

School of Management

MGMT 411 ADVANCED ORGANISATIONAL BEHAVIOUR

Trimester One 2015

COURSE OUTLINE

COURSE COORDINATOR

Dr Deborah Jones

Room: RH 930, Rutherford House

Phone: 463 5731

Email: Deborah.Jones@vuw.ac.nz

Office hours: Wednesday 4-5pm 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: From Monday 2nd March to Friday 5 June.

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before Friday 13th March 2015.
2. The standard last date for withdrawal from this course is Friday 15th 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 or [online](#).

Class time and room number

Time: Wednesday 12:40 - 15:30

Room: Railway West Wing RWW129

SCHEDULE 411 2014

Week	Date	Topic	Assignments due
1	4 March	<i>Enron: The Smartest Guys in the Room</i> (2015)	
2	11 March	Stein, M., & Pinto, J. (2011). The Dark Side of Groups A “Gang at Work” in Enron. <i>Group & Organization Management</i> , 36(6), 692-721.	Weekly commentaries begin: <ul style="list-style-type: none"> ▪ Email by 9am Tuesday before class every week ▪ Bring FOUR hard copies of your commentary to class
3	18 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.	
4	25 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.	
5	1 April	Timming, A. (2015). Visible tattoos in the service sector: a new challenge to recruitment and selection. <i>Work Employment & Society</i> , 29 (1), 60-78.	
MID-TRIMESTER BREAK 6 APRIL TO 17 APRIL			
6	22 April	Mika, J. P., & O'Sullivan, J. G. (2014). A Māori approach to management: Contrasting traditional and modern Māori management practices in Aotearoa New Zealand. <i>Journal of Management & Organization</i> , 20(05), 648-670.	Revised commentaries weeks 2-5 4 p.m. Friday 24 April
7	29 April	O'Driscoll, Michael P., et al. (2011) Workplace bullying in New Zealand: A survey of employee perceptions and attitudes. <i>Asia Pacific Journal of Human Resources</i> 49 (4), 390-408.	
8	6 May	Topic to be decided week 6	Proposal for final essay email by 4 p.m. Friday 8 May (or earlier)
9	13 May	Topic to be decided week 6	
10	20 May	Topic to be decided week 6	Final assignment: essay handed in 4 p.m. Friday 22 May
11	27 May	Topic to be decided week 6	
12	3 June	Topic to be decided week 6	Revised commentaries for weeks 6-12 4 p.m. Friday 5 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 2-7 (one per week) are given in the schedule above. For WEEKS 8-12 we will use readings on topics to be AGREED IN CLASS IN WEEK 6. 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 could 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

The Assessment Handbook will apply to all VUW courses: see <http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf>.

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 24 April
2	Revised commentaries for weeks 6-12 (7)	50%	1,2,3,4	Handed in for grading 4 p.m. Friday 4 p.m. Friday 22 May
3	Final assignment: essay	30%	1,2,3,4	Handed in 4 p.m. Friday 5 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 every week, and discussed in class. Commentaries may then be revised, and the final sets of revised commentaries is handed in for assessment. In planning your workload, you should expect to write and revise commentaries weekly, 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 **9 am Tuesday 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 +/- 50 total plus references and coversheet.

First half: 250 words +/- 25- in your own words. What is this reading about?

Second half: 250 words +/- 25- 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.

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

1. Make sure this is literally only ONE page
2. Use a cover sheet (see above FORMAT FOR ALL ASSIGNMENTS)
 - Writing style can be informal and should demonstrate how you have engaged with the ideas – what are you thinking? It is fine to use the first person e.g. 'I think' or 'in my experience'.

First half: What is this reading about? 250 words +/- 25

- In answering the question 'what's it about?' you should focus on key ideas with a few examples if relevant – this is not an abstract
- 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. You could imagine that you are speaking to someone.
- Make sure you know what the core concepts mean and are 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 examples as a way to explain what the reading is about.

Second half: What did you think of it? 250 words +/- 25

- '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.
- If you are raising questions about the readings, suggest or find some answers.
- 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 might want to integrate ideas from earlier readings when you are discussing later ones.

Assignment 3: FINAL ASSIGNMENT: ESSAY

3000 words +/- 300 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 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 media sources.

Choosing readings: This is your opportunity to focus on a topic and/or approach in organisational behaviour that really interests you. You can choose your own academic readings. [These can include those we use in class, if you wish.] These can draw from a range of disciplines related to organisational behaviour. You should look for relatively recent readings from 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 the thinking on your topic over time. You should draw on at least 5 new academic readings (articles, chapters, books). Undergraduate textbooks are not at the right level for readings for this assignment.

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

Proposal for final essay assignment: Proposal for final essay email preferably by 4 p.m. Friday 8 May (or earlier)

You should submit an email to Deborah Jones including:

- The key question or argument that your essay will address
- The resources you are thinking of using
- How you plan to go about it.

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. Assignments over word limit may be sent back to students for editing to the right length.

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).

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.

If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat

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 from 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 the Coordinator 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.
