

School of Management

MGMT202 ORGANISATIONAL BEHAVIOUR

Trimester Three 2012

COURSE OUTLINE

CONTACT DETAILS

COURSE COORDINATOR & LECTURER

Dr Todd Bridgman

Room: RH 903, Rutherford House

Phone: 463 5118

Email: todd.bridgman@vuw.ac.nz

Website: <http://www.victoria.ac.nz/som/about/staff/todd-bridgman>

COURSE TUTOR

Katherine Given

Email: kgiven@xtra.co.nz

ADMINISTRATOR

Tricia Lapham

Room: RH1022, Rutherford House

Phone: 463 5397

Email: tricia.lapham@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 19 November 2012 – Friday 25 January 2013

Examination Period: Monday 18 February – Saturday 23 February 2013 (inclusive)

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before Friday November 30 2012.
2. The last date for withdrawal from this course is Friday 11 January 2013.

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): Tuesday 2.40pm – 5.30pm (GBLT 2)
 After Christmas (weeks 6-8): Tuesday 2.40pm – 5.30pm (GBLT 1)
Tutorials: Wednesdays (GB117)
 NB: Tutorials do not run every week – see the course schedule for dates.

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:

- Demonstrate an understanding of mainstream and critical approaches to topics within organisational behaviour
- Apply concepts, theories and frameworks of organisational behaviour to managerial and organisational situations
- Critically evaluate theories, concepts and frameworks to generate insights about managing people in organisations

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	Lecture Date	Topic	Reading	Tutorial Date	Tutorial	Assessment
1	Nov 20	Course Information Perspectives on OB Motivation	K&W Ch 1, 2	Nov 21	Perspectives on OB/Motivation	
2	Nov 27	Groups and Teams	K&W Ch 4 CR 2.1	Nov 28	Groups and Teams	
3	Dec 4	Culture	K&W Ch 9 CR 3.1	Dec 5	Culture	Discussion 1 closes 1pm Monday Dec 3
4	Dec 11	Change	CR 4.1, 4.2, 4.3, 4.4	Dec 12	Change	
5	Dec 18	Leadership	CR 5.1, 5.2, 5.3	No tutorial		Discussion 2 closes 1pm Monday Dec 17
Mid-Trimester Break						
6	Jan 8	Bureaucracy and Post-Bureaucracy	K&W Ch 13	Jan 9	Leadership	Case Analysis: Due: Mon 7 Jan, 4pm
7	Jan 15	Globalisation	K&W Ch 12 CR 7.1, 7.2	Jan 16	Globalisation	Discussion 3 closes 1pm Monday Jan 14
8	Jan 22	Ethics Course Review and Exam Preparation	K&W Ch 14 CR 8.1 CR Hunter	Jan 23	Ethics	Discussion 4 closes 1pm Tuesday Jan 22 Exam question bank posted Tues 22 Jan, 6pm
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 7 January 4pm
2	Blackboard Discussions (4 in total, 5% each)	20%	Various – see course schedule
3	Final Examination	50%	During examination period (Monday 18 February – Saturday 23 February (inclusive))
	TOTAL	100%	

1. Case analysis

Due: Monday 7 January, 4pm

Marks: 30%

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

This individual assignment requires you to read the case '*Treading the thin blue line: Embedding culture change at New Zealand Police (Case Part A)*' (Course Reading 4.3) and prepare answers for the following questions. Each question carries an equal weighting.

1. Kotter (2007) (Reading 4.1) identifies eight common errors in change leadership. Which, if any, are evident in the case? If you do not believe errors have been made, what explains the lack of evidence of change in police culture?

(750 words)

2. Kotter & Schlesinger (2008) (Reading 4.2) provide a framework for diagnosing and dealing with resistance to change. Drawing on this framework, analyse who is resisting the changes in New Zealand Police and explain why. What actions could Commissioner Marshall take to overcome this resistance?

(750 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 SoM 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. The desk opens at 9am and closes at 5pm Monday to Friday during term time.

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: 250 words (+/- 10%)

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 23. 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 Monday December 3

University lecturers cannot motivate students. Motivation must come from within. Discuss, with reference to motivation theory.

Discussion 2: Closes 1pm Monday December 17

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 Monday January 14

Dealing with student requests for extensions on assignments is one of the challenges of managing university courses. Drawing on the theory of bureaucracy and/or post-bureaucracy, what advice would you give university staff for dealing with extension requests fairly and effectively?

Discussion 4: Closes 1pm Tuesday January 22

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

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 Monday February 18 – Saturday February 23 2013 (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 22. 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 Requirements

None

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 fair to students. Students may ask for their written work to be remarked. 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). Hand this with your assignment to the Reception Desk on Level 10 Rutherford House.

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 of Additional Information

Any additional information or information on changes will be conveyed to students via the MGMT 202 Blackboard site, and urgent messages via email to all class members student email addresses.

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

Tutorial Signup Instructions

Tutorial signup is done through the online programme; 'S-Cube' and will be available from 12 – 19 November 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 Tuesday November 20 please contact the Programme Manager. The first tutorial is on Wednesday November 21.

Tutorial Schedule

Tutorials are a vital component of this course. They provide an opportunity for you to discuss the material delivered in lectures with other students and to apply these ideas to real-life situations in organisations. Most of the tutorials involve analysing case studies drawn from the New Zealand context.

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 these cases. Attendance at tutorials is therefore strongly recommended.

Tutorial 1: Wednesday 21 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? What personal experiences of being in an organisation (as a student, worker, customer, patient etc) have you had that help you understand the differences between these perspectives?
2. Should attendance at tutorials be a mandatory course requirement for MGMT 202? Discuss with reference to the topic of motivation.

Tutorial 2: Wednesday 28 November

Topic: Groups and Teams

Read the case '*Developing Teamwork at New Zealand Cricket*' (Course Reading 2.1) 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? (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: Wednesday 5 December

Topic: Culture

Read the case '*Leading Culture Change at New Zealand Police*' (Course Reading 3.1) 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 4: Wednesday 12 December

Topic: Change

Read the case '*Trimming the FAT: Change at the Ministry of Foreign Affairs and Trade*' (Course Reading 4.4) and prepare answers for the following questions:

1. What were the pros and cons of appointing Allen to be head of MFAT, given his background and experience?
2. What were the indicators that MFAT staff and their families were likely to strongly resist the proposed changes?
3. What forms of resistance, both overt and covert, did those opposing the change programme engage in?
4. What change leadership lessons could John Allen take from this experience?

Tutorial 5: Wednesday 9 January

Topic: Leadership

Read the case '*A question of style: the leadership of Christine Rankin*' (Course Reading 5.3) 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. Based on this case, what advice would you give to talented young women who aspire to an organisational leadership role in New Zealand?

Tutorial 6: Wednesday 16 January

Topic: Globalisation

Read the case '*The battle for middle earth: New Zealand's bid to save The Hobbit*' (Course Reading 7.1) 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, Sir Peter Jackson, Warner Bros, New Zealand government)
2. Assess the role played by Peter Jackson in this case – what was he hoping to achieve?

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: Wednesday 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. To what extent are the following parties involved in this case responsible for contributing to the death of Mrs Muliaga: Mrs Muliaga and her family, the VirCom contractor, Mercury Energy, Electricity Commission, Government?
2. Do you expect profit-seeking organisations such as Mercury Energy to go beyond their legal responsibilities in the way they interact with customers? Does it make a difference that Mercury Energy was a state-owned business?
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.

Link to general information

For general information about course-related matters, go to <http://www.victoria.ac.nz/vbs/studenthelp/general-course-information>

Note to Students

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 academic audit. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.



School of Management

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: _____

ANNEX B



School of Management

MGMT 202

Request for re-examination of assessed work

	Assessment affected <i>e.g. Individual Assignment, In-class Test</i>	
Student ID	Name <i>As it appears in your enrolment</i>	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

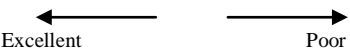
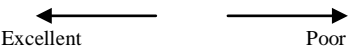
.....
Date

MGMT 202 Organisational Behaviour
Trimester 3, 2012
Case Analysis Mark Sheet




STUDENT:

MARKER: Katherine

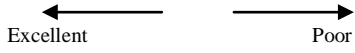

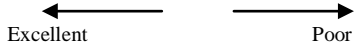
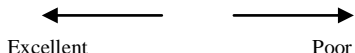
Question 1

Demonstrates understanding of Kotter (2007)	 ← Excellent → Poor	Fails to demonstrate understanding of Kotter (2007)
Identification of errors (or explanation of why no errors made) well supported by analysis of the case	 ← Excellent → Poor	Identification of errors (or explanation of why no errors made) either not addressed or not convincing

Question 2

Demonstrates understanding of Kotter & Schlesinger (2008)	 ← Excellent → Poor	Fails to demonstrate understanding of Kotter & Schlesinger (2008)
Analysis of resistance well supported by analysis of the case	 ← Excellent → Poor	Analysis of resistance either not addressed or not convincing
Identification of actions to be taken well supported by analysis of the case	 ← Excellent → Poor	Identification of actions either not addressed or not convincing

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: _____