

School of Management

# MGMT 202 ORGANISATIONAL BEHAVIOUR

Trimester 1, 2016

## COURSE OUTLINE

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### COURSE COORDINATOR & LECTURER

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### TUTORS

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### ADMINISTRATOR

**Misa Ito**

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### UNDERGRADUATE PROGRAMME MANAGER

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### Trimester Dates

Teaching Period: Monday 29<sup>th</sup> February – Friday 3<sup>rd</sup> June

Study Period: Monday 6<sup>th</sup> June – Thursday 9<sup>th</sup> June

Examination Period: Friday 10<sup>th</sup> June – Wednesday 29<sup>th</sup> June (inclusive)

### Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before Friday 11<sup>th</sup> March 2016.
2. The standard last date for withdrawal from this course is Friday 13<sup>th</sup> May 2016. 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 Times and Room Numbers**

Lectures: Thursday 14.40 – 16.30 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.

## **Prescription**

An exploration of a knowledge base to enable students to better understand, work with and manage people in organisational settings, comprising insights into facets of human behaviour in organisations.

## **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

## **Expected Workload**

A total of 150 hours of work is expected from students in this course. This consists of 24 hours of lectures, 7 hours of tutorials, and a further 119 hours spent reading, preparing assignments and studying for the final examination.

## **Readings**

The *required* textbook is:

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

The other important resource is the collection of Course Readings. These are available electronically on Blackboard.

## Course Schedule

Week starting	Lecture date	Topic	Reading	Tutorial	Assessment
Feb 29	March 3	Course Information, Perspectives on OB	K&W Ch 1		
March 7	March 10	Perspectives on OB, Motivation	K&W Ch 2		
March 14	March 17	Motivation		Perspectives on OB/ Motivation	<b>Online Discussion 1 closes Monday March 21, 3pm</b>
March 21	No lecture				
March 28	March 31	Groups and Teams	K&W Ch 4 CR 4.1		
April 4	April 7	Leadership	CR 5.1, 5.2, 5.3	Groups and Teams	
April 11	April 14	Culture	K&W Ch 10 CR 6.1		<b>Online Discussion 2 closes Monday April 18, 3pm</b>
April 18	April 21	Change	CR 7.1, 7.2, 7.3, 7.4, 7.5	Leadership	
<b>Mid-Trimester Break</b>					
May 2	May 5	Knowledge	K&W Ch 6	Culture	<b>Online Discussion 3 closes Monday May 9, 3pm</b>
May 9	May 12	Globalisation	K&W Ch 13	Change	<b>Case Analysis: Due: Monday 16 May, 3pm</b>
May 16	May 19	Bureaucracy and Post-Bureaucracy	K&W Ch 14		<b>Online Discussion 4 closes Monday May 23, 3pm</b>
May 23	May 26	Ethics	K&W Ch 15 CR 11.1	Globalisation	
May 30	June 2	Course Review and Exam Preparation	CR 12.1	Ethics	<b>Exam question bank posted Thursday 2 June, 4.30pm</b>
<b>Study leave and exam period</b>					

Key: K&W = Knights & Willmott textbook

CR= Course Readings

## Group Work

While the course has a tradition of study group collaboration, there are important elements in the assessment process that are strictly individual. Collaboration on individual assignments is not allowed beyond general discussion as to how one might interpret the nature of the assignment question. **Please do not work together to formulate a response and do not loan out your completed assignments.** You will be expected and encouraged to work in groups on in-term cases and assignments; however reports must be individual submissions.

## Assessment

The Assessment Handbook will apply to all VUW courses: see

<http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf>.

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 course learning objective.

Assessment	Title	% of Marks Available	Due Date
1	Case Analysis	30%	Monday 16 May 3pm
2	Blackboard Discussions (4 in total, 5% each)	20%	Various – see course schedule
3	Final Examination	50%	During examination period (10 <sup>th</sup> June – 29 <sup>th</sup> June inclusive)
	<b>TOTAL</b>	<b>100%</b>	

### 1. Case analysis

Due: Monday 16 May 2016, 3pm

Marks: 30%

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

Read the case '*Treading the thin blue line: Embedding culture change at New Zealand Police*' (Course Reading 7.5) and prepare answers to the following questions. The questions are worth equal marks.

1. Drawing on Kotter & Schlesinger (2008) (Course Reading 7.2) discuss who is resisting the change and why, and provide recommendations for managing that resistance.

[750 words]

2. What insights can critical perspectives on culture provide to an understanding of the challenges of changing the culture of New Zealand police?

[750 words]

Paragraph style answers are expected and appropriate referencing is required. Please refer to the mark sheet at this end of this course outline for the criteria you will be assessed on.

The ability to write in an economical style is a valuable skill and therefore word limits should be strictly adhered to. +/- 10% is acceptable, but assignments outside of this range will be

penalised. **The word limit is inclusive of tables, figures and appendices but exclusive of the list of references.**

Your assignment should be dropped in the **MGMT 202 Box (Number 24), located on level 1 Railway**, in hard copy form by the due time on the due date. It must have a cover sheet (Annex A).

Assignments received after the due time will be deemed to be late, and must be handed to the School of Management 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.

You must keep an electronic copy of your work archived in case the original assignment goes missing. Failure to do so will jeopardise any claim by you that your work was submitted in the rare cases where your work goes astray.

## **2. Blackboard Discussions**

Marks: 20% (4 discussions worth 5% each)

Word Limit: 250 words (+/- 10%)

Contribution to 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 7. **The discussions will close on the due date and time, so you will not be able to post entries after the deadline. No late entries will be accepted. Therefore, you are strongly encouraged to post your entry well ahead of the deadline.**

Instructions for how to post your entries are available on Blackboard, under Course Resources. You will not be able to edit your post once you submit it. **It is your responsibility to ensure that it has been posted, so once you push 'submit' please return to the discussion to make sure your entry has appeared.**

A mark sheet for the on-line discussions is provided at the end of this course outline. Once your entry has been assessed you will be able to access your completed mark sheet on Blackboard. You will be assessed according to the following criteria:

- extent of contribution (i.e. does it fall within the word limit range)
- 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 3pm Monday March 21**

To what extent should managers be held responsible for the motivation of their employees?

### **Discussion 2: Closes 3pm Monday April 18**

Critical perspectives see teamworking as a form of control, while mainstream perspectives see teamworking as a form of empowerment. Who has the most persuasive argument?

### **Discussion 3: Closes 3pm Monday May 9**

Tourish (2013) (Reading 5.2) believes organisations should be more democratic to reduce the power of leaders at the top of the organisation hierarchy. Would this be a positive change?

### **Discussion 4: Closes 3pm Monday May 23**

Do the benefits of globalisation outweigh the costs?

### **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 following period: Friday 10<sup>th</sup> June – Wednesday 29<sup>th</sup> June (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 Thursday June 2 and then posted on Blackboard. Essay style answers are expected (introduction – main body – conclusion). The following reading, which appears in the collection of 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.

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

### **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 10% 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 **MGMT administrator – Misa Ito**, 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 **MGMT administrator – Misa Ito** 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.

### **Remarking**

Application for remarks must be made within 14 days after the assignments are available.

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. Occasionally there is a significant shift in the mark or grade. 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. Your assignment will only be reconsidered on the points you raised. Complete remarks will not be undertaken. 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.

### **Student feedback**

Students in Trimester 3 2015 strongly agreed that the way this course was organised, and preparing for the assessments, helped them to learn. They were encouraged to think critically, stimulated to learn more and developed their communication skills. The amount of work was about right. They highly valued what they learnt, and overall rated the course as excellent. Therefore, the course will

be offered in a similar way for 2016.

Student feedback on University courses may be found at [www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://www.cad.vuw.ac.nz/feedback/feedback_display.php)

### **Class Representative**

A class representative will be elected in the first class, and that person's name and contact details made available to VUWSA, the course coordinator and the class. The class representative provides a communication channel to liaise with the course coordinator on behalf of students.

### **Communication of Additional Information**

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

### **Email Contact**

Students wishing to contact staff by email should adhere to the following instructions: Include the **Course Code**, your **Name**, your **Student ID** and the **Topic** in the subject area of the email, e.g. MGMT202\_Smith\_Pauline\_3000223344\_Ass1 Query.

### **Link to general information**

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

Please take particular note of the information of academic integrity and plagiarism. **Plagiarism is prohibited at VUW and is taken very seriously.** If you are unsure what it means or how to avoid it, follow the link above.

### **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.

### **Tutorial Signup**

Tutorial signup is done through the online programme; 'MyAllocator'. You should already have been notified by email about your sign-up to a tutorial. Go to the signup website at: <https://student-sa.victoria.ac.nz> and enter your SCS username and password to log into the system. Click on MGMT202 and follow the instructions. If you have not been able to sign up by the end of the first week of the course please contact the Undergraduate Programme Manager, [garry.tansley@vuw.ac.nz](mailto:garry.tansley@vuw.ac.nz).

### **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 folder of Course Readings on Blackboard) 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 March 14**

**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 April 4**

**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 April 18**

**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. Drawing on Christine Rankin as an illustration, to what extent are principles of transformational leadership appropriate in the public sector?
3. 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?

4. Based on this case, what advice would you give to talented young women who aspire to an organisational leadership role in New Zealand?
5. Christine Rankin believes that New Zealand lacks visionary leadership because the national culture values modesty and is suspicious of those making change. Is she right?

**Tutorial 4: Week beginning May 2**

**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 are the 4 aspects of police culture identified by the Bazley report?
2. Do you think Bazley is describing an organisational culture, or occupational culture, or both? Does this distinction matter?
3. What insights can the 'mainstream' and 'critical' perspectives on culture provide to an understanding of the challenges facing Commissioner Howard Broad?
4. What practical steps should the Commissioner implement to develop a more positive culture to alleviate the concerns of the public?
5. What factors would be critical to the success of this initiative?
6. What would be the main challenges/threats to its successful implementation?

**Tutorial 5: Week beginning May 9**

**Topic: Change**

Read the case '*Trimming the FAT: Change at the Ministry of Foreign Affairs and Trade*' (Course Reading 7.4) and answer the following questions:

1. What were the pros and cons of appointing Allen to be head of MFAT, given his background and experience?
2. What were the indicators that MFAT staff and their families were likely to strongly resist the proposed changes?
3. Kotter (2007) (Reading 7.1) identifies 8 common errors in change leadership. Which ones, if any, are evident in this case?
4. Allen maintained that he anticipated feedback from MFAT staff and their families as part of the consultation process. How do you assess his retreat from the most controversial aspects of the change programme?

**Tutorial 5: Week beginning May 23**

**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 5: Week beginning May 30**

**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. The mainstream approach to ethics is based on the idea that "business leaders should voluntarily self-regulate" (Wray-Bliss, in Knights & Willmott, 2012, p.573). Discuss this statement with reference to the case.
3. 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?
4. What insights can be drawn from the case about mainstream and critical approaches to ethics?

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ANNEX A



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. (If submitting this document electronically, type your name below).*

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

	<b>Assessment affected</b> <i>e.g. Individual Assignment, In-class Test</i>	
<b>Student ID</b>	Name <i>As it appears in your enrolment</i>	<b>Tutorial No/Tutor's name</b>
<b>Contact Details</b>	<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.*

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**Clearly state why you believe each of these sections should be re-examined:**  
Note: "I think it is worth more," is insufficient.

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In requesting a re-examination of my submitted work, I understand that the result may be an increase OR decrease in the mark obtained.

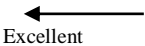
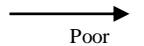
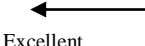
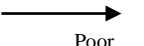
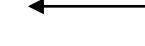
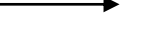
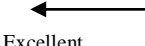
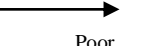
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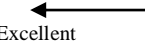
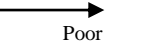
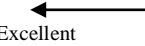
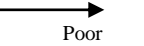
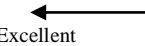
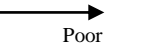
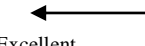
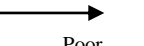
**MGMT 202 Organisational Behaviour**  
**Trimester 1, 2016**  
**Case Analysis Mark Sheet**

**STUDENT:**

**MARKER:**

Analysis of the case sound and demonstrates understanding of Kotter & Schlesinger (2008)	 	Analysis of the case unconvincing and/or fails to demonstrate understanding of Kotter & Schlesinger (2008)
Recommendations for managing resistance well supported by evidence from the case	 	Recommendations for managing either not identified or not convincing
Demonstrates understanding of critical perspectives on culture	 	Fails to demonstrate understanding of critical perspectives on culture
Analysis generates insights about the challenges of changing NZP culture	 	Insights are either not developed or not convincing

**Written Communication Skills**

Answer easy to follow, structured coherently, logical flow	 	Answer is hard to follow, consistently disjointed, lack of flow
Minimises spelling mistakes, correct punctuation, grammatically correct	 	Consistent misspelling, incorrect punctuation, grammatically poor, very sloppy proofreading.
Clearly acknowledges the work of others by appropriate referencing. No signs of plagiarism. Uses APA or accepted alternative referencing system.	 	Signs of unattributed work from other sources or does not attempt to use APA or accepted alternative referencing system.
Word limit adhered to (+- 10%)	 	Too long/short

**GENERAL COMMENTS:**

**Grade:** \_\_\_\_\_

