grading 4pm Wednesday 7 April latest
2	Revised commentaries for topics weeks 5-7 (3 Commentaries)	30%	Handed in for grading 4pm Wednesday 5 May latest
3	Revised commentaries weeks for topics 8-11 (4 Commentaries)	40%	Handed in for grading 4pm Friday 4 June
	TOTAL	100%	

WHAT THE COMMENTARIES INCLUDE:

One page commentary for each week: 500 +/- 25 words excluding any references at the end (plus coversheet)

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 *Suggestions for weekly commentaries* on the next page for some suggestions].

Referencing is not required unless you refer to readings outside the textbook, and references listed at the end not included in the word count.

Format for assignments

- All assignments must be typed or wordprocessed.
- They all should have: a coversheet 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.

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.

HANDLING ASSIGNMENTS

Hand hard copy assignments in to MZ Box Number 25 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 in RH 912.

SUGGESTIONS 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.
- As your ideas develop during the course, you can start to integrate ideas from earlier readings when you are discussing later ones.

First half: What is this reading about?

- 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.

Second half: What did you think of it?

- 'What did you think of it'? This means - what did you think of 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.

Grading Guidelines

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

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.

Storage of assignments and use for quality assurance

All students must keep an electronic copy of their work on a suitable storage device in case of computer problems, so that staff are not faced with 'computer crashing' as a reason for lateness.

Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of FCA programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

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.

For the following important information follow the links provided:

Academic Integrity and Plagiarism

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

General University Policies and Statutes

<http://www.victoria.ac.nz/home/about/policy>

AVC (Academic) Website: information including: Conduct, Academic Grievances, Students with Impairments, Student Support

http://www.victoria.ac.nz/home/about_victoria/avcademic/Publications.aspx

Faculty of Commerce and Administration Offices

<http://www.victoria.ac.nz/fca/studenthelp/>

Manaaki Pihipihinga Programme

http://www.victoria.ac.nz/st_services/mentoring/