

Victoria Management School

## **MGMT202 ORGANISATIONAL BEHAVIOUR**

Trimester Three 2011

### **COURSE OUTLINE**

---

#### **CONTACT DETAILS**

##### **COURSE COORDINATOR**

**Dr Todd Bridgman**

Room: RH 903, Rutherford House

Phone: 463 5118

Email: [todd.bridgman@vuw.ac.nz](mailto:todd.bridgman@vuw.ac.nz)

Website: [www.vuw.ac.nz/vms](http://www.vuw.ac.nz/vms)

##### **ADMINISTRATOR**

**Luisa Acheson**

Room: RH1022, Rutherford House

Phone: 463 5381

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

##### **PROGRAMME MANAGER**

**Garry Tansley**

Room: RH 915, Rutherford House

Phone: 463 6968

Email: [garry.tansley@vuw.ac.nz](mailto:garry.tansley@vuw.ac.nz)

#### **Trimester Dates:**

Teaching Period: Monday 14 November 2011 – Friday 27 January 2012

Examination Period: Monday 20 February 2012 – Saturday 25 February 2012 (inclusive)

#### **Withdrawal from Course**

1. Your fees will be refunded if you withdraw from this course on or before Friday 25 November 2011.
2. The last date for withdrawal from this course is Friday 13 January 2012. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an '*Application for Associate Dean's Permission to Withdraw Late*' including supporting documentation. The application form is available from either of the Faculty's Student Customer Service Desks.

#### **Class Times and Room Numbers**

Lectures:	Before Christmas (weeks 1-5):	Monday 2.40pm – 5.30pm (GBLT 3)
	After Christmas (weeks 6-8):	Tuesday 2.40pm – 5.30pm (GBLT 3)

## **Introduction**

Organisational behaviour (OB) is about people in organisations: who they are, how they think, interact and behave, and why. This course aims to feed your intellectual curiosity, your understanding of organisations and ultimately your management capability. The aim is not to teach you 'how to manage' because managing (and being managed) is a practical activity and not something you learn from a textbook. The 'how to manage' idea is also problematic because it implies there is 'one best way' of managing, independent of the particular nature of the situation, history, context etc. This approach is rejected in favour of an understanding of organisations which highlights the complexity and difficulty of managing people in unique contexts. The course will introduce you to concepts, ideas, theories and frameworks which will hopefully lead you to reflect on your own experience of organisations and to generate a deeper understanding of those experiences. Through challenging you intellectually, the hope is that you will develop a better understanding of organisations, which will then enhance your abilities as a manager.

## **Course Learning Objectives**

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

- Interpret mainstream and critical approaches to organisational behaviour;
- Apply organisational behaviour frameworks to people issues in organisations;
- Critically evaluate organisational behaviour theories, concepts and frameworks and apply them to a range of organisational phenomena.

The assessment for this course comprises on-line discussions, a case analysis and a final examination. Each piece of assessment involves a combination of each objective outlined above.

## **Expected Workload**

Students can expect to spend 150 hours working on this course. This equates to approximately 15 hrs per week for each of the 8 teaching weeks plus approximately 30 hours for exam preparation.

## Course Schedule

Week	Date	Topic	Reading	Tutorial	Assessment
1	Nov 14	Course Information Perspectives on OB Motivation	K&W Ch 1, 2	1.Perspectives on OB/Motivation	
2	Nov 21	Motivation Groups and teams	K&W Ch 4 CR 4.1	2.Groups and Teams	
3	Nov 28	Culture	K&W Ch 9 CR 9.1	3.Culture	<b>Online Discussion 1 closes 1pm Monday Nov 28</b>
4	Dec 5	Leadership Change	K&W Ch 7 CR 7.1, 7.2, 7.3, 7.4 K&W Ch 10 CR 10.1, 10.2		
5	Dec 12	Change Bureaucracy and Post-Bureaucracy	K&W Ch 13	4.Leadership	<b>Case Analysis: Due: Mon 19 December, 4pm</b>
<b>Mid-Trimester Break</b>					
6	Jan 10	Mid-Course Review Knowledge	K&W Ch 5	5. Knowledge	<b>Online Discussion 2 Closes 1pm Tuesday Jan 10</b>
7	Jan 17	Globalisation Ethics	K&W Ch 12 CR 12.1, 12.2 K&W Ch 14 CR 14.1, 14.2	6.Globalisation	<b>Online Discussion 3 Closes 1pm Tuesday Jan 17</b>
8	Jan 24	Ethics Course Review and Exam Preparation	CR Hunter	7.Ethics	<b>Online Discussion 4 Closes 1pm Tuesday Jan 24</b>  <b>Exam question bank posted 24 Jan, 6pm</b>
<b>Study leave and exam period</b>					

Key: K&W = Knights & Willmott textbook

CR= Course Readings

## Readings

The *required* textbook is:

Knights, D and Willmott, H. (2007). *Introducing Organizational Behaviour and Management*. Thomson, London.

Additional readings are contained in a book of Course Readings, which will be distributed in the first lecture. An electronic version of the readings will be posted on Blackboard.

## Assessment Requirements

Assignment	Title	% of Marks Available	Due Date
1	Case Analysis	30%	Monday 19 December 4pm
2	Blackboard Discussions (4 in total, 5% each)	20%	Various – see course schedule
3	Final Examination	50%	During examination period (Monday 20 February – Saturday 25 February (inclusive))
	<b>TOTAL</b>	<b>100%</b>	

**Quality Assurance Note:** 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.

### 1. Case analysis

Due: Monday 19 December, 4pm  
Word Limit: 1500 words (+/- 10%)

Marks: 30%

This individual assignment requires you to read the case '*Leading Culture Change at New Zealand Police (Part A)*' (Course Reading 9.1) and prepare answers for the following questions. All questions carry an equal weighting.

1. What insights into this case can the mainstream perspective on organisational culture generate? (500 words)
2. What insights into this case can the critical perspective on organisational culture generate? (500 words)
3. Which perspective, in your view, provides the best insights? Why? (500 words)

The word limit is 1500 words, excluding references. The word limit should be strictly adhered to. +/- 10% is acceptable, but outside of this, penalties may be applied. Appropriate referencing is required.

Your assignment should be dropped in the **MGMT 202 Box (Number 24)** on the Mezzanine floor of Rutherford House (Pipitea Campus) in hard copy form by the due time on the due date. It must have a cover sheet (Annex A).

Assignments received after the due time will be deemed to be late, and must be handed to the VMS Reception Desk on Level 10 Rutherford House, where your assignment will have the time, date and signature noted on the front cover by the person receiving it.

You must also keep an electronic copy of your 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.

## **2. Blackboard Discussions**

Marks: 20% (4 discussions worth 5% each)

Word Limit: There is no set word limit, but 250 words for each discussion is a rough guide.

Participation in on-line discussions is crucial to the learning process on this course. The discussion topics provide a chance to share and test your ideas with your peers. The aim is to develop some thoughtful reflection on your own and others' application and evaluation of organisational behaviour theory, concepts and frameworks.

Four on-line discussions will be held during the course. You will be assigned into groups during the first week of the course and will be able to access the on-line discussions from 4pm Friday November 18. No late responses will be considered. Unconstructive or personal criticism of other students' ideas will not be tolerated and will result in the post being discounted from the assessment.

You will be assessed according to the following criteria:

- extent of participation
- understanding of the discussion topic
- initiation of ideas and building on the ideas of others (the first post in each discussion will not be assessed on this criterion)
- generation of insights into the topic

### **Discussion 1: Closes 1pm Monday November 28**

Think about McGregor's Theory X and Theory Y in relation to the good and bad teachers and/or managers that you have had. How was your own behaviour influenced by the assumptions they made about your ability and motives?

### **Discussion 2: Closes 1pm Tuesday January 10**

Amanda Sinclair (Readings 7.2 and 7.3) argues that 'leadership' is a masculine construction which makes women's leadership invisible, thereby putting pressure on women to lead like men in order to be judged as 'real leaders'. Does she have a point? You may draw on personal experiences or examples of women in leadership in your contribution to the discussion.

### **Discussion 3: Closes 1pm Tuesday January 17**

Drawing on your experience either of work or of university study, assess the strengths and/or weaknesses of bureaucracy.

### **Discussion 4: Closes 1pm Tuesday January 24**

Geert Hofstede has produced a description of New Zealand's culture (available at [www.geert-hofstede.com](http://www.geert-hofstede.com)). How might this description be useful to managers of organisations in New Zealand? What are its limitations?

### **3. Examination**

The final examination for this course will be scheduled at some time during the period from Monday 20 February – Saturday 25 February (inclusive).

The exam is worth 50% of the marks available for this course. The exam will be closed book and will be 3 hours in duration. It will consist of 4 questions, which the Course Coordinator will select from a question bank. The question bank will be posted on Blackboard at 6pm on Tuesday January 24. Essay style answers are expected (introduction – main body – conclusion). The following reading, which appears at the back of your Course Readings, provides advice on how to write essays in exams.

Hunter, I. (2008). *Write that essay! A Practical Guide to Writing Better Essays and Achieving Higher Grades*, McGraw-Hill, North Ryde, NSW: pp.76-86.

### **Mandatory Course Requirement**

To meet the Mandatory Course Requirement, students are required to obtain at least 40 per cent of the marks available (i.e. 20 marks out of 50) for the final examination.

Students who fail to satisfy the mandatory requirement 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 requirement has 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 is 2 of the marks available (marks available means what the assignment is worth i.e. 20% or 20 marks) for an assignment submitted after the due time on the due date for each part day or day late.** (for example if an assignment is out of 20 and the assignment receives 50% then one day late means the mark will be out of 18 and the student will receive 50% of 18). **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.
- (ii) Course Outlines provide a signal to students 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 **Programme Manager**, providing documentary evidence of the reasons of their circumstances.

All such applications must be made **before** the deadline and be accompanied by documentary evidence, eg a medical certificate, or counsellor's report clearly stating the degree of impairment, and the dates the illness or event prevented you from undertaking your academic studies. This can be applied retrospectively.

- (iv) In the event of unusual or unforeseeable circumstances (e.g. serious illness, family bereavement or other exceptional events), that precludes an application in advance, students should make contact with the **Programme Manager** as soon as possible, and make application for waiver of a penalty as soon as practicable.
- (v) The ability to write in an economical style is a skill that is valued in both academic and business settings and therefore word limits should be strictly adhered to. +/- 10% is acceptable. Beyond that, **a penalty may be applied.**

### **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**

Every attempt is made to ensure that the marking is consistent across tutors and fair to students. Students may ask for their written work to be remarked. A different tutor will do the remarking and provide comments. The original marking sheet is removed to ensure the process is independent. If the mark differs by 10% or less the two marks are averaged. If it exceeds 10% then it is independently marked by a third marker and the average of the two closest marks is taken. Experience from previous years is that almost all remarks are within 10% and where there is a change in mark, half the assignments go up and half go down. Occasionally there is a significant shift in the mark.

Application for remarks must be made within 5 days after the marks are available. To apply for a remark, complete the request for re-examination of assessed work form (Annex B) stating which sections (criteria listed in the mark sheet) you wish re-examined. Write on why you think the mark does not, in your view, fairly reflect the quality of your work. Hand this with your assignment into the following place:-

- Pipitea Campus – the Reception Desk on Level 10 Rutherford House where your assignment will have the **time, date and signature** noted on the front cover by the person receiving it.

## 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>).

## Class Representative

A class representative will be elected in the first class, and that person's name and contact details made available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

## 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**, your **Student ID** and the **Topic** in the subject area of the email, e.g. MGMT202\_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.

## Tutorial Signup Instructions

Tutorial signup is done through the online programme; 'S-Cube' and will be available from 7 November, 2011. You will be notified by email about your sign-up to a tutorial. Go to the signup website at: <https://signups.victoria.ac.nz> and enter your SCS username and password to log into the system. Click on MGMT202 and follow the instructions. If you have been unable to sign up by Tuesday November 15 please contact the Programme Manager. The first tutorial is on Wednesday November 16.

## Tutorial Schedule

There are seven tutorials during the course and the first tutorial is in week 1. Please refer to the Course Schedule to see when tutorials are scheduled.

The tutorials are a mixture of case studies and structured discussions around questions. The case studies are drawn from the New Zealand context and require you to apply concepts, theories and frameworks to real-life situations. You are expected to have read the assigned case (available in the Course Readings book) and prepared answers to the questions before attending the tutorial. The final exam question bank will feature questions drawn from a number of these cases. The structured discussions will be based around questions which have been used in exam question banks in previous years. Again, you are expected to prepare answers to the questions before attending the tutorial.

**Tutorial 1: Week beginning 14 November**

**Topics: Perspectives on OB/Motivation**



Prepare answers to the following questions:

1. What are the differences between the mainstream and critical views of organisational behaviour?
2. How has our understanding of how to motivate people developed since Frederick Taylor first introduced his ideas about scientific management?

**Tutorial 2: Week beginning 21 November**

**Topic: Groups and Teams**

Read the case '*Developing Teamwork at New Zealand Cricket*' (Course Reading 4.1) and prepare answers for the following questions:

1. What did John Bracewell and New Zealand Cricket hope to achieve by employing Leading Teams?
2. What were the main criticisms of the Leading Teams programme?
3. What changes could have been made to the way the programme was implemented to make it more successful?
4. To what extent is Barker's concept of 'concertive control' relevant to this case study? (see Knights & Willmott, p.149-150.)
5. What are some alternative ways for developing a team ethos and encouraging players to take greater responsibility for their actions?

**Tutorial 3: Week beginning 28 November**

**Topics: Culture**

Based on the documentary '*Google – A Thinking Factory*' (shown in the lecture on 28 November) prepare answers for the following questions.

1. How would you describe Google's organisational culture? It might be useful here to refer to Schein's three levels of organisational culture.
2. Google has recently been voted 'America's Best Place to Work' because of its culture. Do you think it would be the best place to work? Why? Why not?
3. What challenges do the leaders of Google face in trying to maintain Google's culture into the future?

**Tutorial 4: Week beginning 12 December**

**Topics: Leadership**

Read the case '*A question of style: the leadership of Christine Rankin*' (Course Reading 7.4) and prepare answers for the following questions.

1. Christine Rankin describes herself as a transformational leader and defines this form of leadership as being "all about the magic of personality". In what ways has her personality helped and/or hindered her ability to lead change?

2. How relevant to understanding the experience of Christine Rankin is Sinclair's argument (see Course Reading 7.2) that leadership is a masculine construction that makes it less likely women will be regarded as successful leaders?
3. Christine Rankin believes that New Zealand lacks visionary leadership because the national culture values modesty and is suspicious of those about making change. Do you agree?

**Tutorial 5: Week beginning 9 January**

**Topic: Knowledge and Learning**

Prepare answers to the following questions:

1. The adoption of management ideas by managers in organisations has been compared to fashion, with managers enthusiastically embracing new ideas and then quickly discarding them for newer ideas. What might be some explanations for this?
2. What issues does the documentary "*Dangerous Company*" (shown in the lecture on 10 January) highlight in relation to the adoption of management ideas?

**Tutorial 6: Week beginning 16 January**

**Topic: Globalisation**

Read the case '*The battle for middle earth: New Zealand's bid to save The Hobbit*' (Course Reading 12.1) and prepare answers for the following questions:

1. Assess the relative power of the various parties involved in the case (e.g. the actors, unions, Warner Bros, New Zealand government)
2. How could nation states, including New Zealand, increase their power relative to the Hollywood Studios?
3. Do you think a country should change its labour laws in order to attract a multinational company like Warner Bros? Why/why not?

**Tutorial 7: Week beginning 23 January**

**Topic: Ethics**

Read the case '*Corporate Social responsibility: Mercury Energy and its low-income electricity consumers*' (Course Reading 14.1) and prepare answers to the following questions:

1. Assess Mercury Energy's actions after Mrs Muliaga's death. How sincere would you interpret their actions to be?
2. Should state-owned businesses such as Mercury Energy be expected to operate at higher levels of socially responsible behaviour than their private sector competitors? Why or why not?
3. What lessons can be learnt from this case about how we should understand ethics and corporate social responsibility?

**Use of Turnitin**

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted materials on behalf of

the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

**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**

Find key dates, explanations of grades and other useful information at

[www.victoria.ac.nz/home/study](http://www.victoria.ac.nz/home/study)

Find out about academic progress and restricted enrolment at

<http://www.victoria.ac.nz/home/study/academic-progress.aspx>

The University's statutes and policies are available at [www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy), except qualification statutes, which are available via the Calendar webpage at

<http://www.victoria.ac.nz/home/study/calendar.aspx> (See Section C).

Further information about the University's academic processes can be found on the website of the Assistant Vice-Chancellor (Academic) at

[www.victoria.ac.nz/home/about\\_victoria/avcacademic/default.aspx](http://www.victoria.ac.nz/home/about_victoria/avcacademic/default.aspx)

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

[http://www.victoria.ac.nz/home/about\\_victoria/avcacademic/Publications.aspx](http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx)

**Faculty of Commerce and Administration Offices**

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

**Te Putahi Atawhai**

**Maori and Pacific Mentoring Programme**

[http://www.victoria.ac.nz/st\\_services/tpa/index.aspx](http://www.victoria.ac.nz/st_services/tpa/index.aspx)



**Victoria Management School**

**MGMT 202 Case Analysis Cover Sheet**

Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Tutor's Name: \_\_\_\_\_ Tutorial Number: \_\_\_\_\_

Tutorial Day: \_\_\_\_\_ Tutorial Time: \_\_\_\_\_

Date Due: \_\_\_\_\_ Date Submitted: \_\_\_\_\_

*I have read and understood the university policy on Academic Integrity and Plagiarism.  
I declare this assignment is free from plagiarism.*

Signed: \_\_\_\_\_

Extension of the due date (*if applicable*)

**Please attach a copy of the note authorising your extension.**

Date extension applied for: \_\_\_\_\_

Extension granted until: \_\_\_\_\_

Extension granted by: \_\_\_\_\_



## Victoria Management School

MGMT 202

### Request for re-examination of assessed work

	Assessment affected <i>e.g. Individual Assignment, In-class Test</i>	
<b>Student ID</b>	Name <i>As it appears in your enrolment</i>	Tutorial No/Tutor's name
<b>Contact Details</b>	<i>Phone</i> _____ <i>Email</i> _____	

*Specify which section (criteria specified in the mark sheet) you wish to be re-examined*

*Note: requests to re-examine "all" criteria will not be considered.*

---



---



---



---

**Clearly state why you believe each of these sections should be re-examined:**

Note: "I think it is worth more," is insufficient.

---



---



---



---



---

In requesting a re-examination of my submitted work, I understand that the result may be an increase OR decrease in the mark obtained.

.....

Signature

Date

**MGMT 202 Organisational Behaviour**  
**Trimester 3, 2011**  
**Case Analysis Mark Sheet**

**STUDENT:**

**MARKER:**

**Question 1**

Demonstrates understanding of mainstream perspective on organisational culture	 ←                      → Excellent                      Poor	Fails to demonstrate understanding of mainstream perspective on culture
Identification of insights well supported by analysis of the case	 ←                      → Excellent                      Poor	Identification of insights either not addressed or not convincing

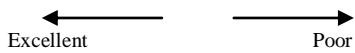
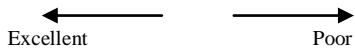
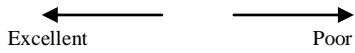
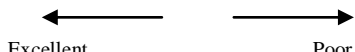
**Question 2**

Demonstrates understanding of critical perspective on organisational culture	 ←                      → Excellent                      Poor	Fails to demonstrate understanding of critical perspective on culture
Identification of insights well supported by analysis of the case	 ←                      → Excellent                      Poor	Identification of insights either not addressed or not convincing

**Question 3**

Takes a clear position on which perspective provides best insights	 ←                      → Excellent                      Poor	Does not take a position on the debate or the position is unclear
Analysis well supported by evidence of the case	 ←                      → Excellent                      Poor	Little or no analysis or analysis is not supported by evidence from the case

## Written Communication Skills

Answer easy to follow, structured coherently, logical flow		Answer is hard to follow, consistently disjointed, lack of flow
Minimises spelling mistakes, correct punctuation, grammatically correct		Consistent misspelling, incorrect punctuation, grammatically poor, very sloppy proofreading.
Clearly acknowledges the work of others by appropriate referencing. No signs of plagiarism. Uses APA or accepted alternative referencing system.		Signs of unattributed work from other sources or does not attempt to use APA or accepted alternative referencing system.
Word limit adhered to (+- 10%)		Too long/short

**GENERAL COMMENTS:**

**Grade:** \_\_\_\_\_