Unit Outline

Organisational Behaviour
455.501

Term X, 2005

Singapore

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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IMPORTANT NOTE:

You are expected to have read this outline & familiarised yourself with the course requirements
BEFORE attending the first Block Teaching Session
<table>
<thead>
<tr>
<th><strong>Contact details</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lecturer</strong></td>
</tr>
<tr>
<td><strong>WebCT</strong></td>
</tr>
<tr>
<td><a href="http://webct.uwa.edu.au">http://webct.uwa.edu.au</a></td>
</tr>
<tr>
<td>For more info on webCT please see relevant section in this outline</td>
</tr>
<tr>
<td><strong>Ms Gail Broady</strong></td>
</tr>
<tr>
<td><em>The most reliable means of contacting me wherever I am in the world is through webCT –</em></td>
</tr>
<tr>
<td><strong>Use the DISCUSSION AREAS for questions</strong> related to Assignments &amp; Assessment, Course Content or other aspects of the Course.</td>
</tr>
<tr>
<td><strong>Only use the webCT Email for Personal &amp; Confidential matters of a sensitive nature.</strong></td>
</tr>
<tr>
<td><strong>Week-day email correspondence will generally be answered within 24 hours during the Trimester.</strong></td>
</tr>
<tr>
<td>+61 8 6488 1488</td>
</tr>
<tr>
<td><em>I am located off campus so please leave a message with GSM reception including</em></td>
</tr>
<tr>
<td>1. your email address,</td>
</tr>
<tr>
<td>2. 2 contact numbers</td>
</tr>
<tr>
<td>3. an indication of the matter you wish to discuss</td>
</tr>
<tr>
<td><em>I will arrange contact within 48 hours (weekdays).</em></td>
</tr>
<tr>
<td>+61 8 9488 1072</td>
</tr>
<tr>
<td><strong>phone:</strong></td>
</tr>
<tr>
<td><strong>fax:</strong></td>
</tr>
<tr>
<td><strong>Lecture times:</strong></td>
</tr>
<tr>
<td>If classes do not require streaming only stream 1 tutorial dates will be held and only one day on the weekend (sat or sun) will be scheduled.</td>
</tr>
<tr>
<td>Thursday 13 January 6pm-10pm</td>
</tr>
<tr>
<td>Friday 14 January 6pm-10pm</td>
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<tr>
<td>Saturday 15 January 9am-6pm (Stream 1)</td>
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<tr>
<td>Sunday 16 January 9am-6pm (Stream 2)</td>
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<tr>
<td>Saturday 19 February 9am-6pm (Stream 1)</td>
</tr>
<tr>
<td>Sunday 20 February 9am-6pm (Stream 2)</td>
</tr>
<tr>
<td>Monday 21 February 6pm-10pm</td>
</tr>
<tr>
<td>Tuesday 22 February 6pm-10pm</td>
</tr>
<tr>
<td><strong>Lecture venue:</strong></td>
</tr>
<tr>
<td>PSB Academy</td>
</tr>
<tr>
<td>490 Lorong 6 Toa Payoh</td>
</tr>
<tr>
<td>HDB Hub BizThree</td>
</tr>
<tr>
<td>Level 8</td>
</tr>
<tr>
<td><strong>Room:</strong></td>
</tr>
<tr>
<td>See Notice Board on Arrival</td>
</tr>
</tbody>
</table>

Please discuss with your lecturer or tutor any queries or concerns about the course, your progress or the assignments.

**Keep your lecturer informed about matters affecting your progress or participation.**
Your lecturer
Gail Broady

Masters in Management Research (UWA-GSM)
Bachelor Science
Diploma Training & Assessment Systems
Certified Transactional Analyst (ITAA)
Certified Professional (Australian Human Resources Institute).
Accredited in: MBTI, FiroB and Leaderskills 360Facilitated

Since 1995 Gail has lectured for the UWA Graduate School of Management in Perth, Singapore, Shanghai and Manila in a range of subjects including Organisation Behaviour and Leadership, Management of Organisations and Human Resource Management. Gail was GSM Academic Team Leader for the Tri-Services Course for the Singapore Armed Forces Training Institute (SAFTI-MI). and lecturer for the SAFTI Senior Command Staff College, in both Organisation Behaviour and Management of Organisations.

Gail has written, produced and directed management training videos and Interactive CDs and has published courses in Women & Work, Helping Skills in Community Settings and Psychology of Women. Her most recently published article (On Merit Alone, Australian HR Monthly, August 2001) challenged the ethics, equity and sense of blind application of the merit principle in selection and appraisal. She is a contributing author to the Instructor Manual for the text used in this course and was a chapter author in Talking TA Gail is currently preparing an article on The Perils of Punishment, while researching workplace bullying, teaching, coaching and consulting.

Gail maintains a busy consultancy providing management and leadership development services. Since 1988 she has been responsible for the design and facilitation of staff training workshops, customised leadership & management development programs and change management projects involving over 5000 managers in Australia and abroad.
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 worklives.

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.

We will explore a range of topics including foundations of individual behaviour; perceptions, emotions, values and stress; motivation and other keys to individual performance; power; team and group dynamics; interpersonal communication and leading people through change. We will also consider gender and diversity issues as they relate to these topics.

(NB 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 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.*

**The goal of the unit**

This course aims to enable you to predict, understand and effectively manage and develop people’s behaviour at work within the complex global environment of the 21st century.

To manage effectively, you need to practice self-management, self-discipline in thinking and strategy in action. After all –

- If you cannot develop & manage yourself,
- If you cannot systematically & objectively analyse the REAL causes of problems, and
- If you cannot act strategically to address opportunities & problems…
  - then you can’t manage and develop others!

The content, activities and assessments in this Unit are therefore designed to provide and test more than just knowledge.
You will be encouraged throughout the unit to integrate your professional and life experiences with insights arising from research and academic perspectives on organisational life. You will be encouraged to notice, test and challenge the basis and validity of your assumptions and beliefs about human behaviour and performance in the workplace. Your study of OB may in fact lead you to re-evaluate how you deal with your superiors, colleagues and subordinates well into the future.

You will be encouraged to use research based analytic frameworks in a systematic and methodical analysis of problems, to uncover the root causes, and to develop sound strategies in the management and development of people in organisations.

**Broad 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 practice of management and leadership in the complex global environment of the 21st century
2. **Demonstrate sound analytic skill**, applying these concepts and theories, systematically and objectively, to identify the root causes of behaviour and performance in organisations.
3. **Demonstrate strategy practical skill** in turning concepts and theories into appropriate actions and interventions for managing and developing people in organisations.

**Textbook**
**Required text**
*Organizational Behaviour* (Second, International Edition)

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

You will also be provided with a hard copy of Selected Readings and links to Selected OnLine Readings.

**Assigned Reading**
You are expected to have read this Course Outline in full & familiarised yourself with the assessment requirements **before** the first Block Session.
WebCT: Our Online Classroom and Resource Centre

- **Contact, Q&A & Discussions Between Block Sessions**
- **Resources (powerpoints slides, assignment hints, links to webpages etc)**
- **Submission of Assignments**
- **Course Announcements**

WebCT is the centrally supported online learning environment in use at the University of Western Australia. Think of it as our ‘virtual classroom’ or my ‘virtual online office.’

You should check-in to this environment early and become familiar with how it works. You should then log in at least ONCE A WEEK throughout the term.

Logging in to WebCT

Enrolled students access WebCT using the following web address:

http://webct.uwa.edu.au

Login using the following information:

**WebCTID: Student Number**

**Password: Student PIN**

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

If you cannot login to WebCT please check the following:

- The password being used is your Student PIN. For further information please see the FAQs pertaining to the Student PIN.
- CAPS LOCK should be turned off as both WebCTID and Password are case sensitive.
- The WebCTID being used is your entire student number, this includes any leading zeros and other characters. For example 012345X

Please note that if the wrong PIN is entered 3 times, the Student Access system will deny access for 30 minutes.

WebCT Student Help - FAQ's

Answers to Frequently Asked Questions (FAQ's) about Login Problems and More

www.students.webct.uwa.edu.au/faq

www.students.webct.uwa.edu.au/faq
Block Teaching

A typical full day of block teaching looks something like this:

| Session 1 | 09.00 - 10.30 | Lecture and class discussion  
|           | 10.30 - 10.50 | Syndicate Allocation & Case Study Briefing  
|           | 10.45 - 12.15 | Class exercise and discussion  
|           | 12.15 – 13.00 | Lunch  
|           | 13.00 – 14.30 | Lecture & Discussion  
|           | 14.30 - 14.50 | Break  
|           | 14.50 - 15.45 | Lecture and class discussion  
|           | 15.45 - 16.00 | Break  
|           | 16.00 - 16.30 | Group Presentations: Case Study Analysis  
|           | 16.30 - 16.45 | Break  
|           | 16.45 - 17.30 | Group Presentations: Case Study Analysis  
|           | 17.30 - 18.00 | Debrief Discussion & Close  

Group Case Study & Presentation

At each Block Teaching Session you will be assigned to a group and required to analyse and present a Case in the final session of that Block. You will be required to work with your colleagues to analyse the case describing problems, identifying root causes and recommending practical – behavioural - recommendations for intervention and prevention.

This work will be assessed and contributes up to 20% of your final mark.

Tutorials

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 need to complete the Assigned Reading and Preparatory Work BEFORE attendance at each Block Session and Tutorial.

Your participation is assessed & contributes up to 10% of your final mark.
## Class Schedule & Topics

<table>
<thead>
<tr>
<th>Week</th>
<th>Stream 1</th>
<th>Stream 2</th>
<th>Topics</th>
<th>Assessment</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>13-16 January</td>
<td>13-16 January</td>
<td>Intro to OB Foundation of Individual Behaviour Human Performance Model Motivation Concepts, Frameworks &amp; Applications Analysing &amp; Presenting Case Studies</td>
<td>Presentation of 1st Group Case Study Due in Last session</td>
<td>Block Teaching Session</td>
</tr>
<tr>
<td>2</td>
<td>26/1</td>
<td>24/1</td>
<td>Foundations of Individual Behaviour Human Performance Model</td>
<td>Participation</td>
<td>Tutorial</td>
</tr>
</tbody>
</table>

**XLR 1 : Due By 1800H Monday 31 January 2005**

<table>
<thead>
<tr>
<th>Week</th>
<th>Stream 1</th>
<th>Stream 2</th>
<th>Topics</th>
<th>Assessment</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2/2</td>
<td>31/1</td>
<td>Motivation Concepts &amp; Frameworks Applying Motivation Concepts</td>
<td>Participation</td>
<td>Tutorial</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week</th>
<th>Stream 1</th>
<th>Stream 2</th>
<th>Topics</th>
<th>Assessment</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>19 – 22 February</td>
<td>19 – 22 February</td>
<td>Building, leading and managing teams in a diverse and changing environment Communication &amp; Decision Making Leading Change Power &amp; Influence</td>
<td>Presentation 2nd Group Case Study in Last session</td>
<td>Block Teaching Session</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week</th>
<th>Stream 1</th>
<th>Stream 2</th>
<th>Topics</th>
<th>Assessment</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>2/3</td>
<td>28/2</td>
<td>Communication Building, Leading and Working in Teams &amp; Decision Making</td>
<td>Participation</td>
<td>Tutorial</td>
</tr>
</tbody>
</table>

**XLR 2 and 3 : Due By 1800H Monday 7th March 2005**

<table>
<thead>
<tr>
<th>Week</th>
<th>Stream 1</th>
<th>Stream 2</th>
<th>Topics</th>
<th>Assessment</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>8/3</td>
<td>9/3</td>
<td>Power &amp; Leading Change</td>
<td>Participation</td>
<td>Tutorial</td>
</tr>
</tbody>
</table>

24/3 2005 EXAM 2.00pm – 5.00pm Open Book Exam

## Audio and/or Video Taping of Sessions
The Graduate School does not provide tape recordings of seminars. If you wish to record a session, you are required, as a matter of courtesy, to first obtain the permission of the lecturer/facilitator.
Attendance Requirements
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’.

The full day component of a Block Teaching Session is equivalent to 4 classes.

You are expected to

- Attend Block Teaching Sessions
- Attend Tutorials
- Log In weekly to webCT

Participation
Participation in class, whether it involves actively listening to a lecture, taking notes, participating in group or class discussions 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).

Students should not expect to obtain approval to miss more than two classes per unit, unless there are exceptional circumstances. Please note that pressure of work is not considered exceptional.

Summary of Assessment

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Breakdown</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Class Group Case Study Presentations</td>
<td>20%</td>
<td>Case 1 : 8%</td>
<td>Last session, 1st Teaching Block</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Case 2 : 12%</td>
<td>Last session, 2nd Teaching Block</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
<td>10%</td>
<td>Block Teaching Sessions and Tutorials</td>
</tr>
<tr>
<td>3x 850 Word Action Learning Reviews (ALRs)</td>
<td>40%</td>
<td>ALR 1 : 10%</td>
<td>webCT Submission - by 1800H 31/1/04</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ALR 2 &amp; 3 15% each</td>
<td>webCT Submission - by 1800H 7/3/04</td>
</tr>
<tr>
<td>Exam</td>
<td>30%</td>
<td>30%</td>
<td>Thursday 24th March, 2005 2pm – 5pm</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

The purpose of assessment
The assessable tasks are designed to encourage you to understand and apply the concepts covered.

Assignments in this Unit will help you draw out the relationships between theory and practice, develop your appreciation of the difference between fact and opinion, and develop your skills in objective analysis, problem solving, people management and leadership.

Your grade gives you an indication of how much you have achieved. Feedback on your work also serves as part of the learning process.
The standard of assessment

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

- **HD (Higher Distinction)**: 80-100%
- **D (Distinction)**: 70-79%
- **CR (Credit Pass)**: 60-69%
- **P (Pass)**: 50-59%
- **N+ (Fail)**: 45-49%
- **N (Fail)**: 0-44%

The School awards marks leading to these grades by using the following general criteria which are presented here as an indication of the School's expectations. These general criteria may be supplemented by specific standards provided with regard to a particular assignment.

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

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

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

**P** The student generally takes a descriptive rather than analytic approach to the subject. The student is able to demonstrate some understanding of the issues involved but does demonstrate the ability to apply the analytical framework 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 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.
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. Submission is electronic, via webCT BEFORE 1800H on the due date.

2. 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.

Due Dates & Deadlines
Take these seriously – we do!

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.

Requests for extension must be made BEFORE the due date and will be granted only in exceptional circumstances.

Note that pressure of work does NOT constitute exceptional circumstances. Requests for extension made on or after the submission date will not be considered.

The Word Limit
Take it seriously – we do!

You must provide a word count on the first page of your assignment. 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%).

What is included in the word count?

Only the End Reference List and Cover Sheet are excluded. 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,

Referencing
Take it seriously – we do!

- Assignments must be fully referenced in the Harvard style
- A full and correctly formatted reference list (Harvard Style) must be provided at the end of the assignment.

Students failing to reference correctly using the required referencing style will be penalised up to 5%.
Citing your Sources Harvard Style
Guidance on how to format citations and reference lists has been prepared by the library staff at:

Endnote
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

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

To assist you in correctly formatting, naming and submitting assessments we have provided a
checklist on the following page.
# Submission Checklist

**My assignment is**

- [ ] an MS WORD DOCUMENT
- [ ] body text in 10 point Arial or equivalent,
- [ ] line spacing 1.5, with
- [ ] 2 cm margins

**I have checked my work to ensure that**

- [ ] it addresses the assessment requirements
- [ ] is within the word count
- [ ] I have referenced all sources using the correct style *(whether electronic, published or personal communication)*
- [ ] grammar and spelling are correct
- [ ] it makes sense

- [ ] I have Downloaded the GSM cover sheet from www.gsm.uwa.edu.au, go to Current Students, Administration Forms

- [ ] I have read and completed the GSM cover sheet

- [ ] I have pasted the completed cover sheet into my assignment (MS word file) as the first page.

> *Please note that XLR 2 and XLR 3 should be sent in ONE MS Word file with ONE Cover sheet*

**I have named my assignment file as follows :**

- [ ] (YOUR FAMILY NAME)_XLR_1.doc
- [ ] (YOUR FAMILY NAME) XLR 2_3.doc

- [ ] I have submitted the assignment through webCT

    > LogIn at http://webct.uwa.edu.au/webct/public/home.pl
Assessment 1  In-Class Group Case Study Presentations

At the first class of each Teaching Block each stream will be divided into Syndicate groups of approximately equal size. Each syndicate will be required to analyse a Case and make a group presentation of their analysis to the class, in the last session of that Block. Instruction on Case Study Methodology will be provided in class and Syndicates will be given time for analysis and preparation during the Block.

CASE 1  Up to 8% of the final mark
Details of Case 1 will be provided in the first Class of Teaching Block 1 and syndicates will make their presentations in the final session of the Teaching Block.

CASE 1  Up to 12% of the final mark
Details of Case 2 will be provided in the Tutorial prior to Teaching Block 2 and syndicates will make their presentations in the final session of this Teaching Block.

In the case analysis & presentation your group should:
1. Précis the facts of the case including the presenting problem/s or symptom/s in the case without attributing cause. (Weight: 10%)
2. Choose (an) appropriate analytic framework(s) and justify the choice (Weight: 10%)
3. Explain the root causes (causal dynamics) of the problem/s through a methodical analysis of the facts/evidence in the case, using OB models/theories/concepts taught in class. Conclusions as to the root causes should be sound and summarised at the end of the analysis. (Weight: 35%)
4. Make specific and practical recommendations on actions to be taken to resolve the current situation and to prevent similar problems recurring. (Weight: 35%) These recommendations should
   a. flow logically from the analysis,
   b. address the causes and solve the problems identified,
   c. be supported by the theories and models used in analysis, and
   d. make practical and financial sense to those involved.
5. Present your Analysis and Recommendations in a clear and engaging manner utilising at least three presenters. (Weight 10%)

PLEASE NOTE: You will be in a different Syndicate for each Teaching Block.

Assessment 2  Tutorial participation
As a post-graduate student, your contribution to class discussions and activities forms an essential part of the course. This course requires your active participation in, and learning from, tutorial discussions and group work.
Regular, punctual attendance and demonstrating an active interest in class discussions and group work form the lowest acceptable level of participation.

A full mark can only be obtained if you attend all tutorials and consistently address criteria. In addition, active participation in group-work and class discussions is required for a mark above 5/10.

The participation mark recognises the contributions you make in class. 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.

Your participation in tutorials will be assessed and contributes up to 10% of your final mark.

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

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

2. Demonstration of
   - understanding the relevant concepts (2%)
   - 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 3: Experiential Learning Reviews (XLRs)
You are required to submit three (3), 1,000 word, experiential learning reviews (XLRs).

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.

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. XLRs require independent, informed and disciplined thinking. You cannot complete an XLR by simply regurgitating material from the text.

This assignment requires you to

1. objectively and systematically analyse real life incidents of success and failure (your own and others)
2. choose an appropriate analytic framework from the course materials
3. methodically and objectively apply that framework to examine the facts to identify and explain the root causes and causal dynamics
4. draw conclusions about lessons learned from the analysis (regarding how to repeat success or how to prevent similar problems)
5. develop specific and practical action plans about what YOU will do to ensure desired outcomes when faced with similar situations or challenges.

You should aim to demonstrate knowledge and understanding of a range of models and concepts through the three XLRs.

It is not acceptable to analyse the same incident three times, nor to provide incidents which vary only slightly in the underlying dynamics, root causes or applicable concepts.

- Each XLR should analyse a specific and unique incident you have experienced or observed first-hand.
- Each XLR must utilise an incident separate and dynamically different from each other ALR.
- Each XLR should use a different analytic framework.
- Each XLR should be constructed in line with the Experiential Learning Cycle: Observations & Reflection (20%); Analysis (40%), and Action Plan to Improve YOUR Effectiveness (40%).

A Guide to Writing XLRs will be posted to webCT along with some Writing Hints and a Sample XLR with assessor comments.

Assessment 4: Examination
You will be required to complete a three hour, open book examination.

Your answers will contribute up to 30% of your final mark for OB.

The exam will be presented in THREE SECTIONS
• Each section consists of two questions.

• YOU need to answer ONE question from each section.

Questions will address the range of concepts covered in Block Sessions, Assigned Readings and Tutorials.

Criteria for Assessment of Written Assessments
Your XLRs and Exam Answers will be assessed against the following criteria

• Demonstrated understanding of and attention to the question or assignment focus and requirements (eg answering all parts of questions; doing what is asked; meeting requirements for due date, word count and referencing).

• Demonstrated understanding of theories and concepts relevant to the incident/event described.

• Demonstrated ability to apply the theories and concepts analytically to uncover root causes/ to explain causal - dynamics of the situation.

• Demonstrated ability to convert theory into practical action that will be make YOU more effective when facing similar situations in the future

• Demonstrated ability to organise and present your work in a logical, cohesive and convincing paper.
Appeals against assessment marks

In the first instance, students are strongly advised to talk informally to the lecturer about the grade awarded.

The University provides the opportunity for students to lodge an appeal against any mark which he or she feels is unfair.

Any student making an appeal is under an obligation to establish a *prima facie* case by providing particular and substantial reasons for the appeal.

There is a 10 day time limit for making any such appeal.

An appeal against academic assessment may result, as appropriate, in an increase or decrease in the mark originally awarded.

The University regulations relating to appeals and the form on which the appeal should be lodged can be found in the GSM website.
Acknowledgments and plagiarism

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 the course of your individual and group work assignments, you will encounter ideas from many sources. These may include

- journal, magazine or newspaper articles and cases
- books, commentaries, annual reports, internal business documents
- web sites, electronic discussion groups, BLOGS and other electronic sources,
- lectures and course materials,
- the ideas and work of other students.

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.**

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 the 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 unless you reference carefully and fully.

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 or tutor.

**Your work will be checked to ensure full and correct acknowledgement of all sources.**

**It is GSM policy that no student will profit from plagiarism.**

Generally, a mark of ‘Fail’ will be recorded for the assignment in which this has occurred, regardless of its other merits or qualities. Serious cases shall be referred to the University’s Board of Discipline. All students should note that cases of copying are automatically reported to the Sub-Dean and documentary evidence along with associated correspondence is placed on the student’s permanent record.
**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 : http://www.fastcompany.com.au

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

WebCT
Remember that power point slides from lectures and other resources are available online through webCT.