
SCHOOL OF MANAGEMENT

CMSP 802 ORGANISATIONAL BEHAVIOUR

Trimester 1, 2013

COURSE OUTLINE

COURSE COORDINATOR

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SENIOR ADMINISTRATOR

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Trimester Dates

Teaching Period: Monday 4 March - Friday 7 June 2013

Study Period: Monday 10 June – Thursday 13 June 2013

Examination Period: Friday 14 June to Wednesday 3 July 2013 (inclusive)

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before ***Friday 15 March 2013***.
2. The standard last date for withdrawal from this course is ***Friday 17 May 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 the Faculty's Student Customer Service Desks (Please refer to page 6).

Class Times and Room Numbers

Lectures: Tuesdays

Time: 17:40 –19:30

Venue: GB LT 1

Office Hours

Tuesdays 3.30-5.30pm

Course Content

The primary objective of this course is to enhance students' knowledge about organisations and management by studying the application of current management theories (OB) in relation to the modern workplace context.

The focus is on the development, use and integration of theory and practice relating to organisational behaviour and people management. Throughout the course, the emphasis is on helping students to develop a critical perspective that reflects their experiences, the relevance of OB concepts to actual organisations and creative solutions to organisational issues in emerging organisational contexts. As such, the course will adopt an approach that blends theory, critical analysis and application. In particular, the course will challenge students to reflect on issues regarding: the nature of individuality in organisations, motivational processes, the ways groups and teams form and interact, the creation of sustainable organisations through people, the power, political, and ethical dimensions of organisational activity and processes that underpin effective organisational culture and change.

Students will be expected to come to class with readings prepared and to engage in class discussion.

Course Learning Objectives

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

1. Describe and discuss major theories and concepts underlying the social science of organisational behaviour (Assessment 1 & 3).
2. Identify organisational issues and critically analyse using OB theories and concepts and reflections on personal working experiences (Assessment 1 & 2).
3. Apply strategic perspectives with respect to the linkages and interrelationships in managing human resources (Assessments 1 & 2).
4. Analyse organisational case material (Assessment 1 & 3)

Course Delivery

The course meets once per week. There are no tutorials. Blackboard is used for: Mandatory online submissions and discussions, to access readings and assessment results and other information announced by the course coordinator.

Expected Workload

Workload expectations for this course are 10 hours per week for the 12 teaching weeks and 30 hours during the mid-trimester break. These 150 hours in total includes time for class preparation, time spent in class and completion of the assessment requirements.

Group Work

There is group work as part of this course. Details as to assessment criteria for group work follow under 'Assessment Requirements'.

Readings

The **required textbook** is:

McShane, S., Olekalns, M. & Travaglione, T. (2010). **Organisational Behaviour: on the Pacific Rim**, (3rd ed.). North Ryde, NSW:McGraw-Hill / Irwin.

In addition to the textbook chapters, this course asks you to prepare for class by reviewing materials posted on Blackboard from practitioner and academic journals and other sources where relevant. An APA reference list of the required class materials is provided below the course schedule.

Course Schedule

Wk	Date	Topic	Text Ch.	Class Reading (on BB)	Assessment due
1	5/3	Course Introduction: Organisational behaviour in context	1		
Individuals in organisations					
2	12/3	Behaviour, personality and values.	2		Online submission 1, 12/3
3	19/3	Towards human sustainability: Emotions, attitudes and stress at work.	4	Donnelly, N. & Proctor-Thomson (2010)	
4	26/3	Love Work? Employee motivation and engagement	5 & 7	Cranston & Keller (2013)	Online submission 2, 26/3
EASTER BREAK, 28 March - 3 April					
Working together: Groups Processes					
5	9/4	Communication. Guest Speaker: Vanisa Dhiru, Communicating to stakeholders in the NZ Voluntary and Community Sector.	9	Frances (2011)	
6	16/4	Group dynamics: Face-to-face, remote and virtual teams.	8	Nunamaker, Reinig & Briggs (2009)	Online submission 3, 9/4
MID-TERM BREAK, 22-28 April					
7	30/4	Power, politics and ethical behaviour in organisations	10	Pfeffer (2010)	Online submission 4, 30/4
8	7/5	Leadership: From the local to the global Guest Speaker: Mele Katea Paea, Pacific Leadership in the NZ public sector	12	Global Leadership Executive Programme Website http://globalexecutive.co.nz/ .	
Organisational processes					
9	14/5	Organisational culture	13	Noujaim & Hegedus (2001) [Film].	Online submission 5, 14/5 Team Report & Individual reflection, 16/5
10	21/5	Organisational structure and design	14		
11	28/5	Organisational change Guest Speaker: Derek LeDayn, Responding to rapid change in a NZ technology consulting firm	15	Sirkin, Keenan & Jackson (2005)	
12	4/6	Exam preparation workshop and course evaluation			
STUDY BREAK AND EXAMINATION PERIOD, 10 June -3 July					

Reference List for Preparatory Class Materials

- Cranston, S. & Keller, S. (2013). Increasing the ‘meaning quotient’ of work. *McKinsey Quarterly*, January. Accessed on 21 February 2013 from:
<https://www.mckinseyquarterly.com>.
- Donnelly, N. & Proctor-Thomson, S. (2010). Workplace sustainability and employee voice. In Clarke, M. (Ed.), *Readings in HRM and sustainability*, chapter 9. Tilde University Press.
- Frances, H. (2011). Non profit sector lifts its game. *The New Zealand Herald Website*. Saturday Nov 12. Retrieved 22 February 2013 from:
http://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=10765401.
- Global Leadership Executive Programme Website (2013): <http://globalexecutive.co.nz/>. Please take notes on the drivers for the programme, the assumptions underpinning the programme and the expectations and experiences of participants on the programme.
- Nunamaker, J.F. Jr, Reinig, B.A. & Briggs, R. A. (2009). Principles for effective virtual teamwork. *Communication of the ACM*, 52(4): 113-117.
- Pfeffer, J. (2010). Acquiring real clout – the kind that helps you get stuff done- requires bare-knuckle strategies. *Harvard Business Review*, July-August, 85-92.
- Sirkin, H.L., Keenan, P. & Jackson, A. (2005) . The hard side of change management. *Harvard Business Review*, October, 108-118.
- Noujaim, J. & Hegedus, C. (Directors) (2001). *Startup.com* [Documentary Film]. USA: Noujaim Films & Pennebaker Hegedus Films. While you may enjoy viewing the full length film before class, clips from this film will be shown in class to provide the basis for a case analysis discussion.

Assessment Requirements

Assessments	Title	Weight	Due Date
1	Online Discussion Forums	30%	5 forums throughout the course, Initial submissions and subsequent commentary and discussion DUE TUESDAYS, 5.30pm
2	Team Project & Individual reflection on team project	15% 5%	Thursday 16/5, 5.30 pm
3	Final Examination	50%	
	TOTAL	100%	

Assessment 1: Contribution to Online Discussion Forums (30%)

Five topics will be tabled for discussion during the course. These online discussion forums provide you a chance to process your learning, practice applying organisational theory to the ‘real world’ and to hone your skills in communicating your ideas in written form with your team. Because you will have a chance to respond and comment on each other’s submissions, this assessment also asks you to exercise your interpretative and critical analysis skills as you build on and extend the ideas of others. Finally, participation in the forums will feed into the Team Project due in week 9 and your final exam.

As a guide, your individual submission for each discussion forum should be around 500 words long (+/- 100 words). After your initial submission you will then have one week to respond, comment on or extend the ideas presented in at least one submission made by your team members.

Initial and follow-up contributions must be submitted within the specified timeframes; late inputs will not be counted. As with any other assessment, legitimate reasons for non-submission will be considered by the course coordinator on a case-by-case basis.

Overall contribution across all five discussion forums will be assessed and awarded a mark out of 30.

A top mark indicating truly excellent contribution (25-30 marks out of 30) will be awarded to students who in their individual submissions have:

1. Demonstrated thoughtful engagement with each discussion topic
2. Provided ‘real world’ examples to exemplify their points relating to each discussion topic
3. Drawn on theory/ideas from their textbook, other readings, and lectures to explain their points

AND HAVE:

4. Commented on or responded to their team members’ submissions in a way that offers useful reflection on their peers’ ideas, builds on and extends the discussion and introduces new insights.

All discussion topics are provided in Appendix A

Assessment 2: Team Project (15%) & Individual Reflection (5%)

The objective of this assignment is to encourage you to work with others to develop a more in-depth understanding of organisational issues. The assignment also gives you the opportunity to become familiar with academic literature relating to organisational studies and to develop your skills of observation and analysis. Working in a team of 5, you will examine a specific organisational issue in the light of organisational behaviour theories. You will choose a New Zealand organisation to examine **without** interviewing any of its members. The Organisational behaviour issues selected must reflect any of the eleven topics comprising the course. Please clear your proposed area of interest with the course co-ordinator in advance, before you get too far along in your research mode. It is expected that different teams will tackle different topic areas under the OB discipline.

Team reports are expected to be in the order of 2500 words (+/- 10%) (not including appendices), well-organised and presented in accordance with professional and academic standards. Please use MS Word format, 12 point font, 1.5 line spacing, page numbers, and standard margins. Students are expected to use APA reference style for referencing (including in-text referencing and a list of references at the end).

In your individual reflections which you will submit separately, you are asked to write up to 500 words which discuss your team’s effectiveness in developing this project. You are encouraged to draw on your reading around team and group dynamics (particularly chapter 8 of your textbook) to explain your reflections. For example, you may want to refer to issues relating to team composition, team development processes, team roles, task clarity and so on.

Assessment criteria for your team report (15%)

Your team report will be assessed on the extent to which it:

- Adequately analyses and represents the organisation's issue
- Reviews relevant literature
- Effectively integrates OB concepts/ideas
- Provides well supported arguments and acknowledges sources
- Shows independent thought in the suggestions/recommendations made for the organisation

Assessment criteria for your individual reflection (5%)

Your individual reflection will be assessed on the extent to which it:

- Demonstrates critical reflection of the team processes that occurred
- Provides specific and relevant details of particular aspects of the team and team processes to provide evidence for your points.
- Draws on organisational theory about team dynamics.

Both pieces will also be assessed for quality of presentation in a professional and academic form including: appropriate word length, correctly referenced, well structured, and written in a clear, coherent and accurate writing style.

The course co-ordinator reserves the right to moderate the grade awarded to each team member if there are concerns about fair contribution (see Team Project Supporting Materials below in Appendix B)

Assessment 3: Final Examination (50%)

Examination dates for Trimester One: Friday 14 June to Wednesday 3 July 2013 (inclusive). Students who enrol in courses with examinations are obliged to attend an examination at the University at any time during the formal examination period.

A final closed-book three hour examination will be held. Students will be expected to apply their knowledge to organisational problem situations. All topics covered during the course are examinable (weeks 1-11). Essay style answers are expected. In accordance with Victoria Post-Experience programmes policy, students must obtain a minimum of fifty percent of the marks available on the final examination in order to pass the course.

Note to Student

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.

Examinations

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 14 June to Wednesday 3 July 2013 (inclusive).

Penalties

In fairness to other students, work submitted after the deadline will be subject to a penalty of 5% of the total marks available per day of lateness. Assignments more than one week late will not be accepted. A "zero" mark will be applied. In the event of unusual, unforeseen circumstances (e.g., serious illness, family bereavement), students should discuss waiver of the penalty with the course coordinator prior to the deadline date.

Mandatory Course Requirements

To meet Mandatory Course Requirements, students are required to:

- a. Post an individual contribution to each of the five online discussion forums within the specified timeframe.
- b. Submit a Team Project.
- c. Achieve 50% or higher in the final exam

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.

Notice of Failure to meet Mandatory Course Requirements will be posted on Blackboard or on the Mezzanine Floor Notice-board.

Class Representative

A Class Representative will be elected in the first class, and that person's name and contact details will be 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.

Victoria Post-Experience Programmes Grading Standards are as follows:

Excellent Category

A- (75 – 79%) to A (80 – 84%) to A+ (85% and above): The learning is demonstrated to a very high level of proficiency, i.e. it is at a standard that makes it exceptional.

Very Good Category

B+ (70 – 74%): The learning is demonstrated at a high standard. Students have reached a level that clearly exceeds “competency”.

Good Category

B (65 – 69%): The learning is clearly demonstrated without being exceptional in any way. Students can be thought of as fully competent.

Satisfactory Category

B- (60 – 64%): The learning is demonstrated without being exceptional in any way. Students can be thought of as competent.

Marginal Category

C (50 – 54%) to C+ (55 – 59%): The learning is demonstrated to a minimally acceptable level. There may be flaws but these are not serious enough to “fail” the student.

Unsatisfactory / Failure Category

E (0 – 39%) to D (40 – 49%): The learning is absent or performed to a very low level, or the performance is seriously flawed.

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>).

Communication of Additional Information

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.

Faculty of Commerce and Administration Offices

Railway West Wing (RWW) - FCA Student and Academic Services Office

The Faculty's Student and Academic Services Office is located on the ground floor of RH and first floors of the Railway West Wing. The RH ground floor counter is the first point of contact for general enquiries and FCA forms. Student Administration Advisers are available to discuss course status and give further advice about FCA qualifications. To check for opening hours call the Student and Academic Services Office on (04) 463 5376.

Use of Turnitin

Students 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.

Academic Integrity and Plagiarism

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: including the work of others will not be considered plagiarism as long as the work is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalised severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:

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

Link to general information

For general information about course-related matters, go to

<http://www.victoria.ac.nz/vbs/studenthelp/general-course-information>

Appendix A

Online Discussion topic 1: Organisations in context

Choose a single NZ organisation (your own or one for which you can obtain publicly available information, e.g. annual reports, the organisational website, newspaper or magazine articles from previous year).

In your online submission you should discuss the following:

1. Briefly introduce the company and from the material you have collected, rank list all the stakeholders of the organisation based on their apparent importance to the organisation.
2. Discuss why some stakeholders on the list are of higher priority than others for this organisation.
3. On the basis of your knowledge of the organisation's context and operating environment, is the stakeholder ranking you have identified in the organisation's best interest or should other stakeholders lower in the ranking be given a higher priority?
4. What relevant societal groups, if any, are not mentioned as stakeholders by the organisation? Does this lack of reference to these unmentioned groups make sense?

Online Discussion topic 2: Theorising emotional labour

There are literally hundreds of academic articles in the field of organisation studies that consider the concept of emotional labour and emotion at work. In this task you are asked to search for and select one of these academic articles and introduce it to your team members.

Please choose an article discussing the topic of emotion at work broadly or more particularly 'emotional labour' from one of the following journals: Human Relations, Organisation Studies, Organization, Journal of Organization Behaviour, Journal of Management, Organization Science or Work, Employment and Society.

In your online submission you are asked to present the following:

1. The title of the article.
2. In your own words, a brief description of what your article is about and what it argues.
3. Why you thought it was interesting/ relevant to you.
4. The full reference based on APA referencing style.

In your follow-up responses to your peer's submissions you are encouraged to correct each other's APA referencing in addition to making any comments on the substantive topic. The reason for this is that students often find it very challenging to get APA referencing right and by reviewing others' attempts you will be able to practice your own skill in this area.

Online Discussion topic 3: Love Work?

On the one hand, numerous books, blogs and successful motivational speakers exhort workers to 'love your work', 'be passionate' and 'do what you love. On the other hand, organisations have become increasingly interested in recruiting and supporting 'passionate workers' in their organisations in order to have the most effective workforce possible. However, some have argued that this can lead to the exploitation of workers.

In your submission you are asked to reflect on this statement and to present the following:

1. A succinct discussion that describes the place that 'love' and/or 'passion' has had in your past working lives and the place these emotions may have in your future career intentions.
2. In order to help you explain your experiences and draw from these insights for organisations and management, please draw on organisational behaviour concepts relating to individual and organisational processes covered in weeks 1-4 of the course.
3. Where you refer to key ideas from the textbook or wider reading, please reference these in standard APA style.

This discussion topic requires critical reflection on your own work experience. An informative response will include unique detail about an individual's particular circumstances.

Online Discussion topic 4: Communication in organisations

Choose an organisation or event with which you are familiar and can gain public or internal access for research (i.e. an event in your own organisation or one for which you can obtain publicly available information, e.g. the organisational website, newspaper or magazine articles from previous year).

Select a critical organisational communication issue applicable to your selected organisation.

In your online submission please discuss the following:

1. Provide a brief account of your chosen communication issue and why it is/was important for the organisation.
2. Draw on information from your textbook, lectures or wider reading that help you to explain this communication issue.
3. Make suggestions or recommendations that could contribute to enhanced communication in your selected organisation.
4. Where you refer to key ideas from the textbook or wider reading, please reference these in standard APA style.

[Some possible communication issues could include the following: Communicating with diverse stakeholder groups, issues relating to public relations, perception issues, group processes, social relationships, organisational politics, intercultural communication, workplace ethics and values, gendered communication, emerging communication technologies, globalised communication, or leadership. Other communication issues may also be relevant].

Online Discussion topic 5: Using power ethically

Think about a time in your working life in which you were aware of power-related behaviour being enacted for a given purpose.

In your online submission please discuss the following:

1. Briefly describe the power-related behaviour and provide any relevant contextual information. In your description you are encouraged to refer to the relevant theory relating to sources of power, contingencies of power and/or tactics of influence as well as making any relevant connections to other OB topics you have covered (leadership, groups and teams, communication etc.).
2. Make an argument about whether this power-related behaviour was ethical by examining the behaviour on the basis of the following three questions:
 - a. Did the behaviour produce a good outcome for people both inside and outside the organisation?
 - b. Did the behaviour respect the rights of all the parties involved?
 - c. Did the behaviour treat all parts equitably and fairly?
3. Where you refer to key ideas from the textbook or wider reading, please reference these in standard APA style.

Appendix B: Supporting materials for the Team Project

Critical Issues in OB

During your Orientation for the Certificate of Management Studies Programme, you will be assigned into a team of 5 students. Your team will be working together to research and explore a specific organisational issue in the light of organisational behaviour theories.

The Team Project

Written Report: In 2500 words your team should write about the concept/topic you researched and analysed. The report should reflect your team's understanding and **critical analysis** of the topic.

Submitted team projects should have the 'Team Project Cover Sheet' provided below.

Individual Reflection: In 500 words you should reflect on your team's effectiveness in completing this project. Submitted individual reflections should be named and submitted on the same day as the team project (16 May).

To ensure fairness and team effectiveness

All team members will carry out the following.

- Keep a log of the activities carried out as part of the team project. This will feed into your individual reflection.
- Each team to submit the 'Team Project Planning form' below to the lecturer by the 5th of April 2013 if not before.
- If your team has experienced some issues in terms of unfair contribution by any one or more of the members you are invited to submit the 'Team Member Contribution Statement' provided below. You are not required to submit this form if you did not have any concerns about individual contributions to the team.

Team Project Planning Form

(Each team to complete and submit it to the lecturer by 5th of April if not before).

Please answer all questions from your own perspective. If you cannot answer a question please state briefly why the information is unavailable.

1. Topic agreed by all members of your team

2. Does each team member have specific responsibilities that will help the team attain its goal(s)? Yes/ No

3. List all team members by name and their individual responsibilities.

4. Any other comments:

TEAM MEMBER CONTRIBUTION STATEMENT
(To be submitted to the lecturer by the 16th May only if required)

Your Name _____

Team Members Names (including your own)

1. _____
2. _____
3. _____
4. _____
5. _____

Evaluation of team member participation involves peer and self assessment. This information will be used by the paper co-ordinator in the event of any complaints perceived by team members (unfair contribution by any one of the team member).

Scale:

- 1 = minimal contribution**
2 = minor contribution
3 = satisfactory contribution
4 = substantial contribution
5 = very substantial contribution

Team Member	1	2	3	4	5
Contribution at meetings (do they attend, participate and share ideas)					
Commitment to common goal (do they keep on task and show concern for doing things right)					
Reliable completion of tasks (do they show a responsibility to the team and the tasks they have to do)					

How many hours (on average) did you spend working with this team? _____



Victoria Management School

Team Project Cover Sheet

Name	Student ID No
1.	
2.	
3.	
4.	
5.	

Project Title _____

Date Due: _____

Date Submitted: _____

Word count _____

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

Signed: _____