Master of Business Administration

Unit Outline

MGMT8501
Organisational Behaviour

Singapore
Quarter 1 2006

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; and interpersonal and group communication.
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Contents

UNIT DESCRIPTION

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

TEACHING AND LEARNING RESPONSIBILITIES

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

ASSESSMENT MECHANISM

Purpose of Assessment
Assessment Details Summary
Standard of Assessment
Assessment Components & Attendance
Submission of Assignments
Ethical Scholarship, Academic Literacy and Academic Misconduct
Acknowledgements and Plagiarism
Referencing
Appeals Against Academic Assessment

TEXTBOOK(S) AND RESOURCES

Unit Website
Recommended/Required Text(s)
Software Requirements
Additional Resources and Reading Material
Databases

UNIT STRUCTURE

Class Schedule, Required Reading & Preparation
Required Reading List (additional to text)
Contact details

<table>
<thead>
<tr>
<th>Unit Web Site URL</th>
<th><a href="http://webct.uwa.edu.au">http://webct.uwa.edu.au</a></th>
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</thead>
<tbody>
<tr>
<td>Lecturer</td>
<td>Ms Gail M. Broady</td>
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<tr>
<td></td>
<td></td>
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<tr>
<td>Email:</td>
<td>Via webCT</td>
</tr>
<tr>
<td>Phone:</td>
<td>+618 9444 4151</td>
</tr>
<tr>
<td>Fax:</td>
<td>+618 9444 4151</td>
</tr>
<tr>
<td>Consultation Hours:</td>
<td>Mondays and Fridays 9:00 – 4:00</td>
</tr>
<tr>
<td>Tutor:</td>
<td>Mr P.J Roberts</td>
</tr>
</tbody>
</table>

Your lecturer

Gail Broady

- Masters in Management Research (UWA-GSM 2004)
- Diploma Training & Assessment Systems (NBI 2001)
- BSc (UNSW)
- Transactional Analyst (ITAA Certified)
- Certified Practitioner Australian Human Research Institute
- Certificate III Investigations
- Accredited: MBTI (Steps I & II), FiroB and Leaderskills 360Facilitated

Gail graduated and worked as a medical microbiologist before moving first into health education, then retraining and working as a counsellor and psychotherapist. The professional training component of this work gradually increased along with demand for Gail’s skills to be applied in organisational settings. With a rich life experience and a background in science, personal development and counselling, leadership & management development, human resource management, community consultation and adventure learning, Gail brings a wealth of experience to her work with groups.

Since 1992, Gail has lectured, and lectures for the UWA-GSM in Perth, Singapore, Shanghai and Manila for the Subjects she has taught include Organisation Behaviour and Leadership, Management of Organisations, Human Resource Management, Social Ethical and Environmental Issues in Business and Leadership. Gail was the GSM Academic Team Leader for the Singapore Armed Forces Training Institute, TriServices Course and has written and lectured for the School of International and Community Studies, Edith Cowan University, in Counselling Skills, Psychology of Women and Women & Work. Gail has also lectured online and face-to-face Executive MBA courses in Managing People and Organisations; Managerial Skills; Redesigning the Organisation; Approaches to Change; Change Skills and Managing Change.

Gail is involved in coaching, consulting and development programs nationally and internationally. She has worked with literally thousands of managers and supervisors of almost every nationality and her client list includes local, national and global organisations across diverse industries including maritime, mining, manufacturing, health, hospitality, defence, government, education and agriculture. In addition, Gail undertakes forensic HR investigations and inquiries, and is an accredited provider of nationally recognised training and assessment in Frontline Management.

Gail has also written, produced and co-directed training videos and interactive management development CDs (Power! Conversations with a Purpose and Managing Performance). Her article On Merit Alone (Australian HR Monthly, August 2001) challenges the ethics, equity and blind application of the merit principle in selection and appraisal. She has recently undertaken research on Workplace Bullying and is currently writing an article on the Perils of Punishment!
UNIT DESCRIPTION

Introduction

Organisational Behaviour (OB) draws on theories and concepts from disciplines including psychology, sociology, political science and anthropology to predict, explain and respond to situations faced by managers and leaders in their daily work lives.

OB links in closely with other management subjects such as Human Resource Management, International Management, Management of Organisations, Leadership Effectiveness, and Social, Ethical and Environment Issues in Business.

Is it relevant?

We have moved from the Industrial Era into the Knowledge Era – a shift with profound implications for managers and leaders, since most of our models for management have their roots in the Industrial Era.

In that Era, the capital of business was land/property and machinery; barriers to entry were high (you needed land and a factory & machinery to start up); you had plenty of time to adjust to new competition (you could see them coming as they built up the assets necessary to compete); there were long periods of stability & predictability, punctuated by occasional turbulence; and you could coerce compliance from relatively uneducated employees by various means including standing over them, yelling at them, threatening – even bullying them! And if none of that worked, you could always replace one set of hands with another, because the majority of jobs were unskilled.

In the age of knowledge, the capital of business – knowledge – largely exists and resides in the heads of employees. These employees, although they may not legally ‘own’ this knowledge, control it – they walk out the door with it each day, make their own decisions whether or not to bring it back next workday, decide whether to retain it, develop it, apply it to your business problems & objectives (or your competitors!) or decide to develop their own businesses in competition to yours! Barriers to entry are small – a computer, modem and phone line might be all that’s needed to start up a multimillion-dollar global enterprise. The majority of jobs require skilled labour and the management methods of the industrial era just don’t work when applied to knowledge workers. If you doubt this statement, try standing over an employee, yelling Think! Create! Create faster! and watch the results.

Add to this the constant, discontinuous change and a current climate of global uncertainty, increasing competition and diversity, shifting social values, rapid technological change, simultaneous increases in regulation and deregulation, plus concerns about the work-life balance, governance and sustainability, and you can understand that it might be wise to review how best to manage and lead people within organisations.

What do we study in this subject?

Since an individual’s behaviour is jointly caused by personal characteristics and the settings in which they work, we will be looking at behaviour from the individual, group and organisational levels. Primarily, we will focus on individual and group behaviour in organisations.

While there is a strong international flavour to the course, cross-cultural aspects of management are covered in greater depth in courses like Managing Organisations, International Human Resource Management and International Management. Where there is overlap in these areas, our focus is on the individual and group level rather than the organisational level of analysis.

I welcome your feedback on course content, relevance and presentation and I hope that you will find the course stimulating and enjoyable.

Gail Broady
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, and interpersonal and group communication.

The goal of the unit

Most of us progress or are promoted into management roles because of our technical competence and work ethic. In making the transition from being technical professionals to professional managers, we are confronted with the challenge of moving from achieving results through our own, hands-on efforts, to achieving results through people. How well we manage this transition may be one of the most challenging and important determinants of our career or business success in the 21st century knowledge economy.

While a whole new set of skills, mind-sets and insights is required to successfully manage this transition, it’s unlikely that our technical and professional education and training equipped or prepared us for it. Similarly, while our experience may have led us to develop and use personal or traditional methods and theories to motivate, lead and get the best from people, it’s unlikely that our traditional models are suited for the 21st century or that our personal models have been informed or tested by systematic research.

The goal of this unit then, is to equip and prepare you to achieve results through people by providing you with tested frameworks for understanding, predicting and shaping the behaviour of individuals and groups in organizations.

Learning outcomes

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

1. **Demonstrate knowledge and understanding** of a range of Organisational Behaviour concepts and theories relevant to the challenge of achieving results through individuals and groups in organisations in the complex global environment of the 21st century

2. **Demonstrate skill in** applying these concepts and theories, systematically and objectively, to root cause analysis of individual behaviour and performance and team effectiveness.

3. **Demonstrate strategy and skill** in turning these concepts and theories into ethical and effective actions and interventions that make a difference to individual behaviour and performance and team effectiveness.
Prerequisites

Internet access will be required as class resources and assessment submission will be through UWA-WebCT.

Key dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>5 January 2006</td>
<td>Preparation and reading completed for the First Block Teaching session</td>
</tr>
<tr>
<td>5 - 8* January 2006</td>
<td>First Block Teaching session</td>
</tr>
<tr>
<td>16 February 2006</td>
<td>Preparation and reading completed for the Second Block Teaching session</td>
</tr>
<tr>
<td>16-19* February 2006</td>
<td>Preparation and reading completed for the Second Block Teaching session</td>
</tr>
<tr>
<td>18 March 2006</td>
<td>Exam</td>
</tr>
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</table>

* Note that the end-date for each Block Teaching Session assumes TWO streams – if only ONE stream runs, the sessions will be 5-7 January and 16-18 February respectively.
TEACHING AND LEARNING RESPONSIBILITIES

Teaching and learning strategies

Block teaching sessions will involve a mixture of learning activities including interactive lecture, structured discussion, case study and presentation, experiential learning activities, games and simulations.

Tutorials will be activity based – not lecture based. In tutorials you will be engaged in discussion of Assigned Readings (including end-of-chapter questions) cases and experiential exercises.

You are expected to prepare for, attend and participate actively in Block Teaching Sessions and Tutorials; to make a weekly posting to webCT and to complete all assessments.

Preparation involves completion of:

- assigned reading from text and/or readings
- preparation of case notes for assigned Cases
- completion of assigned exercises

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’.

Each Block Teaching Session is equivalent to 6 classes.

Students should not expect to obtain approval to miss more than two classes per unit, unless there are exceptional and unpredictable personal circumstances.

Please note that pressure of work is not considered exceptional.

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 GSM units of study are periodically evaluated and the feedback from students taken into account when the unit is updated.

Past feedback has led to inclusion of an Additional Package of Course Readings, changes in Assessment weighting and content, the move to Open Book examination, and the use of webCT to provide a ‘between blocks’ forum for lecturer-class interaction.
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. Feedback should be used to improve both your academic and business practice.

Assessments have been designed to help you develop and evaluate your progress and achievement against the three key learning objectives of this subject. In other words, they provide you with opportunity to demonstrate and receive feedback on:

1. **Your knowledge and understanding** of a range of Organisational Behaviour concepts and theories relevant to the challenge of achieving results through individuals and groups in organisations in the complex global environment of the 21st century

2. **Your skill in** applying these concepts and theories, systematically and objectively, to root cause analysis of individual behaviour and performance and team effectiveness.

3. **Your strategy and skill** in turning these concepts and theories into ethical and effective actions and interventions that make a difference to individual behaviour and performance and team effectiveness.

In addition, since

- business success in a dynamic environment is contingent upon organisational learning rather than individual learning, and since
- knowing and understanding are of little use if you are unable to communicate persuasively,

OB assessments provide you with opportunities to demonstrate and receive feedback on two other important competencies:

4. **Your ability to work with your class colleagues to** integrate diverse views with course material contribute to organisational (class) learning

5. **Construct and communicate a logical and persuasive argument or case** in support of your assertions and conclusions.
## Assessment details

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight and Breakdown</th>
<th>Due date</th>
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</thead>
<tbody>
<tr>
<td>2x 1000 Word Experiential Learning Reviews (XLRs)</td>
<td>30%</td>
<td>Electronic submission through webCT. DUE: 2400H Sunday 29 January 2006</td>
</tr>
<tr>
<td></td>
<td></td>
<td>XLR 1: 15%</td>
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<tr>
<td></td>
<td></td>
<td>Electronic submission through webCT DUE: 2400H Sunday 5th March 2006</td>
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<tr>
<td></td>
<td></td>
<td>XLR 2: 15%</td>
</tr>
<tr>
<td>Group Case Study Presentation</td>
<td>25%</td>
<td>Group: In class 16 February, in the First Session of the Second Teaching Block</td>
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<tr>
<td>Preparation and Participation</td>
<td>20%</td>
<td>Individual: Preparation for and contribution to Tutorials</td>
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<tr>
<td></td>
<td>10%</td>
<td>Individual: One Page Reflection on Learning Summary posted to webCT after each Block Teaching Session</td>
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<tr>
<td></td>
<td>10%</td>
<td></td>
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<tr>
<td>Exam</td>
<td>25%</td>
<td>Open Book Exam in which you need to Answer 3 essay style questions from a choice of 6</td>
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<tr>
<td></td>
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<td>9am – 11:10am Saturday 18th March 2006 (2 hours plus 10 minutes reading time)</td>
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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>
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<tr>
<td>HD (Higher Distinction)</td>
<td>80-100%</td>
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<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 that 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 that are not related to the preceding discussion.

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

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

The following assessment criteria are equally weighted and apply to XLRs, Case Study Presentation and Exam.

1. **The extent to which you address the requirements of the assessment** including focus, word count, originality, citation and referencing.

2. **How well you demonstrate knowledge and understanding** of relevant Organisational Behaviour concepts and theories

3. **How well you demonstrate skill in** applying these concepts and theories analytically

4. **How well you demonstrate strategy and skill** in turning these concepts and theories into ethical and effective actions and interventions that make a difference to individual behaviour/performance or team effectiveness.

5. **How well you construct and communicate a logical and persuasive argument or case** in support of your assertions and conclusions.

The word limit

You must provide a word count on the first page of your assignment (see OB Cover Page in webCT Resources).

Assignments must be within the required word limit. Students choosing to exceed the word limit will have their mark for that assignment scaled accordingly (eg if you exceed by 5% your mark will be scaled down by 5%).

Only the End Reference List and the OB Cover Sheet are excluded from the word count. **All other words are included** in the word count INCLUDING words in

- Headings and Body including in text References
- Tables and Diagrams, Text boxes and Embedded Documents,
- Appendices and Footnotes

Due Dates & Deadlines

Late assignments will attract a penalty of 5% per day. No marks will be awarded to assignments submitted after other students in the class have had their assignments returned.
Assessment 1

You are required to submit two (2) x 1,000 word, experiential learning reviews (XLRs).

<table>
<thead>
<tr>
<th>XLR</th>
<th>Percentage</th>
<th>Submission Details</th>
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<tbody>
<tr>
<td>1</td>
<td>15%</td>
<td>Electronic submission through webCT. DUE: 2400H Sunday 29 January 2006</td>
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<tr>
<td>2</td>
<td>15%</td>
<td>Electronic submission through webCT. DUE: 2400H Sunday 5th March 2006</td>
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Background

This course is about the practice of managing behaviour in organisations. You will therefore need to show that you can use what you learn in real life situations to conduct root cause analyses and to develop strategic and ethical actions and interventions that bring about desired change.

XLR’s are ‘mini-case studies’ drawn from your real-life experience of behaviour in organisations. They test and develop your knowledge and understanding of the relevant concepts, your analytic skill and your ability to translate theory into practice/action. They require independent, informed and disciplined thinking.

1. In the first XLR you should choose
   • an incident in an organisation setting,
   • in which you participated or observed your own or another persons attempts to shape individual behaviour or performance
   • produced unanticipated and/or unwanted consequences, reaction(s) or response(s).

2. In the second XLR you should choose
   • an incident in an organisation setting,
   • in which EITHER
     a. the effectiveness or performance of a group or team, of which you were a member was greater or less than the desired effectiveness or performance
     OR
     b. your efforts to use power to influence or persuade were more or less successful than you intended
     OR
     c. you have observed or been part of a failed effort to manage human resistance to change
     d. Choose relevant and appropriate analytic frameworks from the course materials.

3. In each XLR you should choose appropriate analytic frameworks (concepts, models or theories) and explain / justify the appropriateness of your choice.

4. Objectively apply that framework to a systematic and scientific examination of the facts (evidence), to uncover the root causes and explain the causal dynamics.
5. Summarise your analytic findings and identify what you’ve learned – the insights you’ve gained – as a result of doing this analysis, regarding how you approach or should approach similar situations in the future.

6. Draw on course materials to map out and support your action plan - to explain what specifically YOU will do (and why) when faced with a similar situation in the future to ensure desired outcomes.

7. All sources must be cited correctly and fully using the Harvard Style of Referencing.

8. Your XLR must be within 1000 words. If you go over the word limit penalties apply. Please read the notes on what is included/excluded and work within the limit.

9. Construction and Weighting. Your XLR should be presented in 3 sections weighted as follows:

   - **Observations & Reflection (15% of marks; no more than 200 words)** – this section should contain ONLY facts about the incident - ie it should factually report who did what and what were the outcomes/results/responses that you intend to explain in the next section; IT should also contain a brief comment on why you believe it is important/worthwhile to analyse this incident, and what concepts might be useful in developing an explanation of causes.

   - **Causal Analysis (40% of marks; no more than 400 words)** – this section should begin with a statement of the analytic framework (concepts, models or theories) you will use to analyse the case, and a brief statement about why this framework is appropriate. It should then take the reader through an and logical analysis in which you use this framework to objectively and systematically examine the facts of the case to develop sound conclusions regarding the causes and to explain the causal dynamics.

   - **Conclusions (10%; no more than 100 words)** - this should summarise the root causes identified by your analysis and explain what you learned/the insight you gained from the analysis regarding how you approach or should approach similar situations in the future.

   - **Action Plan to Ensure YOUR Effectiveness (35%; no more than 350 words)** – this section should specify and explain steps you will take to bring about a different in similar situations in the future; you should put the steps in a logical order, note possible obstacles to your plan; and specify how you will evaluate the effectiveness of your plan.

     It is important to note that, while the incident you describe might involve the actions taken by another person, the Action Plan MUST be about what YOU will do to ensure YOUR effectiveness in similar circumstances.

10. Each XLR must be your own original and individual work and should draw on factual incidents from your own experience and observation. You should use pseudonyms to protect the identity of companies and individuals.

A Guide to Writing XLRs will be posted to webCT along with some Writing Hints and a PowerPoint presentation on referencing. USE THESE!
Assessment 2

Group Case Study | 25% | In class 16 February, in the First Session of the Second Teaching Block

Background

This course is about the practice of managing behaviour in organisations and that practice usually involves working with others in teams to diagnose the causes of client problems and to develop a plan of action for implementation for an internal or external client. You will therefore need to show that you can use what you learn in such a situation to conduct a root cause analysis and to develop strategic and ethical action recommendations to address problems and prevent their recurrence. You will also need to present your group’s analysis and recommendations to the client in a short, convincing presentation supported by a written paper.

Requirements

For this assessment you will be assigned to a group charged with analysing the causes of a client’s case. Details of the assigned case will be provided at the first tutorial. Your group will:

1. Analyse the causes of problems described in the case using relevant OB concepts.
2. Draw on course materials to develop specific recommendations regarding specific, practical and ethical actions s/he should take to address or correct matters now and to prevent recurrence of a similar problem if faced with a similar situation in the future.
3. Present your analysis in a 12 minute group presentation, supported by an 850 word summary report constructed as described below. Verbal and Written Presentations are equally weighted.

Note that your presentation should:

- involve ALL group members
- be both logically and theoretically sound
- be energising and persuasive.

The Group’s Analysis should be presented in 3 sections as follows:

- **Summarise the problems to be solved factually without suggesting causes (weighting 15%)** – this section should contain ONLY facts about the incident - ie it should factually report who did what and what were the outcomes/results/responses that you intend to explain in the next section; IT should also contain a brief comment on why you believe it is important/worthwhile to analyse this incident, and what concepts might be useful in developing an explanation of causes.

- **Causal Analysis (weighting 40%)**– this section should begin with a statement of the analytic framework (concepts, models or theories) you will use to analyse the case, and a brief statement about why this framework is appropriate. It should then take the reader through a logical analysis in which you use this framework to objectively and systematically examine the facts of the case to develop sound conclusions regarding the causes and to explain the causal dynamics.

- **Conclusions (10%)** - this should summarise the root causes identified by your analysis and explain the implications for how such situations should be managed.
• **Recommendations for Action (35%)** – this section should specify and explain the steps you recommend the client take to address the current situation (if appropriate) and/or to bring about a different outcome or prevent recurrence in a similar situation in the future; you should put the steps in a logical order, draw on course materials to explain the reasoning behind your recommendation and ensure that your recommendations:
  
  o Logical - supported by/consistent with the OB framework you used in analysis
  
  o Ethical
  
  o Address the problems AND causes
  
  o Practical - make good business sense (ie are cost, time and resource effective)
  
  o Specific rather than vague or general.
Assessment 3

<table>
<thead>
<tr>
<th>Preparation and Participation</th>
<th>20%</th>
<th>15%</th>
<th>Individual: Preparation for and contribution to Tutorials</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>5%</td>
<td>Individual: One Page Reflection on Learning Summary posted to webCT after each Block Teaching Session</td>
</tr>
</tbody>
</table>

**Background**

This course is about the practice of managing behaviour in organisations and that practice usually involves meetings at which one of the aims should be team and organisational learning in addition to individual learning (continuous quality development and improvement). Many meetings fail because of poor planning and preparation, poor meeting management and poor interpersonal interaction. For this reason, your preparation, individual learning and contribution to team learning will be assessed.

**Requirements**

1. For each Block Session and Tutorial, complete assigned preparation (reading, case preparation and exercises).

2. Following each Block Session post to webCT, a ONE (1) x A4 page summary of your Reflections on Learning (note that all members of class will be able to read these postings). Each summary should address the following questions:

   a. In this block, what are THREE (3) new things you learned or discovered, or insights you gained, about human behaviour in organisations?

   b. What are the implications of these learnings, discoveries or insights for the way you think about, manage or seek to influence human behaviour in organisations?

   c. What is one thing others will see you do differently at work as a result of what you learned or discovered and what do you hope to achieve as a result of this change?

   d. How will you measure or evaluate the success of this action (what key indicators will you use)?

3. Attend Tutorials and Block Teaching sessions.

4. Participate actively and constructively in tutorial activities so as to contribute to group learning. *NB: The quantity of talking is relatively less important than the quality of contributions. At the same time you need to contribute at a level that allows the tutor to judge the quality of your participation over the period of the semester rather than in a single or occasional patch.*

In evaluating your participation, your tutor will keep in mind the extent to which you satisfy the following assessment criteria:

1. Preparation for tutorial (evidence that reading and pre-work have been completed) (2%)

2. Demonstrated understanding of the relevant concepts (2%) and ability to apply the concepts objectively, analytically and practically (rather than just arguing opinions) in your contributions (2%)

3. Your contribution to group learning – your demonstration of an inclusive tone and manner, active listening skills and teamwork. (4%)
Assessment 4: Final exam

The final exam is an OPEN BOOK EXAM.

It will be 2 hours and 10 minutes and you will be required to answer THREE (3) questions, from a choice of FIVE (5) questions of equal weight.

Exam questions will be drawn from some or all of the following topics and you may need to draw on concepts from a number of topics in order to answer each question:
- personality and behaviour (including perception, motivation and learning);
- personal performance and stress (including emotions and response to change);
- developing and using power ethically and effectively;
- team and group dynamics;
- interpersonal and group communication.

Submission of assignments

Please note that while we do our best to create an informal atmosphere in class to encourage learning and interaction, we do not take a light or casual approach to assessment.

The following points are important for you to note:

1. You should check your work through Turnitin BEFORE submission. Instructions for using Turnitin will be provided on webCT after the first Block Session.

2. Submission is electronic, via webCT BEFORE 2400H on the due date unless otherwise indicated in this overview. It is your responsibility to ensure that you submit your assignment before the deadline on the due date. If you are unable to submit your assignment electronically, you must submit a hard copy to the PSB office and obtain a receipt before 1800H on the due date.

3. Follow the instructions in the Assessment Submission area to generate a receipt of successful submission. Keep this receipt in a safe place.

4. Late assignments will attract a penalty of 5% per day. This penalty will be waived by the lecturer only in exceptional circumstances (pressure of work is NOT an exceptional circumstance). No marks will be awarded to assignments submitted after other students in the class have had their assignments returned.

Requests for extension

These must be made BEFORE the due date and will be granted only in exceptional circumstances. Note that pressure of work does NOT constitute an exceptional circumstance.

Requests for extension made on or after the submission date will not be considered.

5. Assignments will be returned in class or through webCT. It is the intention that the marked assignments will be returned within two weeks (10 working days) 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 coped 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


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

Unit web site
In this Unit we use webCT to share learning resources, interact and communicate between classes and submit assessments.

Enrolled students should access WebCT using the following web address:

http://webct.uwa.edu.au

Login to WebCT using the following information:

Person ID (formerly known as Student Number)
Password (formerly known as Student PIN)

Note: WebCT is case sensitive. Check you have CAPS LOCK turned off.

If you experience login problems:

- read the Frequently Asked Question (FAQ's) at http://students.webct.uwa.edu.au
- contact the Student Internet Support Office located in the library (view Reid Library map).

Required Textbook

Irwin McGraw-Hill

Chapters, Readings, Exercises and Case Studies referred to in this Guide are taken from your text unless otherwise stated.

You will also need a hard copy of Selected Readings and links to Selected OnLine Readings.

Additional resources and reading material

You may find the following book valuable for this course and to support your transfer of OB lessons to your practice as a manager:

Other general OB texts and books:


- 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 OBL related journals held in the UWA Business Library and available through on–line databases 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 some of the journals that are of relevance to this course:

Web Sites
Your text refers you to many useful web sites.

In particular note that there is an Online-learning Centre supporting your text – this can be accessed through the CD Rom accompanying your text.

We also recommend the Fast Company magazine Archives at http://www.fastcompany.com.au

Please note that whilst some web sites have their uses, they do not substitute for focused reading of texts and journals.

Software requirements

MS Word Power Point, QuickTime Viewer, An up to date Internet Browser (Netscape, Firefox, Explorer or Safari).

Databases

A guide to Using OnLine databases such as Proquest and EBSCO can be found at: http://www.library.uwa.edu.au/guides/index.html
## UNIT STRUCTURE

### Seminar topics

<table>
<thead>
<tr>
<th>Date</th>
<th>Focus Topics</th>
<th>Required Reading and Preparation</th>
<th>Session Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>1– 5 Jan</td>
<td>Block 1 Preparation</td>
<td>Read: Ch1 pp2-23 para3 and Readings 1-3&lt;br&gt;List 3 reasons managers will benefit from a study of OB&lt;br&gt;Prepare: A summary of Key Facts in Case Study 2:2, p 68 text AND 3:1, p 104&lt;br&gt;(Do not complete the questions at the end of the Case Studies)</td>
<td>Self-Managed</td>
</tr>
<tr>
<td>5 January -8</td>
<td>Intro to OB Foundations of Individual Behaviour &amp; Performance Motivation</td>
<td>Review Reading 1 - 3&lt;br&gt;Read Chapter 2 – 4, Reading 10&lt;br&gt;Prepare: Cases and exercises as directed by tutor on webCT</td>
<td>Block Teaching Session</td>
</tr>
<tr>
<td>S1: 19 January&lt;br&gt;S2: 25 January</td>
<td>Foundations of Individual Behaviour Human Performance Model</td>
<td>Read Reading 4 – 9&lt;br&gt;Prepare: Cases and exercises as directed by tutor on webCT</td>
<td>Tutorial</td>
</tr>
<tr>
<td>S1: 1 February&lt;br&gt;S2: 8 February</td>
<td>Motivation Concepts &amp; Frameworks and their Application</td>
<td>Read Readings 10 – 14&lt;br&gt;Prepare: A summary of Key Facts in Case Study 2:2, p 68 text AND 3:1, p 104</td>
<td>Self-Managed</td>
</tr>
<tr>
<td><strong>XLR 1: Due By 2400H Sunday 29 January 2006</strong></td>
<td><strong>Case Study: Due in first Block Session 1800H, 16 February 2006</strong></td>
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<tr>
<td>11– 16 Feb</td>
<td>Block 2 Preparation</td>
<td>See above (11-15 Feb)</td>
<td>Block Teaching Session</td>
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<tr>
<td>16 – 19</td>
<td>Building, leading and working in teams in a diverse and changing environment</td>
<td>Review Reading 11 – 14&lt;br&gt;Read Reading 9 – 10&lt;br&gt;Prepare: Cases and exercises as directed by tutor on webCT</td>
<td>Tutorial</td>
</tr>
<tr>
<td>S1: 1 March</td>
<td>Building, leading and working in teams in a diverse and changing environment</td>
<td>Review Reading 10&lt;br&gt;Download &amp; view 3 short videos on Power (webCT). You need QuickTime Player from <a href="http://www.apple.com">www.apple.com</a>&lt;br&gt;Prepare: Cases and exercises as directed by tutor on webCT</td>
<td>Tutorial</td>
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<tr>
<td>S2: 6 March</td>
<td>Communication Power &amp; Influence</td>
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<tr>
<td>S1: 9 March</td>
<td>Communication Power &amp; Influence</td>
<td>Review PowerPoint’s &amp; QuickTime videos, Your Course Notes, Supporting chapters from text and Readings</td>
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<tr>
<td>S2: 15 March</td>
<td>Communication Power &amp; Influence</td>
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<tr>
<td><strong>XLR 2: Due By 2400H Sunday 5 March 2006</strong></td>
<td><strong>Saturday March 18 Open Book Exam</strong></td>
<td></td>
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</tbody>
</table>

**NB** 1. Information about preparation for tutorials will be provided on webCT.<br>2. Audio and/or Video Taping of Sessions is **NOT** permitted.
Reading List

Many of these files may be accessed electronically through the UWA Electronic Data Bases if you do not have your hard copy at hand. Go to the Toolbox at the Library homepage and use PROQUEST and EBSCO to search.

Readings associated with Block 1


Readings associated with Block 2


