

School of Management

MGMT202 ORGANISATIONAL BEHAVIOUR

Trimester One 2012

COURSE OUTLINE

CONTACT DETAILS

COURSE COORDINATOR

Dr Todd Bridgman

Room: RH 903, Rutherford House

Phone: 463 5118

Email: todd.bridgman@vuw.ac.nz

Website: www.vuw.ac.nz/vms

ADMINISTRATOR

Luisa Acheson

Room: RH1022, Rutherford House

Phone: 463 5381

Email: luisa.acheson@vuw.ac.nz

PROGRAMME MANAGER

Garry Tansley

Room: RH 915, Rutherford House

Phone: 463 6968

Email: garry.tansley@vuw.ac.nz

Trimester Dates:

Teaching Period: Monday 5 March – Friday 8 June

Study Period: Monday 11 June – Thursday 14 June

Examination Period: Friday 15 June – Wednesday 4 July (inclusive)

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before Friday 16 March 2012.
2. The last date for withdrawal from this course is Friday 18 May 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: Wednesday 10.30am – 12.20pm (RHLT1)

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 10 hrs per week for each of the 12 teaching weeks plus approximately 30 hours for exam preparation.

Course Schedule

Week	Date	Topic	Reading	Tutorial	Assessment
1	March 7	Course Information, Perspectives on OB	K&W Ch 1		
2	March 14	Motivation	K&W Ch 2;	1.Perspectives on OB/ Motivation	
3	March 21	Groups and teams	K&W Ch 4 CR 4.1		Online Discussion 1 closes 1pm Tuesday March 20
4	March 28	Knowledge	K&W Ch 5	2.Groups and Teams	
5	April 4	Leadership	K&W Ch 7 CR 7.1, 7.2, 7.3	3. Leadership	Online Discussion 2 closes 1pm Tuesday April 3
Mid-Trimester Break					
6	April 25	No lecture (ANZAC Day)			
7	May 2	Globalisation	K&W Ch 12 CR 12.1, 12.2	4.Globalisation	
8	May 9	Culture	K&W Ch 9 CR 9.1		Online Discussion 3 closes 1pm Tuesday May 8
9	May 16	Change	K&W Ch 10 CR 10.1, 10.2, 10.3	5.Culture	
10	May 23	Bureaucracy and Post-Bureaucracy	K&W Ch 13	6.Change	Case Analysis: Due: Mon 21 May, 4pm
11	May 30	Ethics	K&W Ch 14 CR 14.1		Online Discussion 4 closes 1pm Tuesday May 29
12	June 6	Course Review and Exam Preparation	CR Hunter	7.Ethics	Exam question bank posted 6 June, 1pm
Study leave and exam period					

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 21 May 4pm
2	Blackboard Discussions (4 in total, 5% each)	20%	Various – see course schedule
3	Final Examination	50%	During examination period: Friday 15 June – Wednesday 4 July (inclusive)
	TOTAL	100%	

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 21 May, 4pm

Marks: 30%

Word Limit: 1500 words (+/- 10%)

This individual assignment requires you to 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. All questions carry an equal weighting.

1. Assess the relative power of the various parties involved in the case (e.g. the actors, unions, Warner Bros, New Zealand government) (500 words)
2. How relevant is Beck’s (2008, Reading 12.2) article on global power games to an understanding of the case? (500 words)
3. Do you think New Zealand was right to change its labour laws in order to attract the investment by Warner Bros? Why/why not? (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 Wednesday March 7. No late responses will be considered.

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 Tuesday March 20

Should attendance at tutorials be a mandatory course requirement for MGMT 202? Discuss with reference to the topic of motivation.

Discussion 2: Closes 1pm Tuesday April 3

In what ways might critical perspectives on organisational behaviour be of value to employees? You may draw on your experiences of work in your contribution to the discussion.

Discussion 3: Closes 1pm Tuesday May 8

Amanda Sinclair (Reading 7.2) says that transformational leadership is today's most influential theory of leadership. Was Adolph Hitler a transformational leader? Is transformational leadership something that should be encouraged?

Discussion 4: Closes 1pm Tuesday May 29

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

3. Examination

Students who enrol in courses with examinations are obliged to attend an examination at the University at any time during the formal examination period. The final examination for this course will be scheduled at some time during the period from Friday 15 June – Wednesday 4 July (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 1pm on Wednesday 6 June. 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.

Tutorial Schedule

There are seven tutorials during the course and the first tutorial is in week 2. Apart from the first tutorial, all are based on case studies. The case studies are mostly 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 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.

Tutorial 1: Week beginning 12 March

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. Managers cannot motivate. Motivation must come from within the employee. Discuss.

Tutorial 2: Week beginning 26 March

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 2 April**Topic: Leadership**

Read the case '*A question of style: the leadership of Christine Rankin*' (Course Reading 7.3) 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. Discuss.

Tutorial 4: Week beginning 30 April**Topic: Globalisation**

Read Case Study 12.1 and 12.2 in the textbook (p.446-447 and p.465-467) and prepare answers to the following questions:

1. Are the actions of Nike socially responsible?
2. To what extent is Government responsible for the criticism directed at Nike?
3. To what extent are Western consumers responsible for the criticism directed at Nike?

Tutorial 5: Week beginning 14 May**Topic: Culture**

Read the case '*Leading Culture Change at New Zealand Police*' (Course Reading 9.1) and prepare answers for the following questions:

1. What practical steps should the Commissioner implement to develop a more positive culture to alleviate the concerns of the public?
2. What factors would be critical to the success of this initiative?
3. What would be the main challenges/threats to its successful implementation?
4. What lessons can be learnt from the case '*Leading Culture Change at New Zealand Police*' about the issues involved in managing planned culture change?

Tutorial 6: Week beginning 21 May**Topic: Change**

Read the case '*Treading the thin blue line: Embedding culture change at New Zealand Police (Case Part A)*' (Course Reading 10.3) and prepare answers for the following questions:

1. What are the views of New Zealand Police's stakeholders about the need for a change in police culture?
2. Who is resisting the changes and why? What actions could Commissioner Marshall take to overcome this resistance?

3. Why are some New Zealand Police employees cynical about the change efforts? What could be done to reduce this cynicism?
4. How relevant is Abrahamson's article on 'repetitive change syndrome' (Reading 10.2) to this case?

Tutorial 7: Week beginning 4 June

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. Did Mercury act with social responsibility in the period leading up to Mrs Muliaga's death?
2. Assess Mercury Energy's actions after Mrs Muliaga's death. How sincere would you interpret their actions to be?
3. The contractor who disconnected the power to the Muliaga home was heavily criticised in the days following the incident. Mrs Muliaga's son, Ietitaia, remembered his mother saying "Please give us a chance" to which the contractor said "I'm just doing my job". The contractor was subsequently cleared of blame by the Coroner, but assuming Ietitaia's recollections are correct, do you think the contractor acted ethically in this situation?

Tutorial Signup Instructions

Tutorial signup is done through the online programme; 'S-Cube' and will be available from 20 February, 2012. 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 the end of the first week of the course please contact the Programme Manager. Tutorials start in week 2.

Mandatory Course Requirements

There are no Mandatory Course Requirements.

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.

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

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, 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

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

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/tpa/>



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>	
Student ID	Name As it appears in your enrolment	Tutorial No/Tutor's name
Contact Details	<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 1, 2012
Case Analysis Mark Sheet



STUDENT:

MARKER:



Question 1

Assessment of power well supported by evidence from the case		Assessment of power either not addressed or not convincing
--	---	--

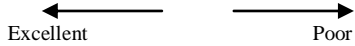

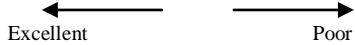
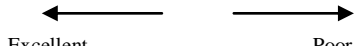
Question 2

Demonstrates understanding of Beck's article		Fails to demonstrate understanding of Beck's article
Assessment of relevance well supported by analysis of the case		Assessment of relevance either not addressed or not convincing

Question 3

Takes a clear position on the question		Does not take a position on the question or the position is unclear
Analysis well supported by evidence from the case		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
No 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: _____