This unit covers key leadership and management skills such as clarifying personal vision, coaching, goal setting, conflict management, stress management, emotional intelligence and communication skills. Exercises and assignments are used to develop personal and interpersonal effectiveness. Students receive a 360-degree assessment of their skills on major leadership dimensions from five work colleagues. This is used to establish individual development needs and provide a measure of improvement throughout the unit. Major competency models of leadership and management are covered so that students become familiar with the research and practice of leadership development.
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<table>
<thead>
<tr>
<th>Lecturer</th>
<th>Professor Steven L McShane</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email:</td>
<td><a href="mailto:smcshane@gsm.uwa.edu.au">smcshane@gsm.uwa.edu.au</a></td>
</tr>
<tr>
<td>Phone:</td>
<td>+618-6488-1452</td>
</tr>
<tr>
<td>Fax:</td>
<td>+618-6488-1072</td>
</tr>
<tr>
<td>Consultation Hours:</td>
<td>During teaching blocks, I would be pleased to meet with you before or after class. I am available most other times via e-mail.</td>
</tr>
<tr>
<td>Lecture Times:</td>
<td>6:00-9:00pm on 6, 7, 19, and 31 July., 10, 11, and 23 Aug., and 6 Sept.</td>
</tr>
<tr>
<td></td>
<td>9:00am-6:00pm on 8 July., and 12 August.</td>
</tr>
<tr>
<td>Lecture Venue:</td>
<td>6811 Ayala Life-FGU Tower</td>
</tr>
<tr>
<td></td>
<td>Ayala Avenue</td>
</tr>
<tr>
<td></td>
<td>Makati City</td>
</tr>
</tbody>
</table>

Your lecturer

Steve is Professor of Management in the Graduate School of Management. He has also served on the business faculties at Simon Fraser University and Queen's University in Canada. He received his Ph.D. from Michigan State University, MIR from University of Toronto, and BA from Queen's University in Canada. Steve is a past president of the Administrative Sciences Association of Canada (ASAC) and is an Honourary Professor at Universiti Tunku Abdul Rahman (UTAR) in Malaysia.

Steve has published or presented dozens of research articles on such diverse topics as emotions and decision making, pay equity, media bias in business magazines, and organizational learning. He is also the lead author of four organizational behaviour textbooks: Organizational Behavior, 3rd edition (2005) and Organizational Behavior: Essentials 1st edition (2006) with Professor Mary Ann Von Glinow (Florida International University), Organisational Behaviour on the Pacific Rim, Enhanced edition (2005) with Professor Tony Travaglione (Charles Sturt University), Canadian Organizational Behaviour, 6th edition (2006). These are among the top-selling OB textbooks in North America, Asia, and Oceania, and have been adopted by the top-ranked universities in these regions of the world. Along with writing books and research, Steve has also given invited talks – more than 40 from 2003 to 2006 -- to faculty and students at universities around the world.
UNIT DESCRIPTION

Introduction
Organisational behaviour is usually one of the most valued courses in MBA programs. Why? Because OB gives students the knowledge and tools to apply what they have learned in every other discipline, from finance to engineering. OB helps you to understand the complex dynamics of individual, interpersonal, and team behaviour, and to apply your ideas in that context. Furthermore, the importance of OB knowledge is increasing in this era when knowledge is replacing infrastructure, values and self-leadership are superseding command-and-control "management", virtual teams are replacing committees, and companies are looking for employees with emotional intelligence, not just technical prowess.

The goal of the unit
This MBA core unit examines the complexities of behaviour in organisations, set against a background of accelerating organisational and technological change at the dawn of the 21st century. The unit focuses on individual, interpersonal, and team dynamics, taking a multi-disciplinary approach (i.e., borrowing from several other disciplines of study) to understand the workplace from different perspectives. These will be applied to situations faced by managers and professionals in a variety of real-life organisations. Although OB has a 'western' perspective, this unit will introduce some cross-cultural issues to the discussion.

By the end of the Unit, you should have a fuller appreciation of the following subject areas: workplace values, employee motivation, workplace learning, workplace emotions and attitudes, individual and team performance, team dynamics, decision making, employee involvement, stress management, interpersonal and organizational communication, and organizational power and influence. Some of these topics may be revisited in greater depth later in the MBA program.

The Unit also represents an opportunity for you to reflect on the ways in which you currently lead or manage others at work, and may also lead to some personal changes in the way you deal with your bosses, colleagues and subordinates in the future.

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

1. Diagnose organisational problems and opportunities using organisational behaviour theories and concepts.
2. Identify solutions to a range of individual, interpersonal, and team issues in organisational settings.
3. Evaluate the effectiveness of organisational practices in terms of appropriate organisational behaviour theories and concepts.
4. Apply organisational behaviour knowledge to improve individual performance, team effectiveness and employee wellbeing in contemporary organisations. Reflect on your own thoughts, feelings and behaviour, and use this knowledge to become a more effective leader, manager and team member.
5. Locate and apply a range of information sources to research management and organisational behaviour issues.

Prerequisites
The prerequisites for this unit are:
Key dates
6 July: First class
31 July: Assignment 1, in-class case analysis
31 July: Email team member list for team project
11 September (Monday before midnight): Submit Assignment 2 (Team Project)
23 September: Final Examination

TEACHING AND LEARNING RESPONSIBILITIES

Teaching and learning strategies
This course adopts a variety of pedagogical styles to learning. The objective is to help you diagnose real organisational issues using contemporary organisational behaviour knowledge. To accomplish this, classes will rely on real-life case studies, video materials, and team exercises. The instructor will provide some lectures to clarify concepts and their applications, but much of the time will be devoted to case studies and other active learning processes. You are expected to complete the required reading before class so that you can be actively involved in class discussions, presentations, and team work.

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 recognises 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 instil in all students independent scholarly learning, critical judgement, 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:

Use of student feedback
The Graduate School of Management makes extensive use of course evaluations and other forms of feedback from students to continuously improve the quality of MBA teaching and course structure.
ASSESSMENT MECHANISM

The purpose of assessments
The assessments listed below and described over the next few pages are closely connected to the learning outcomes stated earlier in this unit outline. The in-class case analysis (Assessment 1) evaluates your case diagnostic skill development; that is, how well you have learned to diagnose organisational problems and opportunities using organisational behaviour theories and concepts, and to identify solutions to a range of individual, interpersonal, and team issues in organisational settings.

Both the team effectiveness practice analysis (Assessment 2) and the employee engagement team project (Assessment 3) are intended to help you develop and demonstrate your ability to locate and apply a range of information sources to research management and organisational behaviour issues. These assignments also involve evaluating the effectiveness of organisational practices in terms of appropriate organisational behaviour theories and concepts. The final examination (Assessment 4) includes a mini-case as well as short incidents to assess how well you have learned to diagnose organisational problems and opportunities using organisational behaviour theories and concepts. Other parts of the examination also test your recollection of organizational behaviour knowledge.

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

The final grade for this unit will be determined as follows:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight (%)</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>1. In-Class Case Analysis Exam</td>
<td>20</td>
<td>31 July</td>
</tr>
<tr>
<td>2. Team Effectiveness Practice Analysis</td>
<td>15</td>
<td>21 August (before midnight)</td>
</tr>
<tr>
<td>3. Employee Engagement Team Project</td>
<td>30</td>
<td>11 September (before midnight)</td>
</tr>
<tr>
<td>4 Final Examination</td>
<td>35</td>
<td>23 September</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
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 analytic 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. 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 the analytic framework developed in 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 may occur to ensure comparability between classes in an acceptable academic practice. The GSM and Board of Examiners has the right to scale marks where it is considered necessary to maintain consistency and fairness.
Details of Graded Assessments

Assessment 1: In-Class Case Analysis Exam (20%)
This assessment involves analysing a short (usually maximum of 3-page) case using some of the OB concepts learnt up to this date. The case analysis will be open-book and students will have a maximum time of 90 minutes to read and write their analysis of the case. As an open-book case, students may bring in their textbook and any notes they wish to assist in the case analysis. The case will either ask general case analysis questions (symptoms, problems, recommendations) or might ask questions relating to specific topics.

Evaluation Criteria
This case analysis will be evaluated in terms of the logic of the causal analysis and recommended solution(s). This logic includes the effective application of specific OB concepts to explain the symptoms and problems in the case. Please keep in mind that most of the weight of this assessment (approx 70%) will be on the problem analysis of the case. Less weight is placed on the recommended solutions (approx 20%) and identification of symptoms (approx. 10%).

Assessment 2: Team Effectiveness Practice Analysis (15%)
Each student, working alone, will submit a 500-word (excluding references) report describing and evaluating specific examples in which companies in a selected industry improve team dynamics. Students will rely on Factiva, EBSCO, Proquest, and possibly other library resources to discover specific and recent examples of company practices to improve team dynamics. These practices will be briefly evaluated against relevant team effectiveness concepts (norms, cohesiveness, etc.). The number of examples depends on the depth of each example, but a 500-word paper can probably accommodate 3-5 examples with brief analysis of each. Each example can be from different companies within the chosen industry. Please note that this assignment does NOT ask for examples of how companies rely on teams; instead, the assignment asks for examples of how companies improve the effectiveness of their teams. Also note that each example must have a brief evaluation of those practices using team effectiveness concepts (cohesiveness, norms, composition, etc.). The report can rely exclusively on information from the textbook for its conceptual foundation. Only the examples need library research.

Evaluation Criteria
This individual practice analysis will be evaluated mainly by the relevance of the examples and the logical connection and evaluation of these practices to one or more team effectiveness concepts described in Chapters 9 and 10 of the textbook. Minor weight will also be assigned to the recency and quality of the examples. The report must make correct use of referencing, as per UWA guidelines.

The instructor will explain in class how this assignment should be submitted (i.e., WebCT, email, or submitted to the educational centre in Manila.)
**Assessment 3: Employee Engagement Team Project (30%)**

This assignment requires a team report (maximum 4,000 words, excluding references and exhibits) that diagnoses a specific organization in terms of how effectively it maximizes employee engagement. Teams will select one organization that they can personally contact and gather information (interviews, documents, etc.) and examine how well the organization maintains and strengthens employee engagement. The report will also include recommendations that company leaders can use to further improve employee engagement.

The assignment will require detailed interviews with people in the organisation and possibly study of internal documents. The project report must also include a solid library-based review of relevant literature on topics and issues related to employee engagement. Sources should be referenced using a referencing system acceptable to UWA. The report must preserve the anonymity of the organisation and its staff unless you have expressly been given permission by the organisation to do otherwise. The organisation may request a copy of this report.

Students will be responsible for forming their own teams, submitting the team list to the instructor, and gaining access to a specific organisation. Employees in the organisation should have at least a moderate level of employee engagement; otherwise, the report may lack sufficient detail for acceptable evaluation.

The instructor will explain in class how this assignment should be submitted (i.e., WebCT, email, or submitted to the educational centre in Manila.)

**NOTE:** All team members receive the same results for their team project. However, students who chronically fall short of a reasonable contribution may receive a lower or no grade if other team members raise this issue. The instructor also reserves the right to add a peer evaluation to this team project if team dynamics problems occur during the unit.

**Evaluation Criteria**

**Diagnostic Logic.** The diagnosis of the organisation’s employee engagement practices, and other issues in the topic should fit the conceptual framework and well-thought out logic. In other words, evaluate corporate practices using expert sources (conceptual models, expert statements, past practices described in the literature), not your own gut feel that these practices “look good.”

**Appropriate Scope.** The report should be well-balanced with respect to depth and breadth of discussion. Teams should avoid taking on a project that only allows a broad, superficial presentation, such as a company that offers limited information and has very poor employee engagement practices.

**Research Foundation.** The report should be based on a complement of up-to-date and relevant literature beyond the course readings. All literature must be appropriately referenced using an acceptable citation method. Although outside literature is required, this is an applied report, not a literature review paper. Thus, concepts must be presented concisely and integrated with the corporate information throughout the organisational analysis.

**Report Organization.** The report should present information efficiently and organize it logically. The report should use headings and subheadings to effectively guide the reader and should avoid unnecessarily repeating information. The content of the report should ‘flow’ easily so that the reader does not have difficulty understanding it or following the discussion. For example, the subheadings and material within each subheading should be linked logically. Information from the organisation should be effectively woven together with the conceptual framework.

**Recommendation Soundness.** The report must clearly identify a set of recommendations that correspond to the organisational analysis presented in the report. Recommendations should be specific rather than general platitudes. They should flow logically from the diagnosis and information provided.

**Report Style.** Please write a cohesive report, not as separate chapters by different people. Spelling and other grammatical errors are unacceptable. The report should be informative, yet concise. Fully cite the sources of all concepts and examples, applying the referencing protocol described later in this unit outline. Finally, the report should be formatted and packaged neatly.
Assessment 4: Final Examination (35%)
A two hour (and 10 minute), open-book, final examination will be held for this unit on 23 September. The examination will cover the topics identified in the syllabus for this unit. The examination will include one mini-case and several written answer questions (the exam will give students choice for some of the written answer questions questions). A few multiple-choice questions might also be included to test breadth of knowledge. The instructor or tutor will provide sample questions in one of the final classes.

Submitting assignments
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 beyond the stated length will also attract a penalty.

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

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/academic_conduct
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, websites 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 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’


Endnote is excellent software 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 from the how to Use Endnote page www.library.uwa.edu.au/guides/endnote/ which provides more comprehensive information.
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


READINGS AND RESOURCES

Required textbook


There are no required readings beyond the textbook. However, some assignments involve online library research. Two class discussion cases are also included with this outline.

Online UWA Library Full-Text Sources

ProQuest 5000
EBSCO (Business Source Elite)
Science Direct
Wiley Interscience
Springer Link
Blackwell Synergy
Factiva
Web of Knowledge
... and several others.
# UNIT STRUCTURE

## Seminar Schedule

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Topics</th>
<th>Readings &amp; Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 July 6-9pm</td>
<td>Lecture: Introduction, course overview, how to analyse cases</td>
<td>Ch 1-Ch 2</td>
</tr>
<tr>
<td></td>
<td>Lecture: Individual behaviour, employee engagement, values, personality</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Case Study: Pushing Papers can be Fun</td>
<td></td>
</tr>
<tr>
<td>7 July 6-9pm</td>
<td>Lecture: Perceptions, learning</td>
<td>Ch 3</td>
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<tr>
<td></td>
<td>Video: Pike Place</td>
<td></td>
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<tr>
<td></td>
<td>Activity: Learning exercise</td>
<td></td>
</tr>
<tr>
<td>8 July 9am to 6pm</td>
<td>Case study: From Lippert-Johanson Incorporated to Fenway Waste Management (with unit outline)</td>
<td>Ch 4 and Ch 5</td>
</tr>
<tr>
<td></td>
<td>Lecture: Workplace emotions &amp; attitudes</td>
<td></td>
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<tr>
<td></td>
<td>Lecture: Motivating employees</td>
<td></td>
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<tr>
<td></td>
<td>Case Study: Perfect Pizzeria (MVG, p. 546-547)</td>
<td></td>
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<tr>
<td></td>
<td>Activity: Faces activity</td>
<td></td>
</tr>
<tr>
<td>19 July 6-9pm</td>
<td>Lecture: Applied performance practices</td>
<td>Ch 6</td>
</tr>
<tr>
<td></td>
<td>Case study: The Regency Grand Hotel (p. 198-200)</td>
<td></td>
</tr>
<tr>
<td>31 July 6-9pm</td>
<td><strong>Assessment 1: In-class case exam (90 minutes)</strong></td>
<td>Ch 7</td>
</tr>
<tr>
<td></td>
<td>Lecture/discussion: Stress management</td>
<td></td>
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<tr>
<td></td>
<td>Video: SAS Institute or Speed Trap</td>
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<tr>
<td>10 August 6-9pm</td>
<td>Lecture: Decision making</td>
<td>Ch 8</td>
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<tr>
<td></td>
<td>Activity: Employee involvement cases</td>
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<td></td>
<td>Activity: Creativity brainbusters</td>
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<tr>
<td>11 August 6-9pm</td>
<td>Lecture: Team dynamics 7 high-performance teams</td>
<td>Ch 9 &amp; Ch 10</td>
</tr>
<tr>
<td></td>
<td>Case Study: Treetop Forest Products (pp. 289-290)</td>
<td></td>
</tr>
<tr>
<td>12 August 9am-5pm</td>
<td>Activity: Team building exercise (handout)</td>
<td>Ch11 &amp; Ch14</td>
</tr>
<tr>
<td></td>
<td>Lecture: Communicating in organisations</td>
<td></td>
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<tr>
<td></td>
<td>Activity: Where in the world are we? (p. 258-259)</td>
<td></td>
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<tr>
<td></td>
<td>Lecture: Leadership in organisations</td>
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<tr>
<td></td>
<td>Video case: Leadership in Chicken Run</td>
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<tr>
<td>Date</td>
<td>Event/Activity</td>
<td>Page</td>
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<tr>
<td>21 August</td>
<td><strong>Assessment 2: Team effectiveness practice analysis</strong></td>
<td></td>
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<tr>
<td></td>
<td>Lecture: Communicating in organisations</td>
<td>Ch11</td>
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<tr>
<td></td>
<td>Activity: Cross-cultural communication game</td>
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<td></td>
<td>Video: Talking to the Big Dogs</td>
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<tr>
<td>23 August</td>
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<tr>
<td>6 –9pm</td>
<td></td>
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<tr>
<td>6 September</td>
<td></td>
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<tr>
<td>6 –9pm</td>
<td>Lecture: Organisational power and influence</td>
<td>Ch 12</td>
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<tr>
<td></td>
<td>Case Study: Rhonda Clark (with unit outline)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sample examination questions (not actually in this exam)</td>
<td></td>
</tr>
<tr>
<td>11 September</td>
<td><strong>Assessment 3: Employee engagement team project</strong></td>
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<td>(by 11:55pm)</td>
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<tr>
<td>23 September</td>
<td><strong>Assessment 4: Final Examination (2 hours &amp; 10 minutes)</strong></td>
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<tr>
<td>(time TBA)</td>
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</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, seminar and tutorials’. Students should not expect to obtain approval to miss more than two classes per unit, unless there are exceptional circumstances.

Taping 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.