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.
Your Lecturer

If you have any questions or queries, please do not hesitate to email me…

  e-mail: charlie@openaccess.com.au (set up for MBA students)

Charlie Gunningham MBA, BA (Hons), PGCE
Charlie has 18 years' management teaching & business experience in the UK, Singapore, China, Indonesia and Australia. Charlie holds BA (Hons) degrees in Economics and Postgraduate Teaching degrees from UK. He was Head of Economics near London (1987-90) then Head of Business at the United World College of S.E. Asia in Singapore (1990-97). He is a self-confessed "cricket nut" & represented Singapore seven times in their national cricket team. Since recently turning 40, he now plays in the lowest possible cricket league in Perth, and has taken up golf.

In 1997, Charlie and his Singaporean wife, Lisa, moved to Perth. He did the MBA full-time & won prizes for OBL, Accounting, Business Strategies for Asia-Pacific, Consumer Behaviour and Management & Consulting. He was awarded the GMA Prize for Top MBA Student in 1999.

A few months after graduating, he set up aussiehome.com Pty Ltd (www.aussiehome.com), an Internet real estate business, with a fellow MBA graduate. The Company won the Asia-Pacific IT Award for Best E-Commerce Innovation in 2000, Business of the Year and People's Choice Award in 2002. In 2003, Charlie was awarded a Business News "40 under 40" award.

In 2001, Charlie commenced a part-time lecturing position delivering the OB programme in Jakarta and International Management units in Singapore, Shanghai & Perth. This is the fifth time he has presented the OB unit in Jakarta. In 2002, Charlie became the first ever Adjunct Lecturer at the GSM to earn a UWA "Excellence in Teaching" Award.

Charlie recently became President of the Alumni Association, the Graduate Management Association (www.gma.asn.au), and has sat on the Board of the Graduate School of Management.
Introduction
Welcome to the study of OB. What governs how we behave in organisations? What do we do to ourselves once we cross the threshold of the office floor? And why? There is a lot of bad practice around, what is best practice? If people are the most strategic asset at work, why are we treated so badly? Can it be fun as well as productive? How?

The current climate of global competition, increasing diversity, geopolitical uncertainty, the “War on Terror”, changing social values, rapid technological change and concerns about the quality of work, life and environment, has made the workplace more “busy” and stressful. It has also provoked a renewed interest in the management of people within organisations. This course aims to enable participants to understand and manage people at work effectively within this complex environment. There is a strong international flavour to the course in keeping with the global nature of our business context.

The field of organisational behaviour deals with theories and concepts from the disciplines of psychology, sociology and anthropology to explain micro-organisational behaviour. Organisational Behaviour links in closely with other management subjects such as Human Resource Management, Management of Organisations & Managing Performance through People. In this course these theories will be applied to situations faced by managers in the real world. The study of Organisational Behaviour will facilitate your understanding of the causes of human behaviour and how this knowledge can be used to help people and organisations create and maintain a competitive edge by working productively - ie effectively, efficiently, ethically - even enjoyably. Since an individual’s behaviour is jointly caused by personal characteristics and the settings in which they work, we will be looking at behaviour at the individual, group and organisational levels.

There is a strong emphasis in this course on examining and testing your personal assumptions, beliefs and theories in use regarding the behaviour, management and leadership of people in work environments. Be prepared to throw away what you think you know to be true. The Unit covers a range of issues from the individual level up to the meso-organisational level, emphasising the complex inter-relationships between individual behaviour, group behaviour, leadership behaviour and organisational processes. The topics we cover are an introduction to organisational behaviour; individual behaviour; leadership; personality & perception; motivation (theories and application); building, leading and working in teams; communication; leadership; emotions, values & ethics, and stress management. Although we explore cross-cultural aspects of OB, these will be covered in greater depth in courses like Managing Organisations, International Human Resource Management and International Management.

The goals of the unit
This Unit represents an opportunity both to acquire new knowledge and to reflect upon and develop new insights into your own attitudes and behaviour at work. You should try 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 in the workplace. The intention is to draw out the relationships between theory and practice and to develop your appreciation of the difference between fact and opinion, and the importance of, not only doing things right (efficiency, sustainability & equity) at work - but also doing the right things – the things that matter (effectiveness).

Your study of OB may also lead to a re-evaluation of how you deal with your superiors, colleagues and subordinates in the future.

If you have any concerns or questions, please do not hesitate to take advantage of the time I spend with you in Jakarta: ask questions and make your own points in class (I will encourage and expect
you to do this). Also, if you have any queries or concerns about the course, your progress you must ask your tutor or me. Do not let anything fester. Keep me informed about matters impacting your progress or participation (such as absenteeism). I welcome your feedback on course content, relevance and presentation and I trust you will find the course stimulating and enjoyable.

Regarding assignments, please relate your questions to me in the first instance.

Broad learning outcomes

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

1. Develop an understanding of Organisational Behaviour concepts and theories
2. Develop skills in analysing behaviour in organisations using Organisational Behaviour theories and models.
3. Apply Organisational Behaviour theories and models to identify possible and appropriate actions and interventions for managing different situations.
4. To develop confidence in using a repertoire of leadership behaviours and skills, through practice and experimentation with situations reflecting managerial tasks and challenges.

Textbook(s)


This is a general textbook that may also be used on the Management of Organisations course. An accompanying web site, with very useful resources for students can be found at: www.mhhe.com/mcshane3e

Key dates

1. a) Formation of group project teams & 1-Page Plan
   b) Choose Individual Assignment                Teaching Blk 1 – wk 1, 8 Jan
2. Individual Assignment deadline                  Tutorial – week 5, 5 Feb
3. Short Group Project Presentations               Teaching Blk 2 – wk 6, 12 Feb
4. Group Project Reports deadline                  Tutorial – week 10, 12 Mar
5. Examination:                                     Sat 19th March - wk 11

Reminder: Your individual assignment and group report must be submitted BEFORE THE START of the tutorial in the weeks indicated.

Extensions

- Take DUE DATES seriously – we do!
  Plenty of advance notice is provided for each assignment and you are expected to begin preparation early and make plans for last minute problems that may arise.
  Requests for extension must be made BEFORE the due date. Requests for extension made on or after the submission date will not be considered.

Teaching Session Dates/Times

<table>
<thead>
<tr>
<th>Block Teaching I</th>
<th>Block Teaching II</th>
<th>Tutorials</th>
<th>Examination</th>
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</thead>
<tbody>
<tr>
<td>6 January 6.30pm – 9.30pm</td>
<td>10 February 6.30pm – 9.30pm</td>
<td>Saturday 8.00am – 9.30am</td>
<td>Saturday 19th</td>
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<tr>
<td>Week</td>
<td>Week Commencing</td>
<td>Topics</td>
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| 1    | 6-8 January     | Intro to OB  
|      |                 | Individual behaviour  
|      |                 | Motivation Concepts and Frameworks  
|      |                 | Applying Theories of Motivation  
|      |                 | Leadership  
|      |                 | Building and working in teams |
| 2    | 15 January      | Individual behaviour |
| 3    | 22 January      | Motivation Concepts and Frameworks |
| 4    | 29 January      | Applying Theories of Motivation |
| 5    | 5 February      | Leadership - FIRST ASSIGNMENT DUE |
| 6    | 10-12 Feb       | Perception and Personality  
|      |                 | Emotions, Values and Ethics  
|      |                 | Building, Leading and Working in Teams  
|      |                 | Communication in Organisations  
|      |                 | Leadership, Power & Influence  
|      |                 | Stress Management - GROUP PRESENTATIONS DUE |
| 7    | 19 Feb          | Emotions, Values and Ethics |
| 8    | 26 Feb          | Stress Management |
| 9    | 5 March         | Communication in Organisations &  
|      |                 | Working in Teams |
| 10   | 12 March        | Leadership & Influence - GROUP REPORTS DUE |
| EXAM | 19 March        | EXAM: Case Study plus 2 out of 5 short essay questions |

More details follow in the Study Schedule below. For timing reasons, we may not be able to cover every activity as listed, and other activities may be inserted. However, the pre-reading activities are essential for everyone to get the most out of the teaching blocks and tutorials.
## OB Schedule - using 3rd edition Page Numbers

**Block Teaching 1**

<table>
<thead>
<tr>
<th>Date</th>
<th>Preparation &amp; Pre-Reading</th>
<th>Main Topics &amp; Activities</th>
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<tbody>
<tr>
<td>Thurs Jan 6th</td>
<td>If you receive this before the first night, please read this Study Guide in its entirety, noting down questions to ask Lecturer in this session</td>
<td><strong>Intro to OB</strong></td>
</tr>
<tr>
<td>6.30-9.30pm</td>
<td>Reading - Text Ch 1 pp 2-27;</td>
<td>• Welcome, Course overview, mutual expectations, questions</td>
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<td>• Presentation &amp; discussion – why study OB?</td>
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<td>• Group work: Workplace changes, workplace challenges</td>
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<td>• Do you Google? p.3+4</td>
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</table>

| Fri Jan 7th   | Read & make notes from Ch. 2 pp 35-                                                       | **Individual Behaviour & Processes**                           |
| 6.30-9.30pm   | Reading & Prepare answers/ideas to tonight’s Case Study: *Pushing Paper* p.68/69         | • Presentation & discussion                                    |
|               | Read & make notes from Ch 5 pp 138-165                                                   | • Case Study: *Pushing Paper* p.68/69                          |
|               |                                                                                           | **Motivation: Concepts & Frameworks**                         |
|               |                                                                                           | • Introductory presentation & discussion – self-motivation & motivating others; demotivation |
Sat. 8th Jan
9am-4.30pm

Read & make notes from Ch’s 6 (pp.172-197) & Ch. 14 & Ch. 9

Please read the requirements for the individual assignment and choose the essay (1,2 or 3) you would like to work on.

Please read the requirements for the group project, and circle 3-4 topics you would like to work on.

Applying Performance Practices, Ch.6
- Team Exercise: Bonus Decision Making Exercise - handout
- Presentation & discussion
- “Get right people on the bus” - Collins
- Case Study: Perfect Pizza p.546-7

Leadership, Ch. 14
- Group exercise: Straw & Tape
- Presentation & discussion: Leadership Styles
- “Level 5 Leadership” - Collins

Foundations of Team Dynamics. Ch.9
- Choice of individual assignment
- Briefing on subject and group project

Other
- Which essay are you doing for the first assignment?
- Formation of project syndicates
- Topic Selection: Group Projects
- One Page Preliminary Plan for Group Assignment – brief headings & ideas only

Weeks 2 – 5: Tutorials – Some Suggestions (your tutor will confirm exact details)

<table>
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<th>Date</th>
<th>Preparation &amp; Pre-Reading</th>
<th>Main Topics &amp; Activities</th>
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<tr>
<td>Week 2 Jan 15</td>
<td>Reading: Ch 1</td>
<td>Introduction to OB Overview of Unit and OB</td>
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<tr>
<td></td>
<td>CASE: ANCOL, p.30-31</td>
<td>• Introductions, overview &amp; mutual expectations</td>
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<td>DISCUSS: Discussion Questions</td>
<td>• Ancol CASE</td>
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<td>• Discussion Questions</td>
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<tr>
<td>Week 3 Jan 22</td>
<td>Reading: Ch 2</td>
<td>Individual Behaviour &amp; Processes</td>
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<td></td>
<td>CASE: BIG APPLE, p.66-68</td>
<td>• Discussion Questions</td>
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<td></td>
<td>DISCUSS: Discussion Questions</td>
<td>• Big Apple Case</td>
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<tr>
<td>Week 4</td>
<td>Reading:</td>
<td>Motivation: Concepts &amp; Frameworks</td>
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<tr>
<td>Jan 29</td>
<td>Ch 5</td>
<td>Leadership</td>
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<td>CASE: BUDDY’S SNACK, p.166-167</td>
<td>• Discussion Questions</td>
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<td>• Buddy’s Snack Case</td>
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<td>DISCUSS: Discussion Questions</td>
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<tr>
<th>Week 5</th>
<th>Reading:</th>
<th>Applying Theories of Motivation</th>
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<tr>
<td>Feb 5</td>
<td>Ch 6</td>
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<td>CASE: REGENCY GRAND, p.198-200</td>
<td>• Discussion Questions</td>
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<td>• Regency Grand Case</td>
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<td>DISCUSS: Discussion Questions</td>
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<td>Date</td>
<td>Preparation &amp; Pre-Reading</td>
<td>Main Topics &amp; Activities</td>
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</table>
| Thurs 12th Feb 6.30-9.30pm | Reading: Re-read your notes of Ch 1 pp 2-17; 24-26 | **Introduction**  
• Welcome back, overview & review of mutual expectations  
• Advice on Group Presentations (for Saturday)  
**Perception & Learning, Ch.3**  
• Presentation & discussion on Ch.3  
• Video Case Studies: Royal Bank of Canada Vignettes -  
• Video - "Black White & Angry".  |
| Fri 13th Feb 6.30-9.30pm | Read & make notes from Ch.3, p.74- | **Emotions, Values and Ethics**  
• Presentation & discussion on Ch.4  
• Discussion: Ethical Dilemmas – p.70-71  
• Case Study – Diana’s Disappointment  
• Video Case - Chrysler & buy American  
**Other**  
• Feedback from individual assignments  
• Some time for Group Work, planning for tomorrow’s presentations.  |
Sat 14th Feb
9am-4.30pm

Read & make notes from Ch’s 7 (Stress) & 10 (Teams) & 11 (Communication)

Cases to read before today:
- “Climbing the Munchinhorn” (handout)
- Bridging 2 Worlds, p.348-350
- Joe Hansen p.227-229

Other:
- Ch 8: p 255/6 Self Assessment: Team Role Preferences Scale
- Prepare your group for its 10 minute group project presentation

Building, Leading and Working in Teams
- Presentation & discussion on Ch 10
- Test for Risky Shift, Small Gp DCM, Team work; Lateral Thinking Puzzles
- Exercise - "Climbing the Munchinhorn"

Communication in Organisations
- Presentation & discussion on Communic’tn
- Exercise: Communication Cards Experiment
- Cross Cultural Communication MCQ Quiz
- Video – Non Verbal Communication
- Case – Bridging 2 Worlds
- “The Hedgehog Concept” - Collins

Stress Management
- Presentation & discussion on Ch.7
- CASE; Joe Hansen
- Time Stress Scale p.230
- Group Projects Presentations (10 mins each) *
- Exam Format, Samples & Preparation Tips
- Good to Great presentation
Tutorials: Weeks 7-10 - some suggestions (your tutor will confirm exact details)

<table>
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<tr>
<th>Date</th>
<th>Preparation &amp; Pre-Reading</th>
<th>Main Topics &amp; Activities</th>
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<tr>
<td><strong>Week 7</strong></td>
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<tr>
<td><strong>Feb 21st</strong></td>
<td><strong>Reading:</strong> Ch 3</td>
<td><strong>Perception &amp; Learning</strong></td>
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<td></td>
<td><strong>CASE:</strong> Nupath Foods, p.104-105</td>
<td>• Welcome, review mutual expectations</td>
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<td><strong>DISCUSS:</strong> Discussion Questions</td>
<td>• Discussion Questions</td>
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<td>• Nupath Foods Case</td>
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<tr>
<td><strong>Week 8</strong></td>
<td><strong>Reading:</strong> Ch 7, Ch 4</td>
<td><strong>Emotions, Values and Ethics</strong></td>
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<tr>
<td><strong>Feb 28th</strong></td>
<td><strong>DISCUSS:</strong> ‘The Big Squeeze on Workers’ article, p.134</td>
<td><strong>Stress Management</strong></td>
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<td>‘Rethinking the Rat Race’ article, p.229</td>
<td>• Discussion Questions</td>
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<td>• Rat Race article</td>
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<td>• Big Squeeze article</td>
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<td>Discussion Questions</td>
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<tr>
<td><strong>Week 9</strong></td>
<td><strong>Reading:</strong> Ch 11</td>
<td><strong>Communication in Organisations</strong></td>
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<tr>
<td><strong>Mar 7th</strong></td>
<td><strong>Exercise:</strong> p 353/4: <em>Active Listening Skills and</em> Team Exercise 11.4 p.351-352</td>
<td>• Exercises</td>
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<td>Global Organisations Ban Email, p.329</td>
<td>• Ban Email! P.329</td>
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<td></td>
<td></td>
<td>• Discussion Questions</td>
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<td></td>
<td>Discussion Questions</td>
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<tr>
<td><strong>Week 10</strong></td>
<td><strong>GROUP PROJECTS (WORTH 30%) are DUE IN AT START OF THIS TUTORIAL</strong></td>
<td><strong>Teams, Teams and more Teams</strong></td>
</tr>
<tr>
<td><strong>Mar 13th</strong></td>
<td><strong>Reading:</strong> Chs 9-10</td>
<td>• Discussion Questions, p.348</td>
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<td><strong>CASE:</strong> Treetop Forest, p.289-290</td>
<td>• Team Player Inventory</td>
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<tr>
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<td><strong>DISCUSS:</strong> Team Player Inventory, p.321</td>
<td>• Treetop Forest Case</td>
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<td>Discussion Questions</td>
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</table>
** 3 Hour Written EXAM. **

- Case Study plus 2/5 short essay questions
- All topics covered in tutorials and lectures

**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 a student shall attend prescribed classes, lectures seminars and tutorials. Students whose attendance at MBA units has been unsatisfactory will not be granted a pass grade. Two or more missed classes without prior permission from the lecturer is classified as unsatisfactory. Students should not expect to obtain approval to miss more than two classes per unit, unless there are exceptional circumstances.

**Assessment**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Research Essay</td>
<td>20%</td>
<td>Sat 5th Feb</td>
</tr>
<tr>
<td>Group Case Analysis Presentation</td>
<td>30%</td>
<td>Sat 12th Feb (pres)</td>
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<tr>
<td>Group Case Analysis Report</td>
<td></td>
<td>Sat 12th Mar (report)</td>
</tr>
<tr>
<td>Participation in Tutorials</td>
<td>10%</td>
<td>During tutorials</td>
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<tr>
<td>Final Examination</td>
<td>40%</td>
<td>Sat 19th Mar</td>
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**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.
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.

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 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 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 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.
Assignment 1 - INDIVIDUAL ASSIGNMENT - 2,000 word essay [20%]

Assignment: Please answer one of the following questions in essay form:

1. “If you start by ‘getting the right people on the bus’, the sort that are self-motivated, then motivation theories pretty much become irrelevant.” To what extent do you agree, or disagree, with this statement, in terms of the Indonesian worker? Explain carefully.

OR

2. What major factors govern the way people behave while at work in Indonesia? Can managers influence (or even control) these behaviours? What limitations are there?

OR

3. What “leadership styles” are most effective in producing results in Indonesian business? Explain your case carefully, using examples where appropriate.

Guidelines

• Your essay should not exceed 2,000 words (excluding tables, figures, annexes and bibliography) and must be submitted before the start of the tutorial in Week 5 (Sat 5th Feb)

• Your essay should be presented in the conventional essay writing style. This includes a clear introduction, a logical development of ideas and a sound conclusion.

• You should refer to relevant, classic and current literature and, wherever possible, use examples from both companies you are familiar with and/or examples cited in course materials.

• Edit your work carefully for errors in grammar, spelling and punctuation and be precise in your choice of words and expression of ideas.

• Use examples to back up your points.

• Be careful not to copy out other peoples' work, ensuring that your sources are acknowledged and your opinions and assertions are supported by references, examples and evidence – this is a KEY academic skill.

• You are expected to use the standard Harvard referencing style used for in-text referencing and bibliography.

• Your mark will be determined by the extent to which you address and answer the question and your marshalling and understanding of the relevant literature(s).

• You must provide a word count (on the Title Page).

Possible Layout

• Title Page (Exact essay title, Your Name/Number, Date, Unit, Lecturer and word count)
• Marking Sheet (see later)
• Executive Summary (paragraph)
• Table of Contents
• Introduction/Background/Terms of Reference (paragraph)
• Main Argument - part I
• Main Argument - part II
• Main Argument - part III
• Conclusions
• Bibliography
• Appendices (if any)

Note: Parts 6-8 should take up the bulk of the word count

**Use of Appendices/Annexures**

Appendices are only required if you feel there is some evidence that needs referring to, but which would break up the flow of the essay if placed within the main body. They will be not included in the word count, however, unless the contents of the Appendices are relevant (and specifically referred to in the main body) they will be ignored. Do not use them as a thin ruse to hide some words therefore!

**Marking Guide**

The essay will be marked out of 100% and converted to give you up to 20% of your grade. See Marking Guide on the next page. **Please fix this to the inside front cover** of your assignment.
Assessment criteria - Assignment One

The essay is marked out of 100% and converted to give you up to 20% of your grade.

Student's Name: ___________________________  Assignment Grade: ___________________________

CONTENT & STRUCTURE (85 %)

Extent to which you effectively address the requirements of the assignment including word count (10 marks)*

Demonstrated knowledge and understanding of relevant OB theories, concepts, models and theory (20)

Demonstrated ability to use OB concepts etc analytically (20)

Integration of OB theory with own thinking and with insight (15)

Demonstrated ability to use the concepts practically (through use of examples, etc) (10)

Internal consistency & logic – ability to present a cogent and well structured paper (10)

PRESENTATION (15 %)

Well set out - margins, paragraphs, headings etc (5)

Acknowledgement of sources (5)

Correct grammar and spelling (5)

TOTAL

[Blank space for total mark]
Assessment 2 - GROUP PROJECT - 4,000-5,000 words [30%]

The Group Project requires you to form yourselves into syndicates of 4 (minimum) to 6 (maximum). Your syndicate should select a topic (from the list at the end of this section); plan and research it; then write a detailed and illuminating analysis on it. Your 4,000 to 5,000 word report should be submitted before the start of the tutorial in Week 10 (Sat 12th March). Before that, to practice group presentation skills, inform others of your Project and to ensure you have had sufficient early planning, your group will present the main ideas of your Project to the class in no more than 10 minutes on Saturday afternoon (12th Feb) during the second teaching block, Week 6. A suitable visual aid (powerpoint) is expected, and the presentation must be well rehearsed, polished and to time.

Whatever topic you choose,
• it must be distinctive (not chosen by any other group) and decided by consensus.
• Your analysis must be presented in academic style, with assertions and argument well supported by research, specific examples from the literature (including on-line) and specific examples from your group members' experience.
• It must be clearly, fully and correctly referenced, and a result of shared effort.
• All sources must be acknowledged. Read the section on Plagiarism in this guide.
• The Harvard referencing style MUST be used for in-text referencing and the bibliography.
  Please use the Library Guide on Citing Your Sources to ensure your referencing is full and correct.

At the end of the BLOCK 1 (Sat Jan 8th Jan) each group will inform me, in writing, of
• your member’s names and email contacts
• your selected topic
• a one page outline of your report plan – brief headings and outline only

10-minute Presentation
During the afternoon of Saturday 12th Feb, your group will have to present the main ideas and findings so far from the Group Project. You may use an overhead projector or powerpoint display if you like, but there should only be 4 or 5 slides. At least 2 people from the group should present, and it must be kept to within 10 minutes, allowing for a couple of questions after that time. This presentation will count towards 15% of the total grade for the whole Group Project (i.e. 4.5% of your total grade). Do not go overboard in preparing this presentation, but please do a professional job (having practised it beforehand to ensure it is timed to within 10 minutes & covers the main issues you Project studies). Marks here will be evenly split between: Timing (not rushed, over time or too short); Holds interest of audience; Professionalism and impact of visual aids used; Other Communication skills used (voice, manner, tone, pace); Overall Impact/Impression.

Project Word Limit
Your final written (typed) report must not exceed 5,000 words (excluding end reference list). You must provide a word count on your title page.

Appendices
The same rules here apply as for the Individual Assignment

Guidelines
Clearly, a lot of work will have to be done in researching the topic you have chosen and in the way you present and format your 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. If you run into major difficulties you should consult me sooner rather than later.

You are not required nor expected to do any fieldwork in organisations but you may do this if you wish. You are expected to access and utilise on-line databases in researching and writing this report.
Presentation of the Analysis
Whilst referring to the relevant academic literature(s), your analysis should be written in a clear, jargon-free and practitioner-friendly form. Generally, you should organise your report as follows:

1. Title Page (Exact Title, Group Names & Numbers, Lecturer, Unit, # words)
2. Executive Summary (One page)
3. Table of Contents
4. Introduction/Background/Terms of Reference (Half Page)
5. Report of Research Findings
6. Discussion/Analysis of Findings
7. Conclusions
8. Recommendations for Best Practice in Management and Leadership
9. Bibliography
10. Appendices (if any)

Referencing - the Harvard referencing style MUST be used for in-text referencing and the bibliography.

Layout
There are no set rules about graphics and layout. These are left to your imagination and creativity (of course you must respect copyright and ensure you reference fully and correctly). If stuck, you can’t go far wrong printing on one side of A4 paper with 1.5 Spacing: this looks professional and is easy to read. Edit your work carefully for errors in grammar, spelling and punctuation and be precise in your choice of words and expression of ideas.

Titles
Your report should be based on one of the following (you may change the title slightly, but please check with your lecturer first):

- Effective leadership in Asian organisations
- Implications of gender differences in leadership – global perspectives in contemporary organisations
- Developing Best Practice in communication and leadership
- The Role of Transformational Leadership in Asian companies as they move into the Twenty-First Century
- Managing and leveraging workforce diversity
- Improving staff motivation and performance – issues and best practice
- Developing and leading teams - comparison of the variety and effectiveness of different approaches
- Super-leadership and effective self leadership: developing ‘leader-full’ organisations
- Developing an emotionally intelligent workforce
- Building and leading effective workplace teams –issues & approaches
- Gender and race issues in the workplace – global best practices and perspectives in contemporary organisations
- Stress - stress management practices and perspectives in contemporary organisations
- The relevance and applicability (or not) of academic perspectives on OB to your jobs/organisations
- Leadership perspectives & practices in regard to values, ethics and leadership
- Leading for high morale, motivation and performance – concepts and controversies
- Personality, performance and leadership – concepts and controversies
- Shaping and changing the behaviour of individuals in the workplace – ethics, leadership and performance
- Leadership of ‘knowledge workers’ – when the capital of business can walk out the door…

Reminder – please pass your one-page plan onto your Lecturer before the end of Teaching Block 1.
Tip - phrasing your title as a question may help to narrow your focus.
Assessment criteria - Assignment Two (Group Report)

+ + DETACH AND APPLY TO THE INSIDE FRONT COVER OF YOUR ASSIGNMENT +

The report is marked out of 100% and converted to give you up to 30% of your grade.

Group Names: ___________________________ Assignment Grade: ___________________________ 

CONTENT & STRUCTURE (75 %)

Introduction of your perspective & outline of the main thrust of your paper (5 marks)

Evidence of knowledge and understanding of relevant OB theory, concepts and models (10 marks)

Analysis and critical discussion of the topic in terms of OB theory, concepts and models (15)

Insight and integration of OB theory, concepts and models with own thinking (10)

Logical development and support of case/argument and sound internal consistency (15)

Conclusion and summing up of your case/argument (10)

Evidence of ability to use the concepts practically through the provision of well supported, practical recommendations (10)

PRESENTATION (25 %)

Week 6 Presentation to class:
Quality and preparedness shown in Presentation (15)

Written Group Assignment:
Fluent, succinct piece of writing; grammar, spelling (5)
Correct citation of references & sources (5)

TOTAL

Assessment 3 - TUTORIAL PARTICIPATION [10%]
Part of your final grade is allocated for tutorial participation. As a post-graduate, your contribution to class discussions and activities forms an essential part of the course. This course requires your active participation in, and learning from, tutorial discussions and group work.

Regular attendance and displaying an active interest in class discussions and group work form the lowest acceptable level of participation. Active participation in group-work and class discussions is required for a mark above 5/10. The participation mark recognises the contributions you make in class. In evaluating your participation, your tutor shall keep in mind the extent to which you satisfy the following criteria:

- Preparation for tutorial (evidence that reading and pre-work have been completed)
- Relevance of your contributions to the topic and the class/group discussion
- Demonstration of insight and a sense of informed analysis (rather than personal bias or ‘axe-grinding’) in your contributions
- Value adding nature or significance of your contributions to the class/group discussions
- Inclusive tone and manner to your contributions rather than dogmatic, combative or exclusive style

The quantity of talking is relatively less important than the quality of contributions, so you should not feel under pressure to make constant contributions. At the same time, you need to contribute at a level that allows the lecturer to judge the quality of your participation in the classes and in the group work exercises over the period of the semester rather than in a single or occasional patch.

Guide for Marking
It is expected that turning up 80%+ of the time, contributing when appropriate, will score you 5 or 6 out of 10. Improved attendance (90-100%) and contributions will score 7 or 8 (it is expected that the majority of students will aim for and score 7 or 8); and truly exceptional and consistent participations will score in the range 9 or 10 out of 10. Attendance of less than 80% and/or poor/few contributions will score between 0 and 4 out of 10.

EXAMINATION [40%] - Sat 19th March

The exam will be three hours duration (plus 10 minutes reading time) and you will be be allowed to take into the exam some written material and your textbook. You are limited to a ‘few’ (handful) of sheets of paper (notes), and your course textbook only.

It will consist of a Case Study (40marks) and 2 short essay answers (20 marks each) from a choice of 5 questions. The exam will cover all topics covered in Block Teaching, Tutorials and Assigned Reading. You must pass the examination to pass this subject.

The exam is marked out of 80, then converted to a mark out of 40 which will make up 40% of your grade for this unit.

More details (including a sample exam) will be given to you at the end of Teaching Block 2.

Submission of assignments
Assignments should be submitted in at the tutorial on the due date; a standard cover sheet should be used.

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.

It is the intention that the marked assignments will be returned within two weeks of submission.
**Appeals against assessment marks**

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 10 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.

**Acknowledgments 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.

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.

It is GSM policy that no student will profit from plagiarism. Generally, a mark of ‘Fail’ will be recorded for the assignment in which this has occurred, regardless of its other merits or qualities. Serious cases shall be referred to the University’s Board of Discipline. All students should note that cases of copying are automatically reported to the Sub-Dean and documentary evidence along with associated correspondence is placed on the student’s permanent record.

**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 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 from the How to Use EndNote page http://www.library.uwa.edu.au/guides/endnote/ which provides more comprehensive information.

**Additional resources and reading material**

- Collins, J. (2001) *Good to Great: Why Some Companies Make the Leap . . . and Others Don’t*, New York: HarperBusiness, 2001. 320 pages, 9 chapters. Based on a five-year research project, Good to Great answers the question: “Can a good company become a great company, and, if so, how?” True to the rigorous research methodology and invigorating teaching style of Jim Collins, Good to Great teaches how even the dowdiest of companies can make the leap to outperform market leaders the likes of Coca-Cola, Intel, General Electric, and Merck. **If you are to read ONE extra book on your MBA course, this would be it – it is purely an inspirational read and will challenge much what you hear and read about!**

- Collins, J. (1994) *Built to Last: Successful Habits of Visionary Companies*, New York: HarperBusiness, 1994 (with Jerry I. Porras). 321 pages, 10 chapters. Built to Last presents the results of a six-year research project into what makes enduring great companies. It has spent nearly five years on the Business Week bestseller list, had over 70 printings, and has been translated into 16 languages.

- Semler, R. (1993) *Maverick: The Success Story Behind the World’s Most Unusual Company*, London: Century (this is not, strictly speaking, an OB book but shows how OB principles can be applied in ‘the real world’). Don’t make the mistake of glossing over it and missing the checks and balances built into Semler’s approach!

**Journals**

There are many OB related journals held in the local Business Library and on the Web. You should take time to scan through these for the most up to date research and information on topics relating to OB. The list below covers most of the journals that are of relevance to this course:

Web Sites

You should make yourself familiar with on-line databases such as *Business Periodical on Disc* and *ABI Inform*. *ABI* now indexes approximately 1,000 journals from around the world. These sites can now be searched using the *Ovidweb* interface. There is also an inter-library loan service that can be found via *Cygnet Online*. Many organisations now have web-sites although most of these are for PR purposes only. Please note that whilst web-sites have their uses, they are no substitute for focused reading of texts and journals.

You should be aware that you have access to University of Western Australia's central library online. This is an invaluable resource. To gain access, go the GSM web site:

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www.gsm.uwa.edu.au
  ➔ current students
  ➔ jakarta
  ➔ mba
  ➔ Library.
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Use the bar code on your student card to login.