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.
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<table>
<thead>
<tr>
<th>Lecturer</th>
<th>Charlie Gunningham</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email:</td>
<td><a href="mailto:charlie@openaccess.com.au">charlie@openaccess.com.au</a></td>
</tr>
</tbody>
</table>

Your lecturer

Charlie has 18 years' management teaching & business experience in the UK, Singapore, China, Indonesia and Australia. Charlie holds an MBA (Advanced) from UWA, and BA (Hons) degrees in Economics and Postgraduate Teaching degrees from UK.

On the MBA programme, he 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, made the BRW Upstarts List in 2005. In 2003, Charlie was awarded a Business News "40 under 40" award. In 2004, aussiehome.com licensed its technology in Jakarta to create iproperti.com.

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

Charlie is the 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.
UNIT DESCRIPTION

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 unit description

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.
The goal 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).

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.

Prerequisites

None

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, 4 Feb
3. Mid Term Test 
Teaching Blk 2 – wk 6, 10 Feb
4. Group Project Presentations 
Teaching Blk 2 – wk 6, 11 Feb
5. Group Project Reports deadline 
Tutorial – week 10, 11 Mar
6. Final Examination: 
Sat 18th 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 AND LEARNING RESPONSIBILITIES

Teaching and learning strategies

We learn from each other, so please be prepared for the classes and contribute to them in a positive manner. Treat your lecturer as a “facilitator” of learning rather than a “fount of all wisdom”!

Your study of OB may 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 (rather than your tutor).

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

All MBA units at the Graduate School of Management are evaluated and the feedback from students is taken into account when the unit is updated. You are encouraged to provide clear and serious feedback on every unit you take.

This OB unit has been developed over 5 years, and this is the 6th time it is being presented by me to a Jakarta MBA class. Every year, the unit is updated and improved, often based on previous students’ feedback. Therefore, you are most welcome to provide feedback on the unit at anytime to your lecturer.
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.

As we will learn in this unit, “you get what you reward”, so in designing the unit a deliberate attempt has been made to reward:
  o your reading of the main and supporting literature,
  o your positive contributions to lectures and tutorials,
  o how well you work on your own as well as how well you work in a group context to produce a presentation and final report,
  o how well you can research an area of OB and then deliver a fluent piece of written argument
  o and the ability to analyse an unseen case study under time constraints (final examination).

Assessment details

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Individual Research Essay</td>
<td>20%</td>
<td>Sat 4th Feb</td>
</tr>
<tr>
<td>2. Mid Term Test</td>
<td>15%</td>
<td>Fri 10th Feb</td>
</tr>
<tr>
<td>3. Group Project Presentation</td>
<td>30%</td>
<td>Sat 11th Feb (pres)</td>
</tr>
<tr>
<td>and Group Project Report</td>
<td></td>
<td>Sat 11th Mar (report)</td>
</tr>
<tr>
<td>4. Participation in Tutorials &amp; Lectures</td>
<td>15%</td>
<td>Continuous</td>
</tr>
<tr>
<td>5. Final Examination</td>
<td>20%</td>
<td>Sat 18th Mar</td>
</tr>
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</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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD (Higher Distinction)</td>
<td>80-100%</td>
</tr>
<tr>
<td>D (Distinction)</td>
<td>70-79%</td>
</tr>
<tr>
<td>CR (Credit Pass)</td>
<td>60-69%</td>
</tr>
<tr>
<td>P (Pass)</td>
<td>50-59%</td>
</tr>
<tr>
<td>N+ (Fail)</td>
<td>45-49%</td>
</tr>
<tr>
<td>N (Fail)</td>
<td>0-44%</td>
</tr>
</tbody>
</table>

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 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 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.
Assessment components

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

Assignment: Please answer ONE of the following questions in research essay form:

1. Jim Collins (2001, *Good to Great*) argues that if you start by ‘getting the right people on the bus’, the sort that are self-motivated, then motivation of staff by management becomes irrelevant. To what extent do you agree, or disagree, with this viewpoint, in terms of the Indonesian employee? 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? Is effective Indonesian leadership unique in South East Asia? 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 4th 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

1. Title Page (Exact essay title, Your Name/Number, Date, Unit, Lecturer and word count)
2. Marking Sheet (see later)
3. Executive Summary (paragraph)
4. Table of Contents
5. Introduction/Background/Terms of Reference (paragraph)
6. Main Argument - part I
7. Main Argument - part II
8. Main Argument - part III
9. Conclusions
10. Bibliography
11. 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.

**Tips:** Most marks are lost when answers do not stick closely to the questions asked and drift off. Make sure you read the questions carefully and answer it closely. Do not spend too long defining terms, but get right into the answer. Try not to regurgitate theory, but rather, apply it to the question. Also, make sure your referencing is full and accurate. Always have someone else read your final version of your essay, for fluency, grammar and spelling. Make sure you do not leave it too late to check through the essay.
Assessment criteria - Assignment One

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

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


Assessment 2 - Mid Term Test [15%]

To reduce emphasis on one final exam, the compulsory examination section for this core subject is split into two sections: a mid term test taken during class time on Friday 10th Feb, and a 2 hour (+10 mins reading time) case study under exam conditions on 18th March.

The mid term will test the comprehension of the main theories and concepts presented in the following chapters of the core text (McShane & Glinow, 2005)

- Ch. 1 - Intro to OB
- Ch. 2 – Individual behaviour
- Ch. 3 – Perception & Learning
- Ch. 5 - Motivation Concepts and Frameworks
- Ch. 6 - Applying Theories of Motivation
- Ch. 9 - Foundations of Teams
- Ch. 14 – Leadership

The test will be in both short answer and multiple-choice format, and will last one hour. It will test the fact that you have read and understood these main chapters of the core text.

**Tips:** As you read the chapters, make brief notes and keep these to revise from. Re-reading these notes at regular intervals will help cement the knowledge and make it easier for you to do well on this mid term test. Test yourself using the online centre that accompanies textbook, and get other people to test you on your knowledge of the chapters.

Assessment 3 - 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 11th March).

Before that, to practice group presentation skills, inform others of your Project and to ensure you have made 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 (11th 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 (Sun 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 latter part of the afternoon of **Saturday 11th 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 25% of the total score for the whole Group Project (i.e. 7.5% of your total unit mark). 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 of your project).

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. However, you are expected to access and utilise on-line databases and journals 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 - GROUP PROJECT TOPICS**

Your report should be based on one of the following (you may change the title slightly, but please check with your lecturer first). For each title, you may choose to concentrate on Indonesian organizations, or organizations in Asia (or South-East Asia) generally. Please amend the title appropriately*.

**A.** What is “Effective Leadership” in an Asian/Indonesian* context?

**B.** What are the implications of gender differences in leadership in a modern Asian/Indonesian* organisation?

**C.** How can a company in Indonesia (or South East Asia)* develop best practice in communication and leadership?

**D.** What is the Role of Transformational Leadership in Asian/Indonesian* companies in the Twenty-First Century?

**E.** How can an Asian/Indonesian* organization manage and leverage workforce diversity?

**F.** What are the issues and best practice involved in improving staff motivation and performance in Indonesia (or South-East Asia)*?

**G.** What issues and approaches are relevant in building and leading effective workplace teams in Indonesia (our South-East Asia)*?

**H.** How can an Asian/Indonesian* organisation develop ‘leader-full’ organizations?

**I.** How can an Asian/Indonesian* organisation develop an emotionally intelligent workforce?

**J.** What are the most effective stress management practices and perspectives in contemporary Asian/Indonesian* organizations?

**K.** In Asia/Indonesia*, can a leader determine the values, ethics and responsibilities of their own organization?

**L.** How do personality, performance and leadership interact in the modern organization in Indonesia/Asia*?

**M.** How can a manager/leader shape and change the behaviour of individuals in the workplace with regards to motivation and performance in Indonesia/Asia*?

**N.** How can you best manage and lead ‘knowledge workers’ in Indonesia/Asia* (when the capital of business can walk out the door)?

**O.** What is the relevance and applicability (or not) of OB academic perspectives to your jobs/organizations in Indonesia/Asia*?

**Reminder** – please pass your one-page plan onto your Lecturer before the end of Teaching Block 1.

**Tips** – keeping the title as a question helps to narrow your focus. Contribute to a smooth running of your group by doing your bit diligently. Make sure you have researched your areas, written up the drafts on time and attend all meetings. Listen to other people’s views, and help the group ‘gel’ as a unit, towards a common goal.
Assessment criteria - Assignment Three (Group Project)

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 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 4 - CLASSROOM PARTICIPATION  [15%]

Part of your final grade is allocated for classroom 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 & classroom discussions.

Regular attendance and displaying an active interest in class discussions form the lowest acceptable level of participation. Active participation in 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 lecturer & tutor will keep in mind the extent to which you satisfy the following criteria:

• Preparation for tutorial & teaching sessions (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 continual and 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
  o 0 to 4: attendance of less than 80% and/or poor/few positive contributions
  o 5 or 6 : turn up 80%+ of the time, contribute when appropriate, evidence of reading and forethought
  o 7 or 8 : improved attendance (90-100%) and contributions (it is expected that the majority of students will aim for and score 7 or 8), well read, positive contributions, adding to debate with sensitivity, valuable
  o 9 or 10: truly exceptional and consistent participations throughout the course; always well read, sensitive discussions, interesting and valid points are made, genuinely adding value to the classroom discussions

Tips - Prepare for the class discussions and make notes on the case studies and chapters to be discussed. Contribute to the discussions whenever you have a valid point to make, question to ask or some to add. Do not feel you have to be continually talking, but rather, where you have something to add, please feel free to raise your hand. Pick up on the social cues the facilitator gives when they are asking for contributions, or when it is time to bring discussion to a close and move on.
FINAL EXAMINATION  [20%] - Sat 18th March

The exam will be TWO hours duration (plus 10 minutes reading time) and you will 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) with a variety of questions to respond to relating to the case concerned.

The case will centre on a fictional company based in Indonesia that has a range of OB and management issues. Such relevant issues could be from any topics covered in Block Teaching, Tutorials and Assigned Readings. Under pressure of time (2 hours maximum), it will be your task to apply the relevant theories and practices to the case concerned, as if you were a management consultant sent to deal with those issues.

Together with the mid term test (Assessment 2), this case study exam will contribute 35% of your final grade. You must pass the combined examinations to pass this subject.

More details (including a sample exam) will be given to you at the end of Teaching Block 2. We will also be analysing various cases in class during both teaching blocks and most tutorial sessions.

**Tips** - **You will be prompted to answer various questions relating to the case, but you should also think broader about the case. Read the case a couple of times (the first time to get the main story and the second time to gauge the issues you see in the case. Read the questions through and then read the case again, picking out the areas where the questions seem to be answered or are relevant. Plan your answers and re-read them through when you have completed them, making sure you have answered the question asked.**

**Submission of assignments**

Assignments should be submitted in class or tutorial 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 Untar reception.

It is the intention that the marked assignments will be 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, 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 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 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 http://www.library.uwa.edu.au/guides/endnote/quick_endnote.pdf

This is linked to from the how to Use End Note 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

TEXTBOOKS AND RESOURCES

Textbook(s)

Organisational Behaviour: emerging realities for the workplace revolution
(3rd International Edition)

An accompanying web site, with useful resources for students can be found at: www.mhhe.com/mcshane3e

Additional resources and reading material

Excellent books on management and OB issues: practical, grounded in research and very readable. These are not core OB texts for this unit, but if you can get your hands on one, then you are encouraged to dip into them.

- Forster, N. (2005) Maximum Performance – a practical guide to leading and managing people at work, Elgar, 2005. 12 chapters. Based on twelve years involvement with more two thousand MBAs, managers and professionals, Maximum Performance is a comprehensive analysis of leading and managing people set against a backdrop of accelerating organizational, business and technological change. Newly published by GSM’s own Prof Nick Forster, this book has become a popular text for MBA students in just its first year of publication.

- 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.

Journals

There are many OB related journals. 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

www.gsm.uwa.edu.au
   ➔ current students
   ➔ jakarta
     ➔ mba
     ➔ Library.

   Use the bar code on your student card to login.
## 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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<tbody>
<tr>
<td>6 January 6.30pm – 9.30pm</td>
<td>9 February 6.30pm – 9.30pm</td>
<td>Saturday 8.00am – 9.30am</td>
<td>Saturday 18th March 2006</td>
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<tr>
<td>7 January 9am – 4pm</td>
<td>10 February 6.30pm – 9.30pm</td>
<td>14 Jan, 21 Jan, 28 Jan, 4 Feb, 18 Feb, 25 Feb, 4 Mar, 11 Mar,</td>
<td>9.00am – 11am</td>
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<tr>
<td>8 January 9.00am – 12noon</td>
<td>11 February 9.00am – 4pm</td>
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## Topics – by week

<table>
<thead>
<tr>
<th>Week</th>
<th>Week Commencing</th>
<th>Topics</th>
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</table>
| 1    | 6-8 January    | Intro to OB  
FIRST TEACHING BLOCK  
Individual behaviour  
Motivation Concepts and Frameworks  
Applying Theories of Motivation  
Leadership  
Building and working in teams |
| 2    | 14 January     | Individual behaviour |
| 3    | 21 January     | Motivation Concepts and Frameworks |
| 4    | 28 January     | Applying Theories of Motivation |
| 5    | 4 February     | Leadership - FIRST ASSIGNMENT DUE |
| 6    | 9-11 Feb       | Perception and Personality  
SECOND TEACHING BLOCK  
Emotions, Values and Ethics – MID TERM TEST  
Building, Leading and Working in Teams  
Communication in Organisations  
Leadership, Power & Influence  
Stress Management - GROUP PRESENTATIONS DUE |
| 7    | 18 Feb         | Emotions, Values and Ethics |
| 8    | 25 Feb         | Stress Management |
| 9    | 4 March        | Communication in Organisations &  
Working in Teams |
| 10   | 11 March       | Leadership & Influence - GROUP PROJECTS DUE |
| EXAM | 18 March, 9-11am| EXAM: Case Study |
OB Schedule – using 3rd edition Page Numbers

**Please Note:** 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.

### Block Teaching 1

<table>
<thead>
<tr>
<th>Date</th>
<th>Preparation &amp; Pre-Reading</th>
<th>Main Topics &amp; Activities</th>
</tr>
</thead>
</table>
| Fri Jan 6th 6.30-9.30pm | 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. Reading - Text Ch 1 pp 2-27; | Introduction to OB Intro to OB  
- Welcome, Course overview, mutual expectations, questions  
- Presentation & discussion – why study OB?  
- Group work: Workplace changes, workplace challenges  
- Do you Google? p.3+4 |
| Sat Jan 7th 9am-12pm | Read & make notes from Ch. 2 pp35-68. Reading & Prepare answers/ideas to tonight’s Case Study: Pushing Paper p.68/69. Read & make notes from Ch 5 pp 138-165. | Individual Behaviour & Processes  
- Presentation & discussion  
- Video: “Rebel Billionaire”  
- Case Study: Pushing Paper p.68/9  
Motivation: Concepts & Frameworks  
- Introductory presentation & discussion – self-motivation & motivating others; demotivation |
| Sat Jan 7th 1-4pm | Read & make notes from Ch 6 (pp.172-197)  
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 |
| Sun Jan 8th 9am-12pm | Read & make notes from Chs 14 & 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.  
Leadership, Ch. 14  
- Presentation & discussion: Leadership Styles  
- "Level 5 Leadership” – Collins  
- Video – “Iron Butterflies”  
Foundations of Team Dynamics, Ch.9  
- Video – “Outdoor Games”  
- What makes a team?  
- Team Group exercise: Straw & Tape  
Other  
- Choice of individual assignment  
- Briefing on subject and group project  
- 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>
<thead>
<tr>
<th>Date</th>
<th>Preparation &amp; Pre-Reading</th>
<th>Main Topics &amp; Activities</th>
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</table>
| Week 2 Jan 14 | Reading: Ch 1             | **Introduction to OB**  
  *Overview of Unit and OB*  
  - Introductions, overview & mutual expectations  
  - Ancol CASE  
  - Discussion Questions |
|            | CASE: ANCOL, p.30-31      |                                                                                          |
|            | DISCUSS: Discussion Questions |                                                                                          |
| Week 3 Jan 21 | Reading: Ch 2             | **Individual Behaviour & Processes**  
  - Discussion Questions  
  - Big Apple Case |
|            | CASE: BIG APPLE, p.66-68  |                                                                                          |
|            | DISCUSS: Discussion Questions |                                                                                          |
| Week 4 Jan 28 | Reading: Ch 5             | **Motivation: Concepts & Frameworks**  
  *Leadership*  
  - Discussion Questions  
  - Buddy’s Snack Case |
|            | CASE: BUDDY’S SNACK, p.166-167 |                                                                                          |
|            | DISCUSS: Discussion Questions |                                                                                          |
| Week 5 Feb 4 | **INDIVIDUAL ASSIGNMENT (worth 20%) DUE IN AT START OF THIS TUTORIAL** | **Applying Theories of Motivation**  
  - Discussion Questions  
  - Regency Grand Case |
|            | Reading: Ch 6             |                                                                                          |
|            | CASE: REGENCY GRAND, p.198-200 |                                                                                          |
|            | DISCUSS: Discussion Questions |                                                                                          |
### Block Teaching 2

<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>Thurs 9th Feb</td>
<td>Reading: Re-read your notes of Ch 1 pp 2-17; 24-26</td>
<td><strong>Introduction</strong>&lt;br&gt;• Welcome back, overview &amp; review of mutual expectations&lt;br&gt;• Advice on Group Presentations (for Saturday)**</td>
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<td>Read &amp; make notes from Ch.3, p.74-</td>
<td><strong>Perception &amp; Learning, Ch.3</strong>&lt;br&gt;• Presentation &amp; discussion on Ch.3&lt;br&gt;• Video Case Studies: Royal Bank of Canada Vignettes -</td>
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<tr>
<td>Date</td>
<td>Preparation &amp; Pre-Reading</td>
<td>Main Topics &amp; Activities</td>
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<td>Week 7</td>
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<td><strong>Perception &amp; Learning</strong></td>
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<td>Feb 18th</td>
<td>Reading: Ch 3</td>
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<td>CASE: Nupath Foods, p.104-105</td>
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<td>DISCUSS: Discussion Questions</td>
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<tr>
<td>Week 8</td>
<td>Reading: Ch 7 Ch 4</td>
<td><strong>Emotions, Values and Ethics</strong></td>
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<td>Feb 25th</td>
<td>DISCUSS: ‘The Big Squeeze on Workers’ article, p.134</td>
<td>Stress Management</td>
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<td>‘Rethinking the Rat Race’ article, p.229</td>
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<td>Discussion Questions</td>
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<td>Week 9</td>
<td>Reading: Ch 11</td>
<td><strong>Communication in Organisations</strong></td>
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<tr>
<td>Mar 4th</td>
<td>Exercise: p 353/4: Active Listening Skills</td>
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<td></td>
<td>and Team Exercise 11.4 p.351-352</td>
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<td>Global Organisations Ban Email, p.329</td>
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<td></td>
<td>Discussion Questions</td>
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<tr>
<td>Week 10</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>
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<tr>
<td>Mar 11th</td>
<td>Reading: Chs 9-10</td>
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<td></td>
<td>CASE: Treetop Forest, p.289-290</td>
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<td></td>
<td>DISCUSS: Team Player Inventory, p.321</td>
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<td>Discussion Questions</td>
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<td>Week 11</td>
<td><strong>2 Hour written FINAL EXAM.</strong></td>
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<td>Mar 30th</td>
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<td><strong>Case Study with questions</strong></td>
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<td><strong>All topics covered in tutorials and lectures</strong></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 of Lectures

The Graduate School & Untar 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.