

School of Management

MGMT 411 ADVANCED ORGANISATIONAL BEHAVIOUR

Trimester One 2014

COURSE OUTLINE

COURSE COORDINATOR

Dr Deborah Jones

Room: RH 930, Rutherford House

Phone: 463 5731

Email: Deborah.Jones@vuw.ac.nz

Office hours: Tuesday 9-11 am during term time. Please make a time by email or in-person. Any students with a regular class clash at this time, please contact me to arrange an alternative.

ADMINISTRATOR

Misa Ito

Room: RH 1022, Rutherford House

Phone: 463-5397

Email: misa.ito@vuw.ac.nz

Trimester Dates

Teaching Period: Monday 3rd March – Friday 6th June

Study Period: Monday 9th June – Thursday 12th June

Examination Period: Friday 13th June – Wednesday 2nd July (inclusive)

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before Friday 14th March 2014.
2. The standard last date for withdrawal from this course is Friday 16th 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 time and room number

Time: Tuesday 12:40 - 15:30

Room: Railway West Wing RWW413

SCHEDULE 411 2014

Week	Date	Topic	Assignments due
1	4 March	Introduction	
2	11 March	Plester, B. A., & Sayers, J. (2007). "Taking the piss": Functions of banter in the IT industry. <i>Humor-International Journal of Humor Research</i> , 20(2), 157-187.	Weekly commentaries begin: <ul style="list-style-type: none"> ▪ Email by 4 pm Thursday before class every week ▪ Bring FOUR hard copies of your commentary to class
3	18 March	Mainiero, L. A., & Jones, K. J. (2013). Sexual harassment versus workplace romance: Social media spillover and textual harassment in the workplace. <i>The Academy of Management Perspectives</i> , 27(3), 187-203.	
4	25 March	Zhang, Z and Spicer, A. (2013) 'Leader, you first': The everyday production of hierarchical space in a Chinese bureaucracy. <i>Human Relations</i> , 0018726713503021, first published on December 16, 2013 as doi:10.1177/0018726713503021	
5	8 April	Khan, F. R., Westwood, R., & Boje, D. M. (2010). 'I feel like a foreign agent': NGOs and corporate social responsibility interventions into Third World child labor. <i>Human Relations</i> , 63(9), 1417-1438.	
6	15 April	Linstead, S. (2013). Organizational bystanding: whistleblowing, watching the work go by or aiding and abetting? <i>M@n@gement</i> , 16(5), 680-696.	Revised commentaries weeks 2-5 4 p.m. Friday 11 April
7	29 April	Topic to be decided week 5	
MID-TRIMESTER BREAK 21 APRIL TO 2 MAY			
8	6 May	Topic to be decided week 5	
9	13 May	Topic to be decided week 5	Proposal for final essay email by 4 p.m. Friday 16 May
10	20 May	Topic to be decided week 5	
11	27 May	Topic to be decided week 5	
12	3 June	Topic to be decided week 5	Revised commentaries for weeks 6-12 4 p.m. Friday 6 June Final assignment: essay handed in 4 p.m. Friday 6 June
STUDY PERIOD: MONDAY 9 JUNE – THURSDAY 12 JUNE			

Course delivery

Expected Workload

Students can expect the workload to be approximately 10-12 hours per week of student work, including both scheduled class time (three hours weekly for 12 weeks) and outside class. Total workload is 150 hours.

Prescription

An advanced level examination of various aspects of organisational behaviour. The course is premised on the assumption that there are a number of different perspectives that one might use in understanding behaviour in organisations.

Course-related Student Learning Objectives

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

1. write about key theoretical debates in organisational behaviour in their own words
2. critically evaluate and raise questions about issues raised in these debates
3. relate these theories to practical examples
4. 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.

Course Content

This course introduces key issues in organisational behaviour. A varying and sometimes conflicting range of perspectives underlies the literature of 'organisational behaviour', which 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. In this course there is a strong focus on *formative feedback* based on weekly commentaries, handed in before class. You will be reading, discussing, and re-working these in class, and 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, and you will have opportunities to revise your work after feedback from others. This process makes it possible for your work to steadily improve in quality and complexity throughout the course.

The series of weekly readings will present different perspectives and theoretical frameworks on some key organisational behaviour topics. These papers require close reading and will form the centre of our class work. You may also seek out other readings where necessary to develop your understanding of the prescribed papers.

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.

READINGS

Details of required weekly journal article readings for WEEKS 2-6 (one per week) are given in the schedule above. For WEEKS 7-12 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. Spare hard copies not collected in class will be available from the school office.

There is no further set reading, although students should explore other writings on the weekly topics to develop their understandings. 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, and appropriate to graduate level study. 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://victoria.lconz.ac.nz/vwebv/holdingsInfo?bibId=1499323> e-book 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*.

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*. 2nd ed. London: Sage.
- Hatch, M. J. (2013). *Organization theory: modern, symbolic, and postmodern perspectives*. 3rd ed. Oxford: Oxford University Press.
- Jackson, N., & Carter, P (2007). *Rethinking organisational behaviour: a poststructuralist framework*. Harlow, Essex, England: Prentice Hall/Financial Times.
- Johns, G., & Saks, A. (2008). *Organizational behaviour: understanding and managing life at work*. Toronto: Pearson Prentice Hall.
- Knights, D., & Willmott, H. (2012). *Introducing organizational behaviour and management*. London: Cengage.
- McAuley, J. (2007). *Organization theory: challenges and perspectives*. Harlow, England: Prentice Hall/Financial Times, Pearson Education.
- Mills, A. J. (2005). *Reading organization theory*. 3rd 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., & 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*. 2nd ed. Aldershot, Hants, England; Burlington, VT: Ashgate.

Referencing

There are many different styles of referencing and the Faculty of Commerce 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>. A handout on APA will also be posted on Blackboard.

ASSESSMENT REQUIREMENTS

From Trimester 1, 2014, a revised Assessment Handbook will apply to all VUW courses: see <http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf>.

In particular, there will be a new grade scheme, in which the A+ range will be 90-100% and 50-54% will be a C-.

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.

	Title	Weight	Learning objectives	Due date
1	Revised commentaries for weeks 2-5 (4)	20%	1,2,3,4	Handed in for grading 4 p.m. Friday 11 April
	Proposal for final essay assignment		1,2,3,4	Submitted by email by 4 p.m. Friday 16 May
2	Revised commentaries for weeks 6-12 (7)	50%	1,2,3,4	Handed in for grading 4 p.m. Friday 6 June
3	Final assignment: essay	30%	1,2,3,4	Handed in 4 p.m. Friday 6 June
	TOTAL	100%		

FORMAT FOR ALL 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.
- Make sure you use electronic referencing for web-based sources. Do not put URLs into essay text.

WEEKLY COMMENTARIES

The first two assignments are based on commentaries which will be handed in before class very week and discussed in class. Commentaries may then be reviewed and the final sets of reviewed commentaries is handed in for assessment. In planning your workload, you should expect to write and review commentaries weekly for the first two assignments, so that the workload for these is spread over the course, rather than completed shortly before assignment due dates.

1. WEEKLY DRAFT COMMENTARIES FOR CLASS

- From week 2 students will email a **one-page commentary** on the reading/s for the next class.
- Put a line or a space between the two halves.
- Use a cover sheet (see above).
- It must be emailed to deborah.jones@vuw.ac.nz by **4PM Thursday before class every week**
- Commentaries will be the basis for class work - bring **four copies** of your commentary to work on (this includes your own copy).
- Feedback on commentaries will be given in class.

2. ASSIGNMENTS 1 (WEEKS 2-5) AND 2 (WEEKS 6-12) : REVISED COMMENTARIES TO BE HANDED IN FOR ASSESSMENT

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

These revised commentaries will be handed in for assessment at two points during the course (see assessment outline above). Use a single cover sheet for the whole assignment.

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*]. Referencing is not required unless you refer to readings other than those set for each week.

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 should 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 is fine to discuss one or two of these as a way to explain what the reading is about.

Second half: What did you think of it?

- 'What did you think of it'? In other words, 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: media, your own experience, academic sources.
- Feel free to bring in your own experiences and examples as mini 'case studies': show how they help you understand the key ideas, by using these ideas to analyse your example.
- You might also like to bring in ideas from other study you are doing or have done, making some connections with the reading.
- Sometimes you may want to compare two of the required readings and the approaches that they take to related topics.
- If you are comparing two readings, you don't need to do a summary of each: just focus on the main discussion points.
- If you are raising questions about the readings, see if you can suggest or find some answers.

Assignment 3: 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 key 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.

Choosing readings: This is your opportunity to focus on a topic and/or approach in organisational behaviour that really interests you. Do not use a required reading or a reading that you have already reviewed in another honours assignment as one of your three key papers. It is fine to use these readings as part of a general background discussion of your topic, though. You should also look for relatively recent readings (the last 5-10 years) unless you have a reason for using an older reading, such as deliberately choosing a 'classic' influential reading or showing the development of thinking on your topic over time.

Approach and layout: These will partly depend on your own topic and perspectives, but options will be discussed in advance in class and in individual appointments with the coordinator.

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.

Handing in assignments

For reasons of quality assurance all assessed work must be submitted in both hardcopy and electronic form by the due date.

Hardcopy: A hardcopy of Assignments 1-3 should be submitted by the due date and time to Mezzanine (MZ) Box # 28, Rutherford House. Never leave assignments in staff offices, under doors, etc. Any late assignments should be handed directly to a staff member in the School office (RH 1022).

Electronic copy: An electronic copy of Assignments 1-3 should also be emailed to deborah.jones@vuw.ac.nz by 4pm on the due date with subject line as follows: MGMT 411, ASSIGNMENT X, Name.

Hardcopies received after due date will be deemed to be late and penalised accordingly and assignments will not be returned to students until an electronic copy is received. No assignments will be accepted by email only except by prior arrangement in exceptional circumstances.

Students must also keep an electronic copy of their work archived. Failure to do so will jeopardise any claim by you that your work was submitted in the rare cases where your work goes astray.

Penalties

Lateness

1. In fairness to other students, work submitted after any deadline without prior arrangement of an extension will incur a penalty for lateness. The penalty 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. Assignments received more than 7 days after the due date may not be accepted and the student may fail the Mandatory Requirements.
2. Extensions to submission deadlines for any assigned work will only be granted in exceptional circumstances.
3. 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 (e.g. a medical certificate, or counsellor's report that indicates the degree of impairment, and for how long the student has been impaired).
4. 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 Coordinator as soon as possible, and make application for waiver of a penalty as soon as practicable.

Word limits

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.

Mandatory Course Requirements

In order to pass this course, you must satisfy the mandatory course requirements (below) and obtain at least 50% of the overall marks available (maximum of 100).

To meet mandatory course requirements, unless you have received the approval of the course coordinator, you must:

- (i) attend a minimum of 10 of the 12 scheduled sessions, and
- (ii) submit all assignments within the allowable timeframe (see Penalties section).

Students who fail to satisfy the mandatory requirements for this course but who obtain 50% or more overall, will be awarded a "K" fail grade.

Standard fail grades (D or E) will be awarded when the student's overall course mark falls below the minimum pass mark, whether or not the mandatory course requirements have been satisfied.

Notice of Failure to meet Mandatory Course Requirements will be notified directly by email to the student concerned by the final week of the course.

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 / Masters cohort as a whole.

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.

Student feedback

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php

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.
