

School of Management

MGMT 411
ADVANCED ORGANISATIONAL BEHAVIOUR

Trimester 1, 2016

COURSE OUTLINE

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 Learning Objectives

1. Understand, write and lead discussions on key theoretical debates in organisational behaviour.
2. Critically evaluate and raise questions about issues in these debates
3. Relate these theories to practical examples
4. Develop skills in reading, writing and evaluating about organisational theory that will support work in other graduate papers

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 in depth. The schedule and series of readings is given in Annex A. The readings will present different perspectives and theoretical frameworks on some key organisational 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.

Trimester Dates

Teaching Period: Monday 29th February – Friday 3rd June

Study Period: Monday 6th June – Thursday 9th June

Examination Period: Friday 10th June – Wednesday 29th June (inclusive)

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before Friday 11th March 2016.

2. The standard last date for withdrawal from this course is Friday 13th 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](#).

Names and Contact Details

COURSE COORDINATOR & LECTURER

Dr Kala S Retna

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ADMINISTRATOR

Misa Ito

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Class Times and Room Numbers

Mondays 13.40 – 16.30 RWW 315

Course Delivery

This is a discussion based course that requires your active involvement. The aim for each week is to generate a high quality discussion that promotes understanding of some of the key issues, concepts and debates in the field of organisational behaviour.

Readings

Details of required weekly journal article/book chapter readings for the course are given in Annex A. You will be required to download the readings from the Library database.

There is no further set of reading, although students could explore other writings on the weekly topics to develop their understandings for class discussion and presentations. 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 study.

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.
- 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*.

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.

Assessment

The Assessment Handbook will apply to all VUW courses: see

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

	Title	Weight	Learning objectives	Due date
1	Leading discussions and class participation	15%	1,2,3,4	Throughout the course
2	Class Participation	10%	1,2, 3, 4	Throughout the course
2	Individual Assignment	25%	1,2,3,4	Assignment submission on Monday 16 May
3	Final Examination	50%	1,2,3,4	Friday 10 th June – Wednesday 29 th June (inclusive)
	TOTAL	100%		

Leading Discussion (15%)

For each week starting from week 3, one participant will be responsible for leading a discussion on your choice of a selected journal article. In our first class meeting we will discuss and assign the dates for which you will lead the discussion.

The discussion leaders are responsible for developing a creative class structure that engages participants while facilitating learning and the creation of new insights into the literature. Your role is *not* merely to summarize readings but, rather, to prepare discussion questions and observations that get the group to engage in a critically constructive dialogue of the issues, challenges and dilemmas raised in the readings. This role, obviously, requires an integrated and thorough understanding of the reading.

You may begin by providing your own brief synopsis of the topic, and key points and issues raised in the reading. From there, you can be creative in designing a session that will stimulate dialogue, interactions and perhaps the creation of knowledge. For example, you may want to have the group identify key gaps or debates in the literature. It is critical that you not only have an absolutely firm grasp of the reading for the discussion, but also that you have given significant thought to the type of *questions* that engender integration, debate and dialogue.

As discussion leader, you are also required:

- a. to post your selected article/link on blackboard on Friday (before your session on Monday)
- b. to provide a one-page (single-spaced, typed) annotated bibliography for your reading in your session. You will distribute copies of the bibliographies to your colleagues (and me) at the start of your session.

An annotated bibliography is an elaborated summary of key aspects of the paper. Bibliographies generally should contain the following pieces of information (note that the use of headings in the document is helpful):

- Complete title and citation of the article
- Overarching research question and specific goals of the research

- Primary theoretical lens
- Central constructs and hypotheses (or propositions)
- Underlying theoretical argument for each hypothesis (proposition) – (state it in 1-2 sentences)
- Methodological approach
- Key findings
- Main contributions of the research

Class Participation (10%)

Participants are expected to be an active and constructive participant during each session. It consists of two activities for each week:

- a. You are required to prepare a one-page commentary (five copies) on the weekly readings (one article) for class discussion.
- b. In addition to group discussions, every week two students will be required to discuss their critical thoughts/views to the class on the articles.

Expect to spend long hours dissecting the assigned readings. Go over a reading until you are certain you understand its basic premises and arguments and are comfortable discussing them. This is the level of preparation you are expected to do each week **before** coming to class. More importantly, you should strive to reach beyond basic reactions to the readings. The commentaries will demonstrate

- Well-developed understandings of key concepts
- A critical perspective on the reading
- Your views, comments and questions on the reading, including discussions of practical examples? Relate the readings to organisational examples: these come from any source: media, your own experience, academic sources
- Creative approaches which bring fresh insights to the topics
- What is the main contribution of this paper? What are the interesting ideas?

Some Suggested journals

- Academy of Management Journal
- Academy of Management Review
- Harvard Business Review
- Organizational Dynamics
- Journal of Organizational Behavior
- Journal of Management
- Journal of Personality and Social Psychology
- Organizational Behavior and Human Decision Processes
- Organization Studies
- Research in Organizational Behavior
- Academy of Management Executive

Individual Assignment Essay (25%)

2000 words +/- 200 (including references)

In this 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.

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 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 8 new academic readings (articles, chapters, books). Undergraduate textbooks are not at the right level for readings for this assignment.

Assessment criteria: the essay will demonstrate:

- Ability to integrate a range of perspectives on a topic in organisational behaviour
- Well-developed arguments and understandings of key concepts
- The ability to explore and explain ideas in your own words
- A critical perspective and 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 the Assignments should be submitted by the due date and time in class.

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.

Examinations (50%)

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. It will cover all the readings and discussion materials in the course. It will comprise two essay questions. More details, closer to the time of the examination, will follow.

Friday 10th June – Wednesday 29th June (inclusive)

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

Penalties

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

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

The course is re-designed and feedback will be incorporated next year.

Student feedback on University courses may be found at:

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

Information on course-related matters will be announced at class and posted on the **Blackboard** website at <http://blackboard.vuw.ac.nz/>. It will be crucial for you to regularly check Blackboard for messages, announcements and materials

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.

MGMT 411 SCHEDULE 2016

Week	Date	Topics
1	29 FEB	Course Introduction Global context of OB
2	7 MAR	Individual Behaviour: Personality <ul style="list-style-type: none"> a. Bakker, A.B; Tims, M & Derks, D (2012). Proactive personality and job performance: The role of job crafting and work engagement. <i>Human Relations</i>, 65(10), 1359-1378. b. Beattie, L & Griffin, B (2014). Accounting for within-person differences in how people respond to daily incivility at work. <i>Journal of Occupational and Organizational Psychology</i>, 87, 625-644.
3	14 MAR	Meaning of work <ul style="list-style-type: none"> a. Grint, K & Nixon, D (2015). The sociology of work: What is work? (6-38) b. Endrissat, N, Islam, G & Noppeney, C. (2015). Enchanting Work: New Spirits of Service Work in an Organic Supermarket, 36(11), 1555-1576.
4	21 MAR	Organisational citizenship <ul style="list-style-type: none"> a. Klotz, A.C & Bolino, M. (2013). Citizenship and counterproductive work behaviour: A moral licensing. <i>Academy of Management Review</i>, 38(2), 292-306. b. Anand, S, Vidyarthi, P, Liden, C.R & Rousseau, M.D. (2010). Good citizens in poor-quality relationships: idiosyncratic deals as a substitute for relationship quality. <i>Academy of Management Journal</i>, 53(5), 970-988.
5	4 APR	Group <ul style="list-style-type: none"> a. 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. b. K.S. Retna (2015). Insights from the use of Gardner’s notions of Mindset: group work
6	11 APR	Workplace bullying <ul style="list-style-type: none"> a. 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. b. Lucas, K (2015). Workplace Dignity: Communicating Inherent, Earned, and Remediated Dignity. <i>Journal of</i>

		Management Studies, 52(5), 621-646.
7	18 APR	Integration of concepts Presentation (Weeks 1-6)
8	2 May	<p>Organisational learning</p> <p>a. Jane Lucia Silva Santos Andrea Valéria Steil, (2015), "Organizational learning and power dynamics: a study in a Brazilian University", The Learning Organization, 22 (2) 115 – 130</p> <p>b. Waddell, A. & Pio, E. (2015). The influence of senior leaders on organisational learning: Insights from the employees' perspective. Management Learning, 46(4), 461-478.</p>
9	9 MAY	<p>Learning Organization</p> <p>a. Anders Örténblad, (2015), "Towards increased relevance: context-adapted models of the learning organization", The Learning Organization, 22 (3) 163 – 181.</p> <p>b. Guetter, A & Vandembemt (2016) Learning in times of dynamic complexity through balancing phenomenal qualities for sensemaking. Management Learning, 47(1), 83-99</p>
10	16 MAY	Presentation –individual project
11	23 MAY	<p>Stress and Coping strategies</p> <p>a. Hu, H, S & Cheng, Chien (2010). Job stress, coping strategies, and burnout among hotel industry supervisors in Taiwan. The international Journal of Human Resource Management, 21(18), 1337-1350.</p> <p>b. Chou, L, Chu, C, Yeh, H & Chen, J. (2014). Work stress and employee well-being: The critical role of Zhong-Yong. Asian Journal of Social Psychology, 17, 115-127.</p>
12	30 May	Revision