This unit focuses on individual and group behaviour in organisations. Topics 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.
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>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer</td>
<td>Dr Alan Crake</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:Alan.Crake@uwa.edu.au">Alan.Crake@uwa.edu.au</a></td>
</tr>
<tr>
<td>Phone</td>
<td>0433 540 757 (Email preferred please)</td>
</tr>
<tr>
<td>Consultation Hours</td>
<td>During class and by appointment.</td>
</tr>
<tr>
<td>Lecture Times</td>
<td>9:00 am – 12:00 pm scheduled Saturdays</td>
</tr>
<tr>
<td>Lecture Venue</td>
<td>Myers Case Study 2</td>
</tr>
</tbody>
</table>

Your Lecturer

Alan Crake has 10 years experience as a full-time academic with the last three years at the UWA Business School. He acted as Head of Campus at the newly created Brisbane Campus of the University of Canberra in 2003. Prior to becoming an academic Alan held management positions in the public sector, primarily in human resources. His teaching experience includes five years in management training and 10 years lecturing at UWA, Curtin University, Edith Cowan University and the University of Canberra. This includes teaching 21 times overseas in China (mainland), Hong Kong and Singapore. Alan also mentored (online) for three years to MBA and PhD learners at Northcentral University, USA.

Alan received his PhD from Northcentral University, USA, MBA from Heriot-Watt University, UK, and Bachelor of Business from Curtin University of Technology.

UNIT DESCRIPTION

Introduction

Organisational Behaviour is a social science discipline concerned with understanding the behaviour of individuals and groups in organisations. This Unit will introduce students to the concepts, theories, and applications of the study of organisational behaviour.

Do you believe workers will generally avoid doing anything unless they have to, and that they must be pushed, enticed, and even threatened to keep them working up to standard? Or, do you believe workers are generally eager to work hard and concerned about what they produce and the contribution they make, and that they must be encouraged, trusted, and empowered in order to keep them working up to standard? Do you believe peoples’ attitudes to work are different in different parts of the world, or in different organisational cultures? Ask some of your friends what they think and you will get a variety of answers, we all have our own opinions about how people work, and how organisations work.

When is it better for an individual to make a business decision, and when is it better for a group to make the decision? What will happen in these situations? Again we all have our own opinions, but, if our opinions on these matters differ how do we know which opinions are correct? The scientific study of organisational behaviour is aimed at answering these kinds of questions so that those who work in organisations, and those who manage them, can rely on evidence to design practices and procedures, to predict and analyse management problems, and to understand and affect the actions and reactions of the people who make those organisations work.

Organisational behaviour includes some of the most personal and important issues that will affect your career:
• What motivates you, what motivates others?
• How do you react to the way you are treated?
• How will you treat other people when you have power over them?
• How do groups of people behave, and why?
• What can a manager do to affect the way people behave and what they do?

The Goal of the Unit

This unit provides an understanding of individual and group behaviour in organisations. Topics that deal with individuals in organisations include personality, perception, motivation, ability, satisfaction, decision making and stress. Topics relevant to group behaviour include interpersonal relations, group dynamics, group decision making, leadership, conflict, power, ethics, social justice and social responsibility. The application of theory and research findings to management practice in organisations is addressed in the coverage of these topics.

Learning Outcomes

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

1. The student will have acquired a comprehensive knowledge of the field of organisational behaviour at the introductory tertiary level.

   This knowledge is developed through attention to lectures, reading and studying the prescribed reading, and the preparation for and active participation in class exercises. The knowledge is assessed by assignments, and a written exam.

2. The student will have acquired the ability to reflect upon and analyse a range of organisational behaviour issues and problems. Specifically, to identify the type of problem and its source, explain the problem in terms of the concepts and processes of one or more of the organizational behaviour theories in the unit, create and describe a realistic process for correcting and/or preventing the problem based on principles of organisational behaviour.

   This ability is developed through the seminar activities, and in particular by means of the practice case studies and reality checks provided within the text. It is assessed by means of written answers to assignments and questions in the final exam.

3. Skills in the collection, organisation, analysis, and communication of ideas and information relating to organisational behaviour.

   These skills will be developed by means of lectures, and seminar activities, and by activities associated with preparing and completing the written assignments. These skills are assessed by means of the written assignments, by grades provided for seminar participation activities, and through written questions in the final exam.

Prerequisites

No prerequisites.
**UNIT STRUCTURE**

**Seminar Topics**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 February</td>
<td>Introduction to Unit</td>
<td>Unit Outline</td>
</tr>
<tr>
<td></td>
<td>Introduction to the field of OB</td>
<td>Text, chapter 1</td>
</tr>
<tr>
<td>14 February</td>
<td>Individual behaviour, values &amp; personality</td>
<td>Text, chapter 2</td>
</tr>
<tr>
<td></td>
<td>Perception &amp; learning in organisations</td>
<td>Text, chapter 3</td>
</tr>
<tr>
<td>28 February</td>
<td>Workplace emotions &amp; attitudes</td>
<td>Text, chapter 4</td>
</tr>
<tr>
<td></td>
<td>Motivation in the workplace</td>
<td>Text, chapter 5</td>
</tr>
<tr>
<td>14 March</td>
<td>Applied performance practices</td>
<td>Text, chapter 6</td>
</tr>
<tr>
<td></td>
<td>Work-related stress management</td>
<td>Text, chapter 7</td>
</tr>
<tr>
<td>28 March</td>
<td>Decision making &amp; creativity</td>
<td>Text, chapter 8</td>
</tr>
<tr>
<td></td>
<td>Foundations of team dynamics</td>
<td>Text, chapter 9</td>
</tr>
<tr>
<td>18 April</td>
<td>Written Test</td>
<td>Text, chapter 10</td>
</tr>
<tr>
<td></td>
<td>Developing high-performance teams</td>
<td></td>
</tr>
<tr>
<td>25 April</td>
<td>Power &amp; influence in the workplace</td>
<td>Text, chapter 12</td>
</tr>
<tr>
<td></td>
<td>Conflict &amp; negotiation in the workplace</td>
<td>Text, chapter 13</td>
</tr>
<tr>
<td>9 May</td>
<td>Leadership in organisational settings</td>
<td>Text, chapter 14</td>
</tr>
<tr>
<td></td>
<td>Organisational structure</td>
<td>Text, chapter 15</td>
</tr>
<tr>
<td>23 May</td>
<td>Organisational culture</td>
<td>Text, chapter 16</td>
</tr>
<tr>
<td></td>
<td>Organisational change</td>
<td>Text, chapter 17</td>
</tr>
<tr>
<td>6 June</td>
<td>Multiple Choice Test</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unit evaluation</td>
<td></td>
</tr>
</tbody>
</table>

**Attendance**

Participation in class, whether it is listening to a lecture or getting involved in other activities, is an important part of the learning process. For this reason the Business School has decided not to move to online 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, seminars and tutorials’. Students should not expect to obtain approval to miss more than two classes per unit, unless there are exceptional circumstances.
TEXTBOOKS AND RESOURCES

Unit Web Site:  http://webct.uwa.edu.au

Required Text

Organisational Behaviour on the Pacific Rim

Authors: McShane, Steven; Travaglione, Tony
ISBN-10: 0074716581
©2006 | 2nd Edition | Softcover
Online Learning Centre: http://www.mhhe.com/au/mcshane2e

TEACHING AND LEARNING RESPONSIBILITIES

Teaching and Learning Strategies

This is a seminar-based unit. Seminars will consist of lectures, class discussion and syndicate work on exercises designed to assist students apply the theoretical content of the Unit to practical organisational behavioural activities of organisations.

Penalties

Incorrect and/or Incomplete Referencing
A penalty of 5% will be applied for incorrect and/or incomplete referencing. If you are not sure how to correctly reference, consult Learning, Language & Research Skills: http://www.studentservices.uwa.edu.au/ss/learning

Late Assignments
Plan your assignments ahead to avoid rushing to meet deadlines as work or personal emergencies may arise. A penalty of 5% applies for each day (or part thereof) for late assignments.
For example, if a student received a mark of 60% for an essay, and that essay was one hour late, the student would receive a mark of 55%. For illness or other extreme hardship, please contact me before the due date and provide documentary evidence (e.g. medical certificate) to seek an extension.

Exceeding Word Limit
A penalty of 5% will apply for each 10% that an assignment exceeds the word limit. For example, for an essay with a word limit of 1,500 words, a submitted essay of 1,645 words in length would not attract a penalty, and an essay of 1,700 words would attract a 5% penalty, so a mark of 65% would be reduced to 60%. Word limit does not include bibliography, table of contents and attachments.

Charter of Student Rights and Responsibilities

This Charter of Student Rights and Responsibilities 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.

Please refer to the guild website the full charter of student rights, located at:

http://www.secretariat.uwa.edu.au/home/policies/charter

**Use of Student Feedback**

The Unit is periodically evaluated and the feedback from students is taken into account when the Unit is next delivered. Previous feedback received from students which has now been included in the Unit is more case study analysis in class and more practical examples used in lectures to illustrate OB theory and concepts.

Students are encouraged to provide informal feedback to me throughout the semester on what they appreciate about the learning material, content and teaching and suggestions for improvement. Students are also encouraged to participate in formal feedback surveys conducted at the end of the semester.

**Assessment Mechanism Statement**

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar Participation</td>
<td>10%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Essay</td>
<td>15%</td>
<td>9.00 am, 14 March</td>
</tr>
<tr>
<td>Written Test</td>
<td>25%</td>
<td>9.00 am, 18 April</td>
</tr>
<tr>
<td>Team Project Report</td>
<td>25%</td>
<td>9.00 am, 23 May</td>
</tr>
<tr>
<td>Multiple Choice Test</td>
<td>25%</td>
<td>9.00 am, 6 June</td>
</tr>
</tbody>
</table>

Note: Results may be subject to scaling and standardisation under faculty policy and are not necessarily the sum of the component parts.

In order to pass this Unit, **students need to attain a mark of 45% in the combined tests and 50% overall in the Unit.** Where a student's raw mark is above 50% but the combined test mark is below 45%, the student will receive a mark of 48% for the Unit.

**Assessment details**

**Seminar Participation**

Your mark will be determined by attendance and the quality of participation which includes being on time, contributing constructively both individually as well as in group work and not dominating the discussion. If you would like feedback on your participation please discuss with me at any time.

**Essay**

Find one scholarly, peer-reviewed article for each of the four contributing disciplines of psychology, social psychology, sociology and anthropology within the OB field. Write an essay explaining the relevance of each of the four articles to the discipline of OB. Please
note that you are required to use scholarly, peer-reviewed journals, in-text citations, and provide a reference page. See WebCT for guidance. Word limit: 1,200

Please note that peer-reviewed/scholarly journals typically have the following characteristics:
- Articles are reviewed by a panel of experts before they are accepted for publication
- Articles are written by a scholar or specialist in the field
- Articles report on original research or experimentation
- Are often published by professional associations
- Utilise terminology associated with the discipline

Written Test
The 1-hour written test will comprise of one case study with questions and one essay question. The test is closed-book, which means that no notes or texts may be taken into the test.

Team Project Report
Voluntarily form teams of five members. Select an organisation and write a report that evaluates one, two or three OB areas covered in the Unit. In the introduction provide a brief historical background of the organisation. Your discussion must evaluate the OB practices of the organisation based on OB concepts and not simply describe them. Where possible provide recommendations for improvement. You are required to use scholarly journals, in-text citations, and provide a reference page with at least 10 references. Marking guidelines will be provided on WebCT. Word limit: 3,500.

Multiple Choice Test
The 1-hour multiple-choice test will comprise of 50 questions and cover all material in the textbook. The test is closed-book, which means that no notes or texts may be taken into the test.

Submission of Assignments
Assignments are to be submitted by the due date and time in class and are to include a signed Assignment Coversheet. Please note late, referencing and word limit penalties. I aim to return marked assignments two weeks after submission.
The Standard of Assessment

The Business 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 analytical 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 the 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 is an acceptable academic practice. The Business School and Board of Examiners has the right to scale marks where it is considered necessary to maintain consistency and fairness.
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/tl4/for_uwa_staff/policies/student_related_policies/academic_conduct](http://www.teachingandlearning.uwa.edu.au/tl4/for_uwa_staff/policies/student_related_policies/academic_conduct)

Academic Conduct Essentials

From 2008 all newly enrolled students in Postgraduate programs are required to complete a short compulsory online module called **Academic Conduct Essentials (ACE)** within the first 10 weeks of trimester/semester. ACE introduces students to essential knowledge regarding ethical scholarship, helps prepare them for the expectations of their university career and informs them of correct academic conduct.

The unit can be accessed via WebCT ([http://webct6.uwa.edu.au](http://webct6.uwa.edu.au)). The unit quiz must be completed with a mark of 80% or greater. Students may attempt the quiz as many times as they wish to gain the required pass mark. Completion of the unit will be recorded as an Ungraded Pass (UP) on students’ academic records. Non-completion (NC) within the required timeframe will also be documented on formal academic records. More information on ACE is available at [http://ace.uwa.edu.au](http://ace.uwa.edu.au)

Acknowledging sources of information

In the course of your individual and team 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 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 the 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.

The Faculty of Economics and Commerce has the following regulation on Plagiarism: “The Faculty will promote the highest levels of probity and honesty amongst students and will provide instruction on ethical conduct. By submitting assignments and other work for assessment, students acknowledge Faculty’s duty to guard against plagiarism, including by electronic means such as Turnitin or MyDropbox. A lecturer may require students submitting written or electronic work to sign a Plagiarism Declaration Form indicating that the work is original.”

**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’

[www.library.uwa.edu.au/education_training_and_support/guides/how_to_cite_your_sources/citing_your_sources_-_harvard_style](http://www.library.uwa.edu.au/education_training_and_support/guides/how_to_cite_your_sources/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 the ‘How to Use EndNote’ page

**Taping of Lectures**

The Business School does not provide tape recordings of lectures, however if you do wish to tape record a lecture, then as a matter of courtesy you should obtain the permission of the lecturer first.

**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. It is recommended that students contact the Guild Education Officers to aid them in the appeals process.

There is a 20 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 at [http://www.secretariat.uwa.edu.au/home/policies/appeals](http://www.secretariat.uwa.edu.au/home/policies/appeals)

**Student Guild contact details**

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35 Stirling Highway  
Crawley WA 6009  
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Facsimile: (+61 8) 6488 1041  
E-mail: enquiries@guild.uwa.edu.au  
Website: [http://www.guild.uwa.edu.au](http://www.guild.uwa.edu.au)