

School of Management

MGMT 202 ORGANISATIONAL BEHAVIOUR

Trimester 1, 2013

COURSE OUTLINE

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>

ADMINISTRATOR

Tricia Lapham

Room: RH1022, Rutherford House

Phone: 463 5397

Email: tricia.lapham@vuw.ac.nz

UNDERGRADUATE PROGRAMME MANAGER

Garry Tansley

Room: RH 915, Rutherford House

Phone: 463 6968

Email: garry.tansley@vuw.ac.nz

Trimester Dates

Teaching Period: Monday 4 March – Friday 7 June

Study Period: Monday 10 June – Thursday 13 June

Examination Period: Friday 14 June – Wednesday 3 July (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. 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: Wednesdays 1.40pm-3.30pm 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:

- 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

A total of 150 hours of work is expected from students in this course. This consists of 31 hours of classes, eight hours per week outside classes during teaching weeks spent reading, studying and writing assignments, and a further 23 hours revising during mid-trimester break and study week.

Readings

The *required* textbook is:

D. Knights and H. Willmott (2012) *Introducing Organizational Behaviour and Management* 2nd edition, Cengage Learning, Hampshire, UK.

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.

Course Content

Week	Date	Topic	Reading	Tutorial	Assessment
1	March 6	Course Information, Perspectives on OB	K&W Ch 1		
2	March 13	Perspectives on OB, Motivation	K&W Ch 2		
3	March 20	Motivation			
4	March 27	Groups and teams	K&W Ch 4 CR 4.1	1.Perspectives on OB/ Motivation	Online Discussion 1 closes 1pm Thursday March 28
Easter Break					
5	April 10	Leadership	CR 5.1, 5.2, 5.3	2.Groups and Teams	
6	April 17	Culture	K&W Ch 10 CR 6.1	3. Leadership	Online Discussion 2 closes 1pm Thursday April 18
Mid-Trimester Break					
7	May 1	Change	CR 7.1, 7.2, 7.3, 7.4	4.Culture	
8	May 8	Knowledge	K&W Ch 6	5.Change	Online Discussion 3 closes 1pm Thursday May 9
9	May 15	Globalisation	K&W Ch 13 CR 9.1, 9.2		
10	May 22	Bureaucracy and Post-Bureaucracy	K&W Ch 14	4.Globalisation	Case Analysis: Due: Monday 20 May, 4pm
11	May 29	Ethics	K&W Ch 15 CR 11.1		Online Discussion 4 closes 1pm Thursday May 30
12	June 5	Course Review and Exam Preparation	CR 12.1	7.Ethics	Exam question bank posted 5 June, 4pm
Study leave and exam period					

Key: K&W = Knights & Willmott textbook

CR= Course Readings

Assessment

Assignment	Title	% of Marks Available	Due Date
1	Case Analysis	30%	Monday 20 May 4pm
2	Blackboard Discussions (4 in total, 5% each)	20%	Various – see course schedule
3	Final Examination	50%	During examination period (Friday 14 June – Wednesday 3 July inclusive)
	TOTAL	100%	

1. Case analysis

Due: Monday 20 May, 4pm

Marks: 30%

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

This individual assignment requires you to read the case ‘*Trimming the FAT: Change at the Ministry of Foreign Affairs and Trade*’ (Course Reading 7.4) and answer the following question:

Kotter & Schlesinger (2008) (Reading 7.2) provide a framework for diagnosing and dealing with resistance to change. Drawing on this framework, analyse who is resisting the changes at Ministry of Foreign Affairs and Trade and explain why. What advice would you give chief executive John Allen for better managing the resistance encountered throughout the change programme?

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. You may draw on personal experience or other examples to illustrate your points.

Four on-line discussions will be held during the course. You will be assigned into groups and will be able to access the on-line discussions from 4pm Monday March 11. You will not be able to post entries after the deadline and 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 Thursday March 28

Drawing on motivation theory, what advice would you give university lecturers for improving lecture attendance?

Discussion 2: Closes 1pm Thursday April 18

Amanda Sinclair (Readings 5.2 and 5.3) argues that 'leadership' is a masculine construction which makes women's leadership invisible, thereby putting pressure on women to lead like men in order to be judged as 'real leaders'. Does she have a point?

Discussion 3: Closes 1pm Thursday May 9

To what extent is it possible for chief executives to change the culture of their organisations?

Discussion 4: Closes 1pm Thursday May 30

From the perspective of an employee, what are the pros and cons of working in a 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 Friday 14 June – Wednesday 3 July (inclusive). The exam is worth 50% of the marks available for this course. The exam will be closed book and will be 2 hours in duration. It will consist of 2 questions, which the Course Coordinator will select from a question bank. The question bank will be distributed at the final lecture on June 5 and then posted on Blackboard. 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 Signup Instructions

Tutorial signup is done through the online programme; 'S-Cube'. Please direct any enquiries about tutorial signup to the Programme Manager, Garry Tansley.

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: Week beginning 25 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? 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: Week beginning 8 April

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? (see Knights & Willmott, p.148-149.)
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 15 April

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 5.1) 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 4: Week beginning 29 April

Topic: Culture

Read the case '*Leading Culture Change at New Zealand Police*' (Course Reading 6.1) 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 5: Week beginning 6 May

Topic: Change

Read the case '*Treading the thin blue line: Embedding culture change at New Zealand Police (Case Part A)*' (Course Reading 7.3) 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. Drawing on Kotter & Schlesinger (2008) (Course Reading 7.2) analyse 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?

Tutorial 6: Week beginning 20 May

Topic: Globalisation

Read the case '*The battle for middle earth: New Zealand's bid to save The Hobbit*' (Course Reading 9.1) 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: Week beginning 3 June

Topic: Ethics

Read the case '*Corporate Social Responsibility: Mercury Energy and its low-income electricity consumers*' (Course Reading 11.1) 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?

Mandatory Course Requirements

None

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.

Penalties

Late assignments are to be handed in at **Level 10 Reception, RH 1022** during Reception Desk hours, **9am till 5pm Monday to Friday during term time**. An Administrator or Duty Receptionist will stamp the assignment with the date and time. Late assignments that do not have **the time and date and signed by** the Administrator for the course or Duty Receptionist, will incur late penalties from the time the Administrator receives it. Assignments left on the Reception Counter, or slid under the door of the Reception office will also incur penalties from the time and date they are recovered. Note that there is no provision to accept assignments on weekends or public holidays.

Penalties – for Lateness

- (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). **Closed University days, Saturdays, Sundays and public holidays** will be included when counting the number of days late. An assignment late day begins from the time the assignment is due. 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 **Undergraduate Programme Manager**, providing documentary evidence of the reasons of their circumstances.
- (iv) All such applications must be made **before** the deadline and be accompanied by documentary evidence, e.g. 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.
- (v) 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 **Undergraduate Programme Manager** as soon as possible, and make application for waiver of a penalty as soon as practicable.
- (vi) Word limits should be adhered to, especially so when they provide a guide to limiting the student's coverage of a topic and the intended assignment work load. You are strongly advised to adhere to the word limit so as to keep your workload at a manageable level. Any material that is above the word limit may not be taken into account by the marker. Your marker will simply stop at the maximum words for the assignment and you will receive the appropriate grade.

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.

For marks: 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.

For grades: If the grade differs by one grade then the highest grade is taken. If the grade differs by more than one grade then the assignment is marked by a third marker and the average grade is taken.

Experience from previous years is that almost all remarks are within 10% or one grade and where there is a change in mark or grade, half the assignments go up and half go down. Occasionally there is a significant shift in the mark or grade. Application for remarks must be made within 5 days after the assignments 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.

Allow a minimum of 5 days for remarks to be completed.

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 submitted to Turnitin. A copy of submitted materials will be retained 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.

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.

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.

Link to general information

For general information about course-related matters, go to

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



School of Management

MGMT 202 Case Analysis Cover Sheet

Name: _____ Student ID: _____

Word Count: _____

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 1, 2013
Case Analysis Mark Sheet

STUDENT:

MARKER:

Analysis of resistance is well supported by evidence from the case and reference to Kotter & Schlesinger (2008)	 ← → Excellent Poor	Analysis of resistance either not addressed or not convincing
Advice given is well supported by evidence from the case and reference to Kotter & Schlesinger (2008)	 ← → Excellent Poor	Identification of actions either not addressed or not convincing

Written Communication Skills

Answer easy to follow, structured coherently, logical flow	 ← → Excellent Poor	Answer is hard to follow, consistently disjointed, lack of flow
Minimises spelling mistakes, correct punctuation, grammatically correct	 ← → Excellent Poor	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.	 ← → Excellent Poor	Signs of unattributed work from other sources or does not attempt to use APA or accepted alternative referencing system.
Word limit adhered to (+- 10%)	 ← → Excellent Poor	Too long/short

GENERAL COMMENTS:

Grade: ____

