

School of Management

**MGMT 411 Advanced Organisational Behaviour /**

**MMMS 512 Organisation Dynamics**

Trimester One 2012

**COURSE OUTLINE**

---

**COURSE COORDINATOR**

**Dr Deborah Jones**

Room: RH 930, Rutherford House

Phone: 463 5731

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

Office hours: 1.30-4pm pm Mondays during term time. Any students with a regular class clash at this time, please contact me to arrange an alternative.

**ADMINISTRATOR**

**Luisa Acheson**

Room: RH 1022, Rutherford House

Phone: 463 5381

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

**CLASS TIMES AND ROOM NUMBERS**

MONDAYS 9.30AM – 12.20PM RWW413

**Teaching Period:** Monday 5 March – Friday 3rd June

**Study Period:** Monday 11 June – Thursday 14 June

Classes begin on 5 March 2012

**Withdrawal from Course**

1. Your fees will be refunded if you withdraw from this course on or before Friday 16 March 2012.
2. The standard last date for withdrawal from this course is. Friday 18 May. 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.

**Communication**

Information on course-related matters will be announced in 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.

**SCHEDULE 411/512 2012**

<b>Week</b>	<b>Date</b>	<b>Topic (see list of readings)</b>	<b>Assignments</b>
<b>1</b>	5 March	Introduction	
<b>2</b>	12 March	Ethics in organisations - 1	<b>Weekly commentaries begin:</b> <ul style="list-style-type: none"> <li>▪ Hand in by <b>4 pm THURSDAY</b> before class every week</li> <li>▪ Bring three copies of your commentary to class</li> </ul>
<b>3</b>	19 March	Ethics in organisations - 2	
<b>4</b>	26 March	Organisational culture - 1	
<b>5</b>	2 April	Organisational culture - 2	<b>Revised commentaries</b> for topics weeks 2-5 handed in for grading <b>4 p.m. Thursday 5 April</b>
Mid-trimester break			
<b>6</b>	23 April	Institutional theory - 1	
<b>7</b>	30 April	Institutional theory - 2	
<b>8</b>	7 May	Topic to be decided week 5	
<b>9</b>	14 May	Topic to be decided week 5	
<b>10</b>	21 May	Topic to be decided week 5	<b>Proposal for final essay assignment</b> submitted by <b>email by 4 p.m. Thursday 24 May</b>
<b>11</b>	28 May	Topic to be decided week 5	<b>Revised commentaries</b> for weeks 6-11 handed in for grading <b>4 p.m. Thursday 31 May</b>
<b>12</b>	4 June	Workshop on final assignment; bring 3 copies of proposal	
			<b>Final assignment: essay</b> handed in <b>4 p.m. Thursday 14 June</b>

## **COURSE CONTENT**

This course introduces key debates in theories of organisational behaviour. By focussing on debates, we emphasise that a varying and sometimes conflicting range of perspectives underlies the literature of organisational behaviour. The term 'organisational behaviour' covers a huge range of topics, from macro issues about the place of organisations 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.

We will read a series of weekly papers which present different perspectives and theoretical frameworks on some organisational behaviour topics. These papers require close 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 prescribed papers.

One reason for looking at *debates* in organisational behaviour is that we focus on critical thinking. One main implication is that you will develop your own ideas about issues and perspectives in organisational 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 organisational 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 organisational 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 10-12 hours per week of student work, including both scheduled class time and outside class.

## READINGS

Details of required weekly journal article readings for WEEKS 2-7 (one per week) are included below. For WEEKS 8-11 we will use readings on topics to be AGREED IN CLASS IN WEEK 5. Hard copies of readings will be handed out in class the week before they are required, or can be downloaded from the Library databases.

There is no further set reading, although students should explore other writings on the weekly topics to develop their understanding. The reference list in each paper will help with this further reading. **NOTE:** any extra readings cited should be relevant and of a high quality. This quality criterion 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-ereference.com/helicon.vuw.ac.nz/socialtheory/> [Or click from library catalogue].

### Library:

- The Library has a range of undergraduate organisational behaviour textbooks which may be helpful to find your way in to the field of organisational behaviour, although the level of discussion is not as deep or complex as we require for graduate level work. You may find these helpful for guidance but they should not be cited for chosen or background readings.
- There are also reference books in the library which can provide a quick introduction to organisational 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*.

## READINGS WEEKS 2-7

Ethics in organisations - 1	Boddy, C. (2011). The Corporate Psychopaths Theory of the Global Financial Crisis. <i>Journal of Business Ethics</i> , 102 (2), 255-259.
Ethics in organisations - 2	Whittle, A. , and Mueller, F. (2012). Bankers in the dock: Moral storytelling in action. <i>Human Relations</i> , 65, 111-139.
Organisational culture - 1	Robertson, M., and Swan, J. (2003). `Control - What Control?' Culture and Ambiguity Within a Knowledge Intensive Firm. <i>Journal of Management Studies</i> , 40 (4), 831-858
Organisational culture - 2	Costea, B., Crump, N. & Holm, J. (2005) Dionysus at work? The ethos of play and the ethos of management. <i>Culture and Organization</i> , 11 (2), 139-151.
Institutional theory - 1	Maguire, S., and Phillips, N. (2008). `Citibankers' at Citigroup: A Study of the Loss of Institutional Trust after a Merger. <i>Journal of Management Studies</i> , 45 (2), 372-401.
Institutional theory - 2	Creed, W.E.D., DeJordy, R. and Lok, J. (2010). Being the change: Resolving institutional contradiction through identity work. <i>Academy of Management Journal</i> , 53(6): 1336-1364

## SELECTED READING LIST ON ORGANISATIONAL BEHAVIOUR

- Argyris, C. (2005). *The Blackwell encyclopedia of management* 2nd ed. Malden, MA: Blackwell.
- Clegg, S. (2006). *The Sage handbook of organization studies*. 2<sup>nd</sup> ed. London: Sage.
- 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.
- Johns, G., and Saks, A. (2008). *Organizational behaviour : understanding and managing life at work*. Toronto: Pearson Prentice Hall.
- Knights, D., and Willmott, H. (2007). *Introducing organizational behaviour and management*. London: Thompson.
- McAuley, J. (2007). *Organization theory: challenges and perspectives*. Harlow, England: Prentice Hall/Financial Times, Pearson Education.
- Mills, A. J. (2005). *Reading organization theory*. 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.
- Westwood, R., and Clegg, S. (2003). *Debating organization*. Oxford: Blackwell.
- Wilson, F. (2010). *Organizational behaviour and work : a critical introduction*. Oxford: Oxford University Press.
- Wilson, F. (2002). *Organizational behaviour and gender*. 2<sup>nd</sup> ed. Aldershot, Hants, England; Burlington, VT: Ashgate.

## 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 information about APA from the online VUW library site <http://library.victoria.ac.nz/library/resources/guides/referencingstyles.html#guidesection.1169>.

## ASSESSMENT REQUIREMENTS

This course is assessed by TWO internal assignments based on weekly commentaries, and a FINAL ESSAY which integrates learning from the commentaries. There is no examination.

Assignment	Title	Weight	Due date
1	<b>Revised commentaries</b> for weeks 2-5	30%	Handed in for grading <b>4 p.m. Thursday 5 April</b>
	<b>Proposal</b> for final essay assignment		Submitted by <b>email</b> <b>by 4 p.m. Thursday 24 May</b>
2	<b>Revised commentaries</b> for weeks 6-11	45%	Handed in for grading <b>4 p.m. Thursday 31 May</b>
3	<b>Final assignment:</b> essay	25%	Handed in <b>4 p.m. Thursday 14 June</b>
	<b>TOTAL</b>	<b>100%</b>	

## 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. This must be in hard copy.
- It must be handed in to Mezzanine (MZ) Box #17 by **4PM Thursday before class every week**
- 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. Feedback will not be provided for commentaries handed in late, except in case of illness or other special circumstances to be agreed with the coordinator.

### 2. Revised commentaries for assessment

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

These revised commentaries will be handed in for assessment at two points during the course.

### WHAT THE COMMENTARIES INCLUDE:

**One page** commentary for each week: 500 +/- 10% plus references (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* below for some suggestions]. Referencing is not required unless you refer to readings other than those being reviewed..

### Format for assignments

- All assignments must be typed or word-processed.
- 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.

## **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.

## **FINAL ASSIGNMENT: ESSAY**

3000 words +/- 10% plus references

In this final essay you will integrate the understandings and skills developed in the course to produce an essay on a chosen topic in organisational behaviour, based on three additional journal articles or book chapters of your choice. The essay will be organised around a key question or argument. As with the commentaries, you may also draw on practical examples and other readings, including course readings, to develop your ideas.

### ***Proposal for final essay assignment:***

You should submit an email to Deborah Jones including:

- The key question or argument that your essay will address
- Details of the proposed three articles or chapters (citations for journal articles; scanned or hard copy copies of book chapters).

Feedback will be provided.

**Assessment criteria:** the essay will demonstrate:

- Ability to integrate a range of perspectives on a topic in organisational behaviour.
- 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 topic
- Skills to produce a well-written and concise piece.

## **HANDLING ASSIGNMENTS**

Hand hard copy assignments in to Mezzanine (MZ) Box # 17. Never leave assignments in staff offices, under doors, etc. No assignments will be accepted by email except by prior arrangement in exceptional circumstances. Any late assignments should be handed directly to Luisa Acheson (RH 1022).

### **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:

1. Attend at least 9 out of the 12 class sessions
2. Submit all assignments.

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.

## **Class Representative**

A class representative will be elected, 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. One representative is chosen of the honours / MMS cohort as a whole.

**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/tpa/>