This unit focuses on individual and group behaviour in organisations. Topics covered may include personality and behaviour; personal performance and stress; decision making skills, managing power, politics and conflict; team and group dynamics; gender and diversity issues; interpersonal and group communication; and leading change.
CONTENTS

CONTACT DETAILS

UNIT DESCRIPTION

- Introduction
- Unit Content
- The Goal of the Unit
- Learning Outcomes
- Prerequisites
- Key Dates

UNIT STRUCTURE

- Seminar Schedule
  - Attendance

TEXTBOOK(S) AND RESOURCES

- Unit Website
- Recommended/Required Text(s)
- Additional/Suggested/Alternate text(s)
- Software requirements
- Additional resources and reading material
- Reference list
- Closed reserve
- Databases

TEACHING AND LEARNING RESPONSIBILITIES

- Teaching and Learning Strategies
- Charter of Student Rights
- Use of Student Feedback

ASSESSMENT MECHANISM

- Purpose of Assessment
- Assessment Details Summary
- Assessment Components
- Submission of Assignments
- Standard of Assessment
- Ethical Scholarship, Academic Literacy and Academic Misconduct
- Acknowledgements and Plagiarism
- Referencing
- Taping of Lectures
- Appeals Against Academic Assessment
CONTACT DETAILS

| Post                                   | The Graduate School of Management,  
The University of Western Australia,  
35 Stirling Highway,  
Crawley,  
Perth,  
WA 6009 |

Lecturer: Barb Wood

Email: bwood@gsm.uwa.edu.au

Phone: (08) 6488 3820

Consultations Hours: To be advised

Office: Myers St Building 1.07

Lecture Times: Saturdays 1:00 – 4:00pm

Lecture Venue: Myers Lecture Theatre

Your Lecturer

Ms. Barb Wood
Ph D Candidate (UWA), MA (University of Alberta), BA – Economics, BPHE (Queen’s University)

Barb Wood joined the GSM in Sept 2000 and is presently the MBA Director. She has presented papers in organisational behaviour, organisational effectiveness and community development in wide ranging conferences in Australia, Canada and the UK. In a recent European and Canadian tour, Barb compared MBA program delivery in twelve tertiary institutions.

Barb’s research interests include marketing, organisational citizenship, organisational audit processes, and performance profiling. As a participant in the Leadership Development Program for Women at the University of Western Australia, she has examined management opportunities for female academic and general staff. Prior to joining UWA, Barb was on staff at Murdoch University and the Australian Positive Ageing Foundation. She has previous experience in sport management and marketing as the Manager for Community Development in the Ministry of Small Business, Tourism and Recreation, British Columbia, Canada. In this role, Barb successfully implemented and monitored regional, provincial and national sport training centres and was responsible for program development in the Aboriginal Youth Leadership Program. She was the Road Cycling Chair for the 1994 Victoria Commonwealth Games and the Finance Chair (1993-1998) for the International Bastion Square Criterium. Barb is a keen participant in ice hockey, swimming, squash, tennis, marathon running and cycling.
UNIT DESCRIPTION

Introduction

Welcome to Organisational Behaviour 8401. I hope that you will find this course challenging as well as rewarding and enjoyable.

An eclectic approach to learning is used in OB. Whenever possible, I strive to integrate academic perspectives on organisational life with a variety of real-life sources such as video materials, group exercises, class discussions, guest speakers from the local business community and the leadership and management expertise of participants in the course. There will be weekly reading or case studies that will be clearly outlined. It is hoped and expected that you will have framed answers to the discussion questions within the handouts prior to the seminar.

Unit Content

Organisational Behaviour covers a range of complex inter-relationships between individual behaviour, group behaviour, leadership behaviour and organisational processes. The topics that will be covered include an introduction to organisational behaviour, understanding individual behaviour, motivation, personality, designing, leading and working in teams, communication, leadership, emotions and values.

The Goal of the Unit

While a variety of concepts and theories will be introduced in this unit, you are encouraged to integrate your own professional experiences with academic insights and perspectives on organisational life and to test and challenge the basis and validity of your assumptions and beliefs about human behaviour and performance within the workplace. You will be challenged to draw out the relationships between theory and practice and to develop your appreciation of the difference between fact and opinion. Not only is it hoped that you will acquire new knowledge but that you will reflect upon and develop new insights into your own attitudes and behaviour at work.

Learning Outcomes

On completion of this unit, you should be able to:

1. Select, describe and evaluate a range of organisational behaviour theories, models and concepts related to individual, interpersonal and group processes, and how these can be applied in organisations.

2. Select, develop and justify appropriate solutions to organisational problems based on organisational behaviour theories, models and concepts.

3. Appreciate how knowledge of human behaviour can be used to analyse and improve individual performance, employee well-being and group effectiveness in a variety of organisational contexts.

4. Locate, evaluate and utilise a range of information sources to research contemporary organisational behaviour issues.
5. Reflect and utilize a range of information sources to research management and organisational behaviour issues.

**Prerequisites**

Organisational Behaviour is intended to be your first unit with the MBA. There are no prerequisite units for OB.

**Key Dates**

<table>
<thead>
<tr>
<th>Component</th>
<th>Due date</th>
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</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>Throughout the trimester</td>
</tr>
<tr>
<td>Group Approval Form Submission</td>
<td>Saturday 29 July (Seminar Three)</td>
</tr>
<tr>
<td>Assignment 1 – Individual Paper</td>
<td>12 August (Seminar Four)</td>
</tr>
<tr>
<td>Assignment 2 – Group Paper</td>
<td>Saturday 7 October (Seminar Eight)</td>
</tr>
<tr>
<td>Final Examination</td>
<td>4-18 November</td>
</tr>
</tbody>
</table>

**UNIT STRUCTURE**

**Seminar Topics**

<table>
<thead>
<tr>
<th>Seminar</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8 July</td>
<td><strong>Understanding Individuals at Work</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Text Reading: Ch 1p 1-19</td>
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<tr>
<td></td>
<td></td>
<td>ANBS MBA Support Materials: Intro to OB</td>
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<tr>
<td></td>
<td></td>
<td>Self Assessment: It all Makes Sense (p 28)</td>
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<tr>
<td></td>
<td></td>
<td>Group Exercise: Crocodile River</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Video: Built to last</td>
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<tr>
<td></td>
<td></td>
<td><strong>Supplementary Readings:</strong></td>
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<tr>
<td>2</td>
<td>15 July</td>
<td><strong>Managing Performance</strong></td>
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<tr>
<td></td>
<td></td>
<td>Text Reading: Ch 2 p 35-71</td>
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<tr>
<td></td>
<td></td>
<td>Self Assessment: Assessing self-efficacy (p. 66)</td>
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<tr>
<td></td>
<td></td>
<td>Team Exercise: Task Performance Exercise (p.65)</td>
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<tr>
<td></td>
<td></td>
<td><strong>Supplementary Readings:</strong></td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
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<tr>
<td>6</td>
<td>9 Sept</td>
<td>Text Reading: Ch 7 p 222-244</td>
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<td></td>
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<td>ANBS MBA Support Materials: Stress</td>
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<tr>
<td></td>
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<td>Self Assessment: Time Stress scale (p 249)</td>
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<tr>
<td></td>
<td></td>
<td>Group Exercise: Darwood Diamonds</td>
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<td></td>
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<td><strong>Supplementary Readings:</strong></td>
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<tr>
<td>7</td>
<td>23 Sept</td>
<td><strong>Designing, Leading and Working in Teams</strong></td>
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<td></td>
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<td>Text Reading: Ch 8 p 257-293</td>
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<td></td>
<td></td>
<td>ANBS MBA Support Materials: Group Behaviour</td>
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<tr>
<td></td>
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<td>Self Assessment: Team Roles Preferences Scale (p 288)</td>
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<td></td>
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<td>Group Exercise: Tower Power</td>
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<td></td>
<td></td>
<td><strong>Supplementary Readings:</strong></td>
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<tr>
<td>8</td>
<td>7 Oct</td>
<td><strong>Communication</strong></td>
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<tr>
<td></td>
<td></td>
<td>Text Reading: Ch 11 362-397</td>
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<tr>
<td></td>
<td></td>
<td>ANBS MBA Support Materials: Communication</td>
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<tr>
<td></td>
<td></td>
<td>Self Assessment: Active Listening Skill Inventory (p.393)</td>
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<tr>
<td></td>
<td></td>
<td>Case Study: Sea Pines (p. 388)</td>
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<tr>
<td></td>
<td></td>
<td><strong>Supplementary Readings:</strong></td>
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</tbody>
</table>
Attendance

Participation in class, whether it be listening to a lecture or getting involved in other activities, is an important part of the learning process. For this reason the GSM has decided not to move to on-line teaching. It is, therefore, important that you attend classes (and be on time).

More formally, the University regulations state that ‘to complete a course or unit, students shall attend prescribed classes, lectures, seminars and tutorials’. Students should not expect to obtain approval to miss more than two classes per unit, unless there are exceptional circumstances.

TEXTBOOKS AND RESOURCES

Required textbook:

(Please note that unless you wish to do so you do not need to purchase the Enhanced Edition of the textbook – second hand copies of earlier editions will be fine and are often available at a considerably cheaper price).

Please remember to bring your textbook to each class as well be doing case studies and exercises from the textbook.
Additional/Suggested/Alternative text(s)


Specific reading, preparation and other supplementary readings for each topic will be included in the handouts given out prior to each seminar. You can also collect the handouts for topics we cover later in the trimester from our offices at any time during the trimester.

Additional resources and reading materials
There are many OB related journals held in the local Business Library and available on the Web. When writing your assignments, you should spend some time scanning through recent editions of these for the most up to date research and information on OB topics. The list below covers journals that are relevant to this course:


You must refer to relevant recent journals while preparing your assignments and when preparing your examination questions. You should also keep an eye out for topical articles in newspapers such as The Australian, The West Australian and The Australian Financial Review.

Web sites
You should familiarise yourself with on-line data sources such as ABI Inform. There is also the Business Source Elite database that has over 1,000 full text journals and indexing or abstracts for nearly 1,700 academic journals. These sites can be accessed using the Proquest service. There is also an inter-library loan service that can be found via Cygnets Online. Cygnets also has a database of 20 000 companies in Australia, The Business Who’s Who of Australia. Probably the best single search engine for OB topics is on the ‘Management’ directory on Google. There is also a useful source for current trends in leadership and people management in organisations at www.cnn.com/global.office All large organisations now have websites and many of these are very comprehensive. The Australian Institute of Management (AIM) also stocks
many current books and videos on people management and leadership, with a preference for more practitioner focused authors. Contact the AIM WA Branch on www.aim.com.au or (08) 9387-7788 for further information and membership details.

Additional Websites that you might find useful for this unit include:
The Age: http://www.theage.com.au


The Consortium for Research on Emotional Intelligence http://www.eiceconsortium.org

The Center for Effective Organisational at the University of Southern California http://www.marshall.usc.edu/ceo

The Centre for the Study of Work Teams at the University of North Texas http://www.workteams.unt.edu

Software Requirements

You will need access to a web-linked PC, be able to use word processing software, know how to access recommended reading and other materials on the web and from the Business Library, and have an active email address.

TEACHING AND LEARNING RESPONSIBILITIES

Teaching and Learning Strategies

My approach to teaching is based upon:

I hear and I forget
I see and I remember
I do and I understand

This unit adopts an integrated approach to learning, and uses a mixture of academic perspectives on organisational behaviour with real-life case studies, video materials, individual and group exercises, class discussions, guest speakers, and the leadership and management expertise of participants on the course. That fact that you enrolled on the MBA Program says a lot about you. You’re interested in learning, growing and improving your professional skills. You’re open to new ideas and change. You care about your career and want to equip yourself for the challenges of the future. Here are a few tips to help you get the most out of this Unit:

- Give different ideas and new information time to ‘sink-in’. Some pre-conceived notions and ‘common-sense’ ways of managing and leading people in organisations are challenged on this course. Try to be receptive to new ideas and concepts and wait to see what happens. If you are willing to challenge your preconceptions about leadership and people management, they will challenge you in often surprising and unexpected ways.
• Make a conscious effort to ‘bridge’ the materials we cover in class with your work experiences. Find time to reflect on how you currently do things and you might apply what you learn during this course at work, now and in the future.

• If you are new to the MBA program, make a real effort to get to know your peers. What you can learn from them is as important as any knowledge you will acquire during the OB course. Learn from each other, share your knowledge and experiences and help each other out when the pressure is on. If you do this, you’ll make new contacts and friends, gain the benefits of each other’s work experience and knowledge and, perhaps, find new business partners to work with in the future.

• Make every effort to complete the suggested reading prior to each session and become actively involved in class exercises and discussions, group-work and the self-assessment exercises. We have very limited time in the seminars, so it is important that you cover the weekly preparatory reading, and frame answers to the discussion questions and/or cases in the handouts before each seminar. These will contain short ‘lecture’ components but are designed to be as interactive as possible.

I welcome your feedback on content, relevance, presentation and methods of assessment of the OB unit, and hope that you will find it stimulating and enjoyable.

**Charter of Student Rights**

This Charter of Student Rights upholds the fundamental rights of students who undertake their education at the University of Western Australia.

It recognizes that excellence in teaching and learning requires students to be active participants in their educational experience. It upholds the ethos that in addition to the University’s role of awarding formal academic qualifications to students, the University must strive to instill in all students independent scholarly learning, critical judgment, academic integrity and ethical sensitivity. The charter outlines the rights and responsibilities for both students and staff of the University and you are encouraged to refer to the charter at: [http://www.guild.uwa.edu.au/info/student_rights/charter.shtml](http://www.guild.uwa.edu.au/info/student_rights/charter.shtml)

**Use of Student Feedback**

Student feedback has lead to a variety of updates and improvements in organisational behaviour. The aim of unit has always been to provide you with an appropriate theoretical and conceptual framework of OB in combination with strong analytical skills to practically apply this understanding in relevant organisational circumstances. Student feedback has consistently reinforced the need to provide “real life” and pragmatic examples so I’ve endeavored to invite more guest lecturers and integrate more “in class” activities to explore OB concepts and theories. The final examination has also been adjusted to an open book format in recognition that OB is equally concerned about conceptual and theoretical comprehension as well as practical implementation.
ASSESSMENT MECHANISM

The Purpose of Assessment

There are a number of reasons for having assessable tasks as part of an academic program. The assessable tasks are designed to encourage you to explore and understand the subject more fully. The fact that we grade your work then gives you an indication of how much you have achieved. Providing feedback on your work also serves as part of the learning process.

Assessment Details Summary

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>10</td>
<td>Throughout the semester</td>
</tr>
<tr>
<td>Assignment 1 –Individual Paper</td>
<td>20</td>
<td>Saturday 12 August (Seminar Four)</td>
</tr>
<tr>
<td>Assignment 2 –Group Paper</td>
<td>30</td>
<td>Saturday 7 October (Seminar Eight)</td>
</tr>
<tr>
<td>Final Examination</td>
<td>40</td>
<td>Exam Week</td>
</tr>
</tbody>
</table>

Assessment Components

Class Participation (10%)

Part of your final grade is allocated for the class participation mark. As a post-graduate, your contributions to class discussion form an essential part of this course, and also form a vital part of learning on the MBA program. This course requires your active participation in, and learning from, seminar discussions and group work. My role in the seminars is to act as a facilitator and guide rather than a traditional ‘lecturer’. The participation mark recognises the contributions you make in class. A good attendance record and displaying an interest in class discussions form the lowest level of participation. Active and positive participation in group-work and class discussions are required for a mark above 5. The participation mark recognises your class contributions and is distributed in accordance with the following chart:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-4</td>
<td>Present, not disruptive</td>
</tr>
<tr>
<td></td>
<td>Infrequent involvement in discussion.</td>
</tr>
<tr>
<td></td>
<td>Tries to respond when called upon but offers very little.</td>
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<tr>
<td>5-6</td>
<td>Demonstrate adequate preparation</td>
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<tr>
<td></td>
<td>Knows basic material, case or reading facts but doesn’t show evidence of analysis or interpretation.</td>
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<tr>
<td></td>
<td>Offers straightforward information without elaboration when called upon by the instructor.</td>
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<tr>
<td></td>
<td>Demonstrates sporadic involvement.</td>
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<tr>
<td>7-8</td>
<td>Demonstrates good preparation</td>
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<tr>
<td></td>
<td>Knows readings and facts well and has thought through implications.</td>
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<tr>
<td></td>
<td>Offers interpretations and analysis of issues (more than just facts) to class.</td>
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<tr>
<td></td>
<td>Contributes well to discussion in an ongoing way and questions the contributions made by other students in a constructive way.</td>
</tr>
<tr>
<td></td>
<td>Offers and supports suggestions that may be counter to the majority opinion.</td>
</tr>
<tr>
<td></td>
<td>Demonstrates consistent ongoing involvement.</td>
</tr>
</tbody>
</table>
Demonstrates excellent preparation
Has thought through topic concepts and issues exceptionally well relating them to other material (including readings, course handouts, discussions and experiences).
Offers analysis, synthesis and evaluation of issues discussed.
Connects discussions to develop new approaches that take the class further into a particular issue.
Responds thoughtfully to other students’ comments and contributes to cooperative argument building.
Demonstrates ongoing very active involvement.

PLEASE note that simply asking a question in class does not constitute a ‘class contribution’. While there is an expected level of contribution to the class and group discussions, the quantity of talking is less important in the above criteria than the quality of your contribution.

Classroom Decorum
Classes can be both educational AND fun if we work together to make it that way. One of the best ways to ensure that classes are enjoyable and productive is for everyone to be mindful of the impact that their own behaviour has on others, to make a conscious effort to treat others with courtesy and respect, and to behave in a manner appropriate to the workplace. This includes:
♦ Advising the lecturer beforehand of possible absences from class
♦ Arriving at class on time and remaining throughout the class period
♦ Coming to class prepared and willing to participate
♦ Minimising distracting noises and actions (e.g. not eating during class, turning mobile phones off)
♦ Listening when others are speaking and not interrupting
♦ Engaging in healthy debate of issues and ideas without personal attacks
♦ Respecting the cultural and ethnic backgrounds of other students
♦ Using humour appropriately
♦ Helping class members that need assistance
♦ Finding solutions to issues/problems that may arise
♦ Refraining from using sexist or offensive language

Last, but not least, mobiles/pagers OFF. No food in class. Drink (non-alcoholic) OK.
If you have an emergency situation that requires you to be contacted quickly, let me know at the beginning of class and an exception may be made.

Assignment 1: Individual Essay (20%)

The purpose of the individual essay is to assess your ability to meet these learning objectives:
☐ Select, describe and apply a range of organisational behaviour theories and concepts related to individuals, groups, and interpersonal processes to organisational situations.
☐ Develop, justify and select appropriate solutions to organisational problems based on organisational behaviour theories and concepts.
☐ Apply knowledge of human behaviour to improve individual performance, group effectiveness and employee well being in a variety of organisational contexts.

Individual Essay
Choose an issue in your organisation that you would like to research and apply your understanding of the organisational behaviour theories and concepts. Analyse the issue based on the theories and concepts covered in the list below. Your assessment will be based both on your ability to define and explain the theory AND to apply it to the specific organisational experience. Your discussion should be concise, thoughtful and relevant. (Please keep in mind that this analysis may be based on present or PAST organisational experiences.)
Your research should include one topic from the following list:

1. Anchors of Organisational Behaviour
2. MARS Model of Employee Motivation
3. Behaviour Modification
4. Learning in Organisations
5. Social Learning Theory
6. Values in Organisations
7. Emotional Labour
8. Emotional Intelligence
9. Job Satisfaction
10. Organisational Commitment

The purpose of Assignment One is to give you an opportunity to apply relevant theories and concepts of Organisational Behaviour to an issue in an organisation. You must support your discussion with relevant findings in literature. That is, your opinions and statements need to be substantiated with evidence from readings, literature, models, textbook, and other forms of literature reviewed. Care should be taken to link your selected topics together. Literature must be appropriately referenced in Harvard style. Direct quotes must be page referenced and cited accordingly.

Whichever topic you choose, the paper should be presented in essay style including the following sections: introduction, literature review, and conclusions. It should be appropriately referenced in accordance with the Harvard style and should include only those references referred to in the body of the essay. Sources of diagrams and direct quotes should be page referenced and cited accordingly.

Guidelines for Writing Assignment –
For each paper, students should include the following:

- **Introduction.** An introduction to the topic and a discussion of why it is worthy of study. Key concepts/terms should also be defined in the introduction so that the reader is clear about what the essay is going to discuss. The main thrust of your argument or the position that you will take on the issue should also be clearly stated here.

- **Literature review.** A review of the literature of your chosen topic. This review should clearly address each of the questions raised by your chosen topic, be as thorough as possible and should be restricted to literature that you personally have been able to obtain. It is important that your arguments are supported by evidence either obtained through your research or examples from your experience. You should avoid armchair speculations or unsubstantiated claims. Excellent papers address all aspects of the question so be sure that you have read the question closely and that you provide sufficient depth to each of your answers. The topics generally have a theory (What is it?), an empirical (What is the evidence?) and a practical application (What are the implications for managers of the issue?). A mix of practitioner and scholarly journals is therefore expected in your essay so as to answer each of the questions adequately.

- **Conclusion.** A summary or conclusion that brings together the major points in the main body of the essay and is consistent with what was stated in the introduction. The conclusion should not introduce new ideas or lines of thought that have not previously been discussed in the main body of the essay. For an essay of 2,500 words an adequate conclusion would normally be between half and three quarters of a page. Two to three sentences are not sufficient.

- **References.** The in-text references and list should be in accordance with the Harvard Style and include only those references referred to in the body of the
References that you have read during the course of your research but do not cite in your essay **should not** be included. Sources of diagrams and direct quotes should be page referenced and cited accordingly. The importance of referencing correctly is covered in more detail in the sections on acknowledgements and plagiarism, and referencing.

- **Writing Style.** You are expected to adopt a writing style that is appropriate to academic writing. Please note that the emphasis is on using your own words rather than the extensive use of quotes in written essays. Direct quotes should be used sparingly and only in certain circumstances such as when defining key constructs/terms, conveying a difficult concept that might be misinterpreted if the author’s original words are not used, or for literary effect. Edit your work carefully for errors in grammar, spelling and punctuation and be precise in your choice of words and expression of ideas.

- **Professional Presentation.** All written assignments must be word-processed or typewritten, one and half-spaced, use a 12-point font and be accompanied by a word count. The assignment should be stapled in the top left hand corner or bound along the left margin. Please do not place assignments in plastic sleeves – the marker needs to be able to write comments on the assignments and placing it in a plastic cover only increases the handling time.

- **Word Count.** This must be written on the cover sheet of each piece of assessment. Included in the word count is the main text of the essay, in-text referencing and sub-headings. The abstract, executive summary, table of contents, reference list and appendices are **not** included. Appendices should be short and contain only tables and graphics – **not narrative**. Do not try to extend the work count by using appendices, as they will not be read. Assignments that are more than 10% over length (i.e. 250 words for a 2500 word essay) will be penalised 10% for each 100 words over the word limit.

- **Remember to keep a copy** of any work you submit.

You are expected to observe the due dates for assignments. Extensions will only be given in extenuating circumstances. Please note that the pressure of work commitments are not generally considered to be extenuating circumstances.

**Word limit = 2,500 words.**
# OB 8401 Individual Essay - Marking Guide

**Name**

<table>
<thead>
<tr>
<th>ASPECT OF ESSAY</th>
<th>HD 80-100%</th>
<th>D 70-79%</th>
<th>CR 60-69%</th>
<th>Pass 50-59%</th>
<th>Fail ≤49%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Introduction</strong></td>
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<tr>
<td>• definition of key terms</td>
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<td>• stimulate interest and establish topic’s importance</td>
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<tr>
<td><strong>2. Literature Review</strong></td>
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<tr>
<td>• knowledge and understanding of <em>relevant</em> OB theories &amp; concepts</td>
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<tr>
<td>• ability to apply OB theories and concepts analytically &amp; practically</td>
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<tr>
<td>• development of <em>logical</em> and <em>well supported</em> arguments</td>
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<td>• use of <em>relevant</em> organisational examples from the literature</td>
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<td>• answers <em>all</em> aspects of questions</td>
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<td><strong>3. Conclusion</strong></td>
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<td>• sound summary of key points and arguments</td>
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<td><strong>4. Presentation</strong></td>
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Mark
Assignment 2: Group Work Assignment (30%)

The purpose of this assignment is to assess your ability to meet these learning objectives:

- Select, describe and apply a range of organisational behaviour theories and concepts related to individuals, groups, and interpersonal processes to organisational situations.
- Develop, justify and select appropriate solutions to organisational problems based on organisational behaviour theories and concepts.
- Locate and utilise a range of information sources to research management and organisational behaviour issues.

This assignment is designed to acquaint students with current organisational behaviour practices (good or poor) in an organisation of your choice, to analyse and comment critically on such practices and to demonstrate the quality of your learning by indicating how the practices might be improved within the particular organisation you have chosen to study.

Students will work in groups of four to five (4-5) and should adopt the following approach.

1. Choose a project related to one of the seminar program topics for weeks 5-12 (i.e. motivation, stress management, communication, work teams, creativity, decision making, power and politics, leadership);
2. Review literature relevant to the topic including seminar readings, relevant books and journal articles;
3. Find an organisation that is willing to participate.
4. Interview appropriate people from the organisation concerned and collect as much data as possible including internal documentation made available to you (on request) by the case organisation to enable your group to describe and assess the relevant OB practice in that organisation. Be sure you document all sources of information in your reference list, whether they are executives interviewed, annual reports, internal newsletters, books, journals etc.
5. Describe and critically evaluate the application of the particular practice you are investigating. In particular, you must assess the case organisation against the literature on the subject and provide in your report conclusions about the adequacy of the practice with respect to the theory and published literature;
6. Prepare a written report on the group’s findings as per the section on report writing below and submit it in Seminar Eight.
7. As an option, groups are permitted to complete the attached peer evaluation form and submit it to the lecturer. In the event of a disagreement between group members this information may be taken into consideration in the awarding of the final grades to individual group members.

This group project is a team effort and each member of the team is expected to contribute equally to the written report. The formation, membership, management and leadership of each group, allocation of work-loads, and the timing and handling of project meetings will be left entirely in your hands. However, if you run into major difficulties you should consult me sooner rather than later.

Please note that by Seminar 3 you must submit to me your chosen topic, a one page outline of your planned project, as well as the names of your group members, your group name, and the name and details of a team contact person, using the approval form that is attached to this course outline.

When preparing your group project report it is recommended that you include the following:

- Executive summary. Your report should begin with a succinct executive summary that gives a brief description of the project, who the report is written for, and the main findings and recommendations. A good summary allows the reader to follow the arguments in the main report more easily. The executive summary should be single-spaced and no more than one page for a 6,000 word report.
Project aims. It is important that the primary aim or purpose of the project is clearly stated including any secondary objectives. This should include a statement of the problem or a description of the area of Organisational Behaviour that your report investigates (e.g. team effectiveness; leadership).

Justification for project. A rationale should be provided here for why the project was important or the findings will be of significance. This should also include a description of the organisation and the business environment that the organisation operates in (e.g. emotional labour is particularly important in service organisations such as airlines).

Methodology. The method for how you went about the project should be explained here including how you collected your information, the people you interviewed in the organisation etc.

Discussion of the results. The results should be discussed in detail followed by your recommendations. Diagrams and tables can assist in presenting the information in a user friendly way. However, make sure that all diagrams and table are referred to and fully explained in the text. At least two recommendations for improvement should be made based on a sound justification supported by evidence from your readings and investigation.

Identification of Limitations of Investigation. Briefly describe any limitations that you consider apply to your conclusions. E.g. only two employees were interviewed, further interviews are required to confirm your conclusions etc.

Conclusion. A brief summary of the major findings in the report.

References. The reference list should include all sources of information referenced in the Harvard style including company documents, in-house newsletters and people interviewed for the purposes of the project.

Word limit = 6,000 words.

Working together
Successful group projects are the result of shared and collective effort and each member of the team is required to contribute equally to the written report. The formation, membership, management and leadership of each group, allocation of workloads, and the timing and handling of project meetings will be left entirely in your hands. However, you should take time in your first meeting to discuss and agree on how you will work together, ensure that workloads are allocated fairly, establish who will work on the different sections of the report and establish a timetable to work towards.

Almost all OB group project teams do work well together. Occasionally, however, things can go wrong and if you, or members of your team, believe that equal contributions have not been made to the final report, there will be a facility for you to evaluate the contributions that each person did make on an ‘Individual Contribution’ form. I reserve the right to make final adjustments to individual marks for the group report on the basis of this feedback. If you run into major ‘personal’ difficulties you should consult me as soon as possible - don’t leave this until the week before the assignment is due!
## ASPECT OF REPORT

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<th>HD 80-100%</th>
<th>D 70-79%</th>
<th>CR 60-69%</th>
<th>P ass 50-59%</th>
<th>Fail ≤49%</th>
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### 1. Executive Summary
- succinct summary of key points

### 2. Project Aims
- clearly and succinctly stated

### 3. Justification for Project
- logical rationale with evidence

### 4. Methodology
- appropriate to problem
- limitations correctly identified

### 5. Discussion of Results
- correct problem identification
- understanding & application of relevant OB theories & concepts to problem analysis
- identification & critical evaluation of appropriate solutions
- implementable final solution
- use of relevant literature to support analysis & recommendations
- identification & discussion of limitations

### 6. Conclusion
- sound summary of key points

### 7. Presentation
- clarity of expression
- grammar, spelling & punctuation
- Harvard referenced

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**Mark**

**Comments**
Final Exam (40%)

The purpose of the examination is to assess your ability to meet these learning objectives:

- Select, describe and apply a range of organisational behaviour theories and concepts related to individuals, groups, and interpersonal processes to organisational situations.
- Develop, justify and select appropriate solutions to organisational problems based on organisational behaviour theories and concepts.
- Apply knowledge of human behaviour to improve individual performance, group effectiveness and employee well being in a variety of organisational contexts.

While not always a popular method of assessment, the purpose of the examination is to evaluate your understanding of the knowledge you have acquired during throughout the OB Unit. It will be three hours in length. It will be an open book exam and will include two compulsory case studies and a choice of short answer questions. The cases studies will be similar in format to those that we do in class. Sample short answer questions will be provided to students during the semester. An optional exam review session will also be scheduled towards the end of the semester depending on student feedback.

Submission of Assignments

Assignments should be submitted in class on the due date or if handed into the office, a standard cover sheet should be used and a receipt issued.

Late assignments will attract a penalty of 5% per day. This penalty will be waived by the lecturer only in exceptional circumstances. No marks will be awarded to assignments submitted after other students in the class have had their assignments returned.

Papers of excessive length will also attract a penalty. The penalty will be 5% for each 300 words, or part thereof, over the word limit.

Assignments will be returned in class or through the GSM reception.

It is the intention that the marked assignments will be returned within two weeks of submission.

The Standard of Assessment

The Graduate School must ensure that the processes of assessment are fair and are designed to maintain the standards of the School and its students. The School follows the University of Western Australia’s grading system.

- HD (Higher Distinction) 80-100%
- D (Distinction) 70-79%
- CR (credit Pass) 60-69%
- P (Pass) 50-59%
- N+ (Fail) 45-49%
- N (Fail) 0 -44%
The School awards marks leading to these grades by using the following general criteria which are presented here as an indication of the School’s expectations. These general criteria may be supplemented by specific standards provided with regard to a particular assignment.

HD The student has a clear understanding of theory, concepts and issues relating to the subject and is able to adopt a critical perspective. The student is able to clearly identify the most critical aspects of the task and is able to offer a logically consistent and well articulated analysis within the analytical framework presented in the course. The student is able to draw widely from the academic literature and elsewhere, but maintains relevance.

D The student has a clear understanding of theory, concepts and issues relating to the subject. The student is able to develop an analysis of an issue using the analytic framework presented in the course and is able to identify and evaluate the critical issues. The student is able to draw upon relevant academic and other material.

CR The student demonstrates an understanding of the analytic framework developed in the course and a partial understanding of concepts and issues. The student is able to identify some key issues and is able to present a logical discussion, but with some conceptual errors or gaps between analysis and conclusions shortcoming. The student is able to draw upon an adequate range of references and other materials.

P The student generally takes a descriptive rather than analytic approach to the subject. The student is able to demonstrate some understanding of the issues involved but does not demonstrate the ability to apply the analytical framework which had been developed in the course. Draws primarily upon course materials for referencing.

N+ The student is unable to demonstrate that he or she understands the core elements of the subject matter. The student is able to provide some insight into issues but misapplies analytic framework developed in the course, omitting key factors and, for example, drawing conclusions which are not related to the preceding discussion.

N The student is unable to demonstrate any understanding of the subject matter. Material presented for assessment is unrelated to course framework and shows no effort to identify or address critical aspects of the topic.

The scaling of marks to ensure comparability between classes is an acceptable academic practice. The GSM and Board of Examiners have the right to scale marks where it is considered necessary to maintain consistency and fairness.

**Ethical Scholarship, Academic Literacy and Academic Misconduct**

**Ethical Scholarship** is the pursuit of scholarly enquiry marked by honesty and integrity.

**Academic Literacy** is the capacity to undertake study and research, and to communicate findings and knowledge, in a manner appropriate to the particular disciplinary conventions and scholarly standards expected at university level.

**Academic misconduct** is any activity or practice engaged in by a student that breaches explicit guidelines relating to the production of work for assessment, in a manner that compromises or defeats the purpose of that assessment. **Students must not engage in academic misconduct.** Any such activity undermines an ethos of ethical scholarship. Academic misconduct includes, but is not limited to cheating, or attempting to cheat, through:

- collusion
- inappropriate collaboration
- plagiarism (see more details below)
• misrepresenting or fabricating data or results or other assessable work
• inappropriate electronic data sourcing/collection
• breaching rules specified for the conduct of examinations in a way that may compromise or defeat the purposes of assessment.

Penalties for academic misconduct vary according to seriousness of the case, and may include the requirement to do further work or repeat work; deduction of marks; the award of zero marks for the assessment; failure of one or more units; suspension from a course of study; exclusion from the University; non-conferral of a degree, diploma or other award to which the student would otherwise have been entitled. Refer to the Ethical Scholarship, Academic Literacy and Academic Misconduct and individual Faculty policies. For further information on the rules and procedures in respect of appropriate academic conduct you should visit: http://www.teachingandlearning.uwa.edu.au/tl/academicconduct

Acknowledgements and Plagiarism

In the course of your individual and group work assignments, you will encounter ideas from many sources. These will include journal and newspaper articles, commentaries, books, web sites and other electronic sources, original case sources, lecture materials. All MBA assignments that you submit must acknowledge all the different sources you have used. Not to acknowledge your sources is plagiarism, a form of dishonesty. Plagiarism is the misappropriation of the work or ideas of others and presenting them as your own. This is reprehensible from both an ethical and legal viewpoint. Neither the School nor the University accepts ignorance or the fact that a student’s previous acts of plagiarism had been undetected as a defence.

In order to avoid engaging in plagiarism it is your responsibility to acknowledge all of your sources in any work submitted for assessment and it is essential that you reference the work of others correctly. Where you quote directly from a source, you must ensure that any direct quotations are placed in quotation marks and are fully referenced. Even when you do not quote directly and are just referring to or expanding on the work of others, you must still acknowledge the sources of your information and ideas. Close paraphrasing in which you change a few phrases around, leave a clause out of a long sentence or put the original sentences in a different order is still plagiarism. To mark words as a quotation the entire text that has been copied should be enclosed within the quotation marks. If the copied text is four or more lines in length, it may be more appropriate to set it as a separate and indented paragraph. Each time that text is copied, the source must be acknowledged with a reference citation, including the page number.

Advice on proper referencing is given below. If you have any doubts concerning appropriate referencing formats or how to acknowledge the work of others correctly, you should seek the advice of your lecturer.

Referencing

It is important that the referencing of any sources used in your written work is done properly, if only to substantiate the points you are making in your assignment or project. The Harvard style is the preferred and there are some notes for guidance which have been prepared by the library staff: ‘Citing your Sources Harvard Style’ http://www.library.uwa.edu.au/guides/citingsources/harvard.html

EndNote is a really good system for building up a database of references. Not everyone will want to invest the time in using this system but you should consider it if you intend to build up resource materials or plan to undertake extensive research in a particular area. The library
staff have also developed a tutoring package: A Quick Guide to Using EndNote’ which provides the basics for using EndNote with an essay

This is linked to the ‘How to Use ‘EndNote page www.library.uwa.edu.au/guides/endnote/
which provides more comprehensive information.

Taping of Lectures

The Graduate School does not provide tape recordings of lectures, however if you do wish to
tape record a lecture, then as a matter of courtesy you should obtain the permission of the
lecturer first.

Appeals Against Academic Assessment

In the first instance, students are strongly advised to talk informally to the lecturer about the
grade awarded. The University provides the opportunity for students to lodge an appeal
against any mark which he or she feels is unfair. Any student making an appeal is under an
obligation to establish a prima facie case by providing particular and substantial reasons for
the appeal.

There is a 12 day time limit for making any such appeal. An appeal against academic
assessment may result, as appropriate, in an increase or decrease in the mark originally
awarded. The University regulations relating to appeals and the form on which the appeal
should be lodged can be found in the GSM website or at
Group Names

Title of Group Project

Instructions
Rate each of the members of your group, including yourself, on each of the items listed below and as objectively as possible. First, write the names of everyone in your group including yourself. Then, for each question, write the number that is most applicable to each of the members, as per the scale indicated immediately below.

1------------2------------3------------4------------5
Very little or
Very infrequently

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<tr>
<th>GROUP MEMBER NAMES</th>
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1. Attendance at group meetings
2. Contribution in defining the topic
3. Contribution in researching the topic
4. Contribution in providing examples
5. Contribution in drafting the final report
6. Taking care of getting the typing done
7. Taking care of proof reading & attention to details of the report
8. Contribution in terms of ideas
9. Overall contribution to the group project
10. Total
11. If you had to allocate among your group members (including yourself) a total of 100 points, how much would each person get?

Comments
OB 8401 Group Project - Approval Form

TO BE SUBMITTED: SATURDAY 29 JULY

Title of Group Project______________________________________________________

Group Name__________________________________

Group Member Names
1.___________________________________________
2.___________________________________________
3.___________________________________________
4.___________________________________________
5.___________________________________________
6.___________________________________________

Summarise in about one-half page the topic area and major direction you plan to take in your OB group project. Include the organisation that you will do your case study on.

Lecturer’s comments
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Lecturer’s signature of approval______________________________________________