Unit Outline*

MGMT8501

Organisational Behaviour

D1-OFF (QT1) 2012
Singapore

Ms Gail Broady

Business School
www.business.uwa.edu.au

* This Unit Outline should be read in conjunction with the Business School Unit Outline Supplement available on the Current Students web site http://www.business.uwa.edu.au/students
UNIT DESCRIPTION

Introduction
I am delighted to have the opportunity to engage with you in Singapore in a journey through the rich and dynamic field of human behaviour in organisations. Whatever your industry, function, role or location around the globe, you need to work with people, and as a manager, achieve results through THEIR efforts. Your ability to understand, anticipate and influence their behaviour will, therefore, determine your effectiveness, success and satisfaction as a manager. That is why Management 8501: Organisational Behaviour is a foundation unit, and why it has direct and immediate value to technical professionals, managers and leaders at all stages of their careers. I am looking forward to a challenging, thought provoking and creative journey through this unit with you all.

Unit content
Organisational Behaviour covers a range of complex inter-relationships between individual behaviour, group behaviour, leadership behaviour and organisational processes. The topics we will explore in this session include an introduction to organisational behaviour, understanding individual behaviour and performance, personality, perceptual & learning processes, emotions, attitudes and values, motivation, designing, leading, developing, communicating and working in teams, and facilitating change in individual behaviour.

The goal of the unit
The goal of the unit is to strengthen your ability to understand, appreciate, predict and influence behaviour within organisational settings, so that you have a sustained and positive impact on both the bottom line for the organisation, and the quality of life of its members.

We will do this by expanding your knowledge of OB – by introducing you to OB concepts, models, theories and research findings of immediate, practical use and benefit to you and your organization; and by developing your critical thinking skills as you use this knowledge analytically, and practically.

You will be encouraged to inform your thinking with a variety of concepts and theories, to integrate your professional experiences with academic insights and perspectives on organisational life, and to identify, test and challenge the basis and validity of your current personal theories about behaviour, performance and effectiveness in the workplace. You will be challenged to uncover and evaluate your personal or implicit theories of behaviour, to develop your ability to recognise the difference between fact and opinion, to undertake evidence based, well reasoned analysis, and to transform OB theory & research models into effective practice. Management 8501 presents exciting opportunities to gain new insights into your own attitudes and behaviour at work and to design changes that support and sustain higher levels of personal and interpersonal effectiveness.

It will be great to work with you.
Learning outcomes

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

<table>
<thead>
<tr>
<th>#</th>
<th>Outcome</th>
<th>Assessment Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Explain how knowledge &amp; understanding of human behaviour can be used to analyse and improve individual performance, employee well-being and team effectiveness in a variety of organisational contexts.</td>
<td>Exam</td>
</tr>
<tr>
<td>2</td>
<td>Select and apply relevant organisational behaviour theories, models and concepts to explain &amp; predict individual behaviour and performance and interpersonal and team processes, and to uncover the root cause of people problems.</td>
<td>Personal Learning Review, Group Case Study, Exam</td>
</tr>
<tr>
<td>3</td>
<td>Use organisational behaviour theories, models and concepts to select, develop and justify effective and ethical solutions to problems of human behaviour in organisations.</td>
<td>Personal Learning Review, Group Case Study, Exam</td>
</tr>
<tr>
<td>4</td>
<td>Utilise a range of organisational behaviour concepts, theories and models to examine, change and develop your own thinking, feeling and behaviour in order to enhance your effectiveness as a leader, manager and team member</td>
<td>Participation</td>
</tr>
</tbody>
</table>

Educational principles and graduate attributes

In this unit, you will be encouraged and facilitated to develop your ability and commitment to:
- Apply organizational behaviour concepts and theories to explain, predict and shape behaviour and results within the workplace
- Recognise and understand critical dimensions of diversity, including culture, gender and personality
- Communicate, engage with, manage & lead diverse others, effectively and ethically
- Think and reason critically, logically and creatively about behaviour and results within the workplace in order to develop practical, effective and ethical solutions to problems, and to prevent or reduce the likelihood of their recurrence
- Develop clear, logical & persuasive written arguments for action to solve problems
- Work effectively within a team setting
- Develop competencies that enable you to step up and lead, and to step back in support of others' leadership, when needed, as needed, within your organisations

TEACHING AND LEARNING RESPONSIBILITIES

Teaching and learning strategies

My approach to teaching is based on a belief system that can be captured in the following quotes:

1. I'm OK, You're OK.
2. Garbage in, garbage out.
3. There is nothing either good or bad, but thinking makes it so (William Shakespeare, Hamlet)
4. Failure is the opportunity to begin again, more intelligently (Henry Ford)
5. By three methods we may learn wisdom: First, by reflection, which is noblest; Second, by I6 mitation, which is easiest; and third by experience, which is the bitterest. (Confucius)
6. Knowledge is understanding others; Wisdom is understanding yourself. Strength is mastering others, Power is mastering yourself. (Tao Te Ching)
As a result, this unit adopts an integrated and exploratory approach to learning and assessment, in which together, we improve the quality of our thinking by exploring the research and theory of organisational behaviour, reflecting upon, critically examining and testing our own theories, beliefs and practices; and by designing new responses and approaches to familiar problems. We will use lecture, readings, case studies, video materials, individual and team exercises, discussions in class and online, and draw on the leadership, management & work experiences and expertise of participants on the course.

Here are a few tips (adapted from advice given to Perth MBA students by Assistant Professor Barbara Woods) to help you get the most out of studying OB:

- Some notions and ways of managing and leading people in organisations, that you consider ‘obvious’ or ‘common-sense’, will be challenged in this course. Before we get under way, you may find yourself considering how much you’re prepared to open your mind to new ideas, concepts and possibilities by using active listening, by asking questions that start with So rather than But, and by taking time to explore & reflect before judging. It will be interesting to see how surprised and delighted you are with what you learn.

- Make time to reflect on how you currently think about & do things and how you might take what you learn in class and from your reading, and apply, use it at work, now and in the future. Design & undertake behavioural experiments to deepen your learning and develop not just knowledge, but new competencies, insights and confidence.

- The classroom is a rich and valuable resource, so get to know your peers. What you can learn from them is as important as the knowledge you will acquire from the text, lecture and tutorials. Learn from each other, share your knowledge and experiences and help each other out when the pressure is on.

- Prepare mentally and emotionally for feedback. It’s likely that you are a high achiever and that you approach your work determined not to fail. That mind-set is essential in many aspects of work – it’s just not the best for learning OB. You are encouraged instead to adopt an experimental mind-set in class and in your approach to assessments – a mind-set of hypothesising and testing your thinking - your assumptions, beliefs and reasoning; and inviting & opening to feedback & experience, to discover what you can learn and how you might build for the future.

Thinking Critically When You Read

A major objective of this unit is for you to develop your ability to reason and think critically about the way you think about, and react to, behavioural challenges in the workplace. Therefore, the unit involves you in reflecting upon and analysing experiences from your work-life. We also utilise the text, case studies, video materials, individual and team exercises, class discussions and the leadership and management expertise of participants.

You are expected to complete specified reading & preparation prior to each Block and tutorial and to engage actively in class exercises and discussions, teamwork and self-assessment exercises. We have limited time in the blocks and tutorials, so it is important that you cover the preparatory work beforehand.

To get the most from your reading, read with purpose. Make it a habit of completing each of the following eight (8) statements when you have completed your reading.

a. The BIG questions this chapter addresses are… OR the BIG issues or problems this chapter seeks to resolve are…
b. The most important concepts / models / theory I need to understand from this reading is/are….
c. In my own words, this means:
d. The important inferences or conclusions that the authors draw in this reading are that…
e. If I took this reading seriously, the implications for the way I think about, manage and seek to influence behaviour in organisations are that…
f. If I failed to take this reading seriously, the implications for the way I think about, manage or seek to influence behaviour in organisations are that…

g. The points of view represented in this reading are those of (circle those which apply) 
   academics / researchers / managers / employers / employees / the Americas / Europe / Asia / men / women / other…

h. The points of view missing from this reading are (circle those which apply) academics / researchers / managers / employers / employees / the Americas / Europe / Asia / men / women / other…

Teaching and learning evaluation

You may be asked to complete two evaluations during this unit. The Student Perception of Teaching (SPOT) and the Students’ Unit Reflective Feedback (SURF). The SPOT is optional and is an evaluation of the lecturer and the unit. The SURF is completed online and is a university wide survey and deals only with the unit. You will receive an email from the SURF office inviting you to complete the SURF when it is activated. We encourage you to complete the forms as your feedback is extremely important and can be used to make changes to the unit or lecturing style when appropriate.

The Unit is periodically evaluated and student feedback is taken into account when the Unit is updated. Feedback from students in past years has led to changes such as reducing the amount of time students are required to do research and increasing the case study activities as these help students develop skills that they use every day in their work; reducing the number of assessment activities and increasing the word limit on the Workplace Learning Review; reducing the number of topics covered to enable students to develop a deeper understanding and greater skill in using OB to improve their effectiveness with individuals and teams.

I welcome your feedback on content, relevance, presentation and methods of assessment of the OB unit, and hope that you will find it enriching, challenging, practical and enjoyable.

Attendance

Participation in class, whether it be listening to a lecture or getting involved in other activities, is an important part of the learning process, therefore it is important that you attend classes. More formally, the University regulations state that ‘to complete a course or unit students shall attend prescribed classes, lectures, seminars and tutorials’. Where a student, due to exceptional circumstances, is unable to attend a scheduled class, they are required to obtain prior approval of the unit coordinator to be absent from that class. Any student absent from class without having had such absence approved by the unit coordinator may be referred to the faculty for advice and may be required to withdraw from the unit.

Active participation in face-to-face interactions, whether in lecture, classroom dialogue, case analysis, problem solving or structured activities, is a key component of the learning process. For this reason the Business School has decided not to move to on-line teaching alone. That’s why it is essential that you attend lectures & tutorials, on time and prepared.

Formally, the University regulations state that ‘to complete a course or unit, students shall attend prescribed classes, lectures, seminars and tutorials’. In particular, MBA students are required to attend at least 80% of all classes including block lectures and tutorials. Each Block represents six classes. As well participation is assessed for 15% of the grade, so attendance directly contributes to your overall grade.

Students who do not attend at least 80% of both lectures and tutorials may be deemed not to have met the course requirements. Students should not expect to obtain approval to miss more than two classes per unit, unless there are exceptional circumstances.
CONTACT DETAILS

We strongly advise students to regularly access their student email accounts. Important information regarding the unit is often communicated by email and will not be automatically forwarded to private email addresses.

<table>
<thead>
<tr>
<th>Unit coordinator/lecturer</th>
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<tbody>
<tr>
<td><strong>Name:</strong></td>
<td>Ms Gail Broady</td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td>via LMS</td>
</tr>
<tr>
<td><strong>Phone:</strong></td>
<td>+6189444 4151</td>
</tr>
<tr>
<td><strong>Consultation hours:</strong></td>
<td>Email me to arrange a time : I will respond with 36hrs</td>
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<tr>
<th>Lecture times:</th>
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<tbody>
<tr>
<td><strong>Block I</strong></td>
<td></td>
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<tr>
<td>5 January</td>
<td>7.00pm – 10.00pm</td>
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<tr>
<td>6 January</td>
<td>7.00pm – 10.00pm</td>
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<tr>
<td>7 January</td>
<td>9.00am – 5.00pm</td>
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<tr>
<td><strong>Block II</strong></td>
<td></td>
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<tr>
<td>9 February</td>
<td>7.00pm – 10.00pm</td>
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<tr>
<td>10 February</td>
<td>7.00pm – 10.00pm</td>
</tr>
<tr>
<td>11 February</td>
<td>9.00am – 5.00pm</td>
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</tbody>
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| Lecture venue: | PSB Academy |

<table>
<thead>
<tr>
<th>Tutor</th>
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<tbody>
<tr>
<td><strong>Name:</strong></td>
<td>Eric Teo</td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:Eric-KH.Teo@sg.ey.com">Eric-KH.Teo@sg.ey.com</a></td>
</tr>
<tr>
<td><strong>Phone:</strong></td>
<td>+65 98776173</td>
</tr>
<tr>
<td><strong>Consultation hours:</strong></td>
<td>TBA</td>
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<table>
<thead>
<tr>
<th>Tutorial times:</th>
<th></th>
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<tbody>
<tr>
<td>7.00pm – 10.00pm</td>
<td></td>
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<tr>
<td>18 January</td>
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<td>1 February</td>
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<td>22 February</td>
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<td>1 March</td>
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| Tutorial venue: | PSB Academy |
TEXTBOOK(S) AND RESOURCES

Unit website


In this Unit we make extensive use of LMS (Learning Management System) between Blocks to share learning resources, ask and answer questions, practice essential OB skills and disciplines, clarify concepts & theories, and to submit and return assessments.

Enrolled students should access UWA LMS after 7 January 2011 – details will be provided in class.

Recommended/required text(s)


We will make use of cases and materials from this edition of the text including Self-Assessments in the McGraw-Hill Online Learning Centre which is free with the purchase of the text (plus lecture, tutorial and additional learning resources provided via LMS.

NOTE: If you choose to use a different edition of the text, it will be your responsibility to check page references and cases used in the course and to purchase access to Online Learning Centre resources.

Please bring your textbook to each Block Session and Tutorial as you will be required to use it in class.

Software requirements

You will need access to a web-linked computer with an up to date browser, be able to use word processing software, know how to access recommended reading and other materials on the web and from the Business Library, and have an active university email address.

Additional resources and reading material

This course has been designed to take account of student feedback regarding the importance of spending time using OB concepts and models in case analysis and problem solving, rather than spending time researching the literature to learn about the field of OB. Students and sponsoring employers have also made it clear that mastery of the disciplined thinking required to make use of OB is preferable to broad theoretical knowledge.

This feedback is consistent with recent critique of MBA courses that produce managers who might know more but have not developed superior skills in managing and leading people and organisations (ie they know better but don’t do better, when it comes to managing and leading people, working with others to prevent or solve real business problems).

Therefore, in MGMT8501, you will not be expected or required to undertake library searches to find and access materials beyond those provided in your text, required readings from electronic journals and learning resources posted to LMS. Some readings are suggested for students wishing to extend or deepen their knowledge, but I stress that these are optional.
Optional Reading


Journal Articles

There are many OB related journals held in the local Business Library and available online. The list below covers journals that are relevant to this course:


You should also keep an eye out for topical articles in The Singapore Times.

SEE ALSO:
Websites

Probably the best single search engine for OB topics is on the ‘Management’ directory on Google. Additional Websites that you might find useful to deepen and extend your OB knowledge include:

Business Balls
http://www.businessballs.com/
Free career help, business training, organizational development - inspirational, innovative ideas, materials, exercises, tools, templates.

Changing Minds
http://www.changingminds.org
All aspects of how we change what others think, believe, feel and do. There are already around 5000 pages here, all free and with much more to come!

Organisational Behaviour by McShane and Travaglione On-Line learning Center
http://www.mhhe.com/au/mcshane5e The website for the textbook has useful resources at the On-Line learning Centre including chapter summaries, useful web links and on-line quizzes.

TED: Technology, Education and Design
http://www.ted.com/
Riveting talks by remarkable people, free to the world

The Consortium for Research on Emotional Intelligence
http://www.eiceconsortium.org There are downloadable articles and a list of references at this site.

The Center for Effective Organisational at the University of Southern California
http://www.marshall.usc.edu/ceo

The Centre for the Study of Work Teams at the University of North Texas
http://www.workteams.unt.edu This is a very useful site that has references available for download.
**UNIT SCHEDULE**

<table>
<thead>
<tr>
<th>Week #</th>
<th>Topic</th>
<th>Independent activity (e.g. readings)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Block I</td>
<td><strong>Individual Behaviour &amp; Performance</strong></td>
<td>Read Course Overview</td>
</tr>
<tr>
<td>5-7 January</td>
<td>1. Perception and Learning</td>
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<tr>
<td></td>
<td>2. Personality, Values Emotions, Attitudes &amp; Stress</td>
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<tr>
<td></td>
<td>3. Motivation &amp; Performance</td>
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<tr>
<td><strong>Optional:</strong></td>
<td>Submit via LMS team’s problem statement for feedback, by 15 January</td>
<td></td>
</tr>
<tr>
<td>Week Ending 15 January</td>
<td>Individual Behaviour &amp; Performance</td>
<td>Contribute at least 2 posts to the online assessment practice in LMS</td>
</tr>
<tr>
<td></td>
<td>Improving the Quality of Your Decisions</td>
<td>Read text chapter on:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Perception and Learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Personality, Values Emotions and Attitudes</td>
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<td></td>
<td></td>
<td>Tutorial Preparation: Complete the IAT Online – details to be advised by tutor</td>
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<tr>
<td></td>
<td></td>
<td>Before getting too deep, too quickly with your Case Study, it is recommended that you study your text Chapter on Decision Making</td>
</tr>
<tr>
<td>Week ending 22 January</td>
<td>Individual Behaviour &amp; Performance</td>
<td>Contribute at least 2 posts to the Online Assessment Practice in LMS</td>
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<tr>
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<td></td>
<td>Read Text Chapters on Motivation &amp; Applied Performance / Motivation Theory</td>
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<td>Tutorial preparation: TBA</td>
</tr>
<tr>
<td>Submit Group Case Analysis via LMS by 11.30pm, Sunday 29 January</td>
<td></td>
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<tr>
<td>Week Ending 5 February</td>
<td>Individual Behaviour &amp; Performance</td>
<td>Contribute at least 2 posts to the online assessment practice in LMS</td>
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<tr>
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<td></td>
<td>Prep for Block 2:</td>
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<tr>
<td></td>
<td></td>
<td>Complete Online CIQ (Instructions to be provided by lecturer)</td>
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<tr>
<td></td>
<td></td>
<td>Read a Case from the text: <code>Treetop Forest Products</code></td>
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<td></td>
<td></td>
<td>Tutorial preparation: TBA</td>
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</tbody>
</table>
| Block 2  
| 9-11 February | Working & Communicating in Teams & Organisations  
| | Leading and Managing Change  
| **Week Ending 19 February** | Working & Communicating in Teams & Organisations  
| | Leading and Managing Change  
| | Read Text Chapters OR  
| | Learning resources relevant to your Individual Learning Review  
| | Tutorial preparation: TBA  
| | Submit via LMS, Individual Learning Review: 11:30pm Sunday 26 February  
| **Week Ending 26 February** | Working & Communicating in Teams & Organisations  
| | Leading and Managing Change  
| | Contribute at least 2 posts to the online assessment practice in LMS  
| | Read Text Chapters on Working & Communicating in Teams and Organisations OR  
| | Learning resources on Leading and Managing Change (ie read whatever you did not read last week)  
| | Tutorial preparation: TBA  
| **Week Ending 4 March** | Review and Prepare for Exam  
| | Contribute at least 2 posts to the online assessment practice in LMS  
| | Tutorial preparation: TBA  
| **Week Ending 11 March** | Review and Prepare for Exam  
| | Tutorial preparation: TBA  
| **9am – 12pm OPEN BOOK EXAM  
Saturday 10 March, 2012** | **Examinable Topics:** Assigned reading, lecture and learning resource material on: Perception & Learning; Individual Behaviour & Performance; Personality, Values, Emotions, Stress and Attitudes; Motivation; Building, Leading and Working in Teams; Communication; Leading & Managing Change  

**ASSESSMENT MECHANISM**

**The purpose of assessment**

There are a number of reasons for having assessable tasks as part of an academic program. Firstly they provide a focus and a trigger for active engagement. Second, they are designed to direct your efforts towards those activities that will bring you most benefit as a manager since they require you to explore and understand the subject fully, and to practice using new knowledge to build & sustain effective organisations. Thirdly, assessment provides you with the opportunity to gather feedback essential to your continued learning and skill development. And finally they secure the value of your qualification. Since you have invested a lot of time and money in your MBA, you and prospective employers must be assured that the qualification actually means something and is not just given to people in exchange for dollars, or for simply turning up.

Assessment submissions are returned with a grade and written feedback. These give you an indication of how your knowledge and skills are developing against expected standards for post-grad students, and where you need to focus your efforts for future success. Using this feedback is a key to future success.
# Assessment mechanism summary

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight</th>
<th>Due Date</th>
<th>Remarks</th>
<th>Relates to Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1 Team Case Analysis (3000 word limit)</td>
<td>30%</td>
<td>11:30pm Sunday 29 January</td>
<td>Students will be assigned to teams in the first Teaching Block Electronic submission through LMS</td>
<td>2, 3</td>
</tr>
<tr>
<td>Assessment 2 Individual, Personal Learning Review (2000 word limit)</td>
<td>25%</td>
<td>11:30pm Sunday 26 February</td>
<td>Students are required to analyse and assess the effectiveness of a group OR their attempts to facilitate change Electronic submission through LMS</td>
<td>2, 3 &amp; 4</td>
</tr>
<tr>
<td>Assessment 3 Online &amp; Tutorial Participation</td>
<td>20%</td>
<td>Blocks and Tutorials</td>
<td>Students are required to attend at least 80% of all classes ie block lectures and tutorials. Each Block is equivalent to 6 classes. Students who do not attend at least 80% of classes may be deemed not to have met the course requirements.</td>
<td>4</td>
</tr>
<tr>
<td>Assessment 4 Final Exam (Open Book)</td>
<td>25%</td>
<td>9.00am – 12.00pm Saturday 10 March</td>
<td>This is an Open Book Exam and will examine students understanding and ability to apply course concepts in analysis and practice (action)</td>
<td>1, 2, 3</td>
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</tbody>
</table>

**Note 1:** Results may be subject to scaling and standardisation under faculty policy and are not necessarily the sum of the component parts.

**Note 2:** Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning outcomes as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the unit.

**Note 3:** The grade FC indicates failure to complete an identified essential assessment component and means failure of the unit.

## Assessment components

### 1: Team Case Analysis (30%)

**Background**

This course is about the **theory & practice** of explaining, predicting, shaping and changing behaviour in organisation settings. That practice often involves working with others in teams to diagnose the causes of problems and to develop a plan of action that others need to implement in order to resolve and prevent the recurrence of the same or similar problems.

To be effective, you need to build agreement on the definition of the problem, its root causes and a plan for resolution. You then need to convince others of your diagnosis and motivate them to implement your plan.

**Requirements**

For this assessment you will work in an assigned group to analyse a case, develop a plan of action to resolve the problems and prevent their recurrence.

Present your analysis and plan in a 3000 word paper.
You will be assigned to a syndicate and provided with details of the case in the first Block.

Draw on concepts and models from assigned chapters of the required text, lecture material, tutorial and learning resources in your analysis and improvement plan.

Your syndicate will:
1. Provide a succinct factual case summary and define the problem/s (gaps).
2. Draw on relevant OB theory, models and concepts, from assigned chapters of the text, lecture material, tutorial and learning resources to analyse the root causes and to develop recommendations on the specific, practical and ethical actions the immediate manager can take to address or correct matters and to prevent recurrence of the same or similar problems in the future.
3. Justify your action recommendations using OB theory & research and explain the business case for your plan.
4. As this is a team project, each member of the team is expected to contribute equally to the written report and is expected to have input to, and influence on, the problem definition, diagnosis and recommended plan of action.
5. The management and leadership of each team, allocation of work-loads, and the timing and handling of project meetings will be left entirely in your hands.

If you run into major difficulties you should consult me sooner rather than later. Do not leave it until the week before the paper is due!

6. Your paper should include:
   - A succinct précis (5%) of key facts providing an accurate and comprehensive ‘snapshot’ of the case.
   - A clear factual problem statement (5%) and explanation of why it is important to identify and address the root causes (ie the business significance of the problem/s including costs and potential benefits for the client manager/leader or his or her business).
   - Your group’s analysis (35%)— a methodical, disciplined and scientific analysis, utilising the selected concepts etc to uncover the root causes. This section should take the reader through a carefully reasoned, evidence based, theoretically & logically sound argument that takes them to the same conclusions as you, regarding what’s causing the problem/s in the case.
   - Conclusions as to root causes (10%)- succinctly summarise what your group concluded from the analysis as to the root causes and explain what your client might learn from the analysis regarding the best general approach to managing and leading people in the future.
   - Recommended plan of action (35%)— map out a plan of action for the manager with a well defined and unambiguous goal;
     * the action steps, in logical order, that you recommend the manager take now to resolve the problem or recover the situation, and to prevent the same or similar problems and to achieve desirable outcomes in the future; these should be specific and behavioural rather than broad and general;
     * the obstacles and constraints the manager is likely to face when implementing the plan and explain how these can be overcome, worked around or managed.
     * an explanation of the logic behind your plan/recommendations using appropriate OB concepts, theories and models, the relevant ethical considerations and the business case for the plan/recommendations.
     * your client can monitor the effect and evaluate the effectiveness of your improvement plan to ensure it is an improvement; these strategies for monitoring and evaluating should be cost-effective, simple & practical/easy - not costly, hard work or complicated.
WORD LIMIT: 3000

• The word count for your paper must be written on the cover sheet of your paper. You are expected to use headings and sub-headings in the paper.

• ALL words and numbers (whether in the body of the paper, headings, sub-headings, citations, an abstract, executive summary, table of contents, reference list, appendix, table diagram or figure) are included in the word count.

• The only words excluded from the count are those on the official cover page and the end list of references.

• Any material after the first 3000 words will not be considered in assessing your paper. Do not try to extend the work count by using appendices, as they will not be read if they exceed the word limit.

1. You must ensure that this paper is your own original, individual work.

Citation and Referencing. You must ensure that all your sources are cited and that you use open and closing ‘quotation marks’ to clearly indicate where quoted material begin and end.

• Sources of diagrams and direct quotes should be page referenced and cited.
• In-text citations and end list of references should be formatted in accordance with the Harvard Style
• The end list of references should include only those references cited in the body of the paper. References that you have read during the course of your research but do not cite in your essay should not be included.
• The importance of referencing correctly, and your obligations for full acknowledgement of sources, is covered in more detail in the sections on acknowledgements and plagiarism, and referencing.

2. Writing Style. You are expected to adopt a writing style that is professional & engaging.

• Please note that the emphasis is on using your own words rather than the extensive use of quotes in written essays.
• Direct quotes should be used sparingly (less than 3% of the paper) and only in certain circumstances such as when defining key constructs/terms, conveying a difficult concept that might be misinterpreted if the author’s original words are not used, or for literary effect.
• Edit your work carefully for errors in grammar, spelling, punctuation and gender inclusive language.
• Be precise in your choice of words and expression of ideas.

The following websites provide additional useful resources to assist you in presenting your written arguments.

http://owlet.letu.edu/grammar.html

A marking guide is included overleaf.
# MGMT8501 GROUP CASE STUDY - Marking Guide

## ASPECT OF PAPER

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<th>ASPECT OF PAPER</th>
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<th>CR 60-69%</th>
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<td><strong>1. SUMMARY OF KEY FACTS</strong> 5%</td>
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<td>• succinct, clear &amp; comprehensive overview of the facts of the situation without pre-empting analysis</td>
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<td>• clear &amp; succinct explanation of the importance to the client/business of understanding and addressing root causes</td>
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<td>• selected OB theories &amp; concepts are relevant</td>
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<td>• application of OB concepts &amp; theories demonstrates sound understanding</td>
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<td>• assertions are supported by research, and/or evidence, and/or factual &amp; specific examples, and/or reasoned explanation</td>
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<td><strong>5. CONCLUSIONS</strong> 10%</td>
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<td>• accurate &amp; comprehensive summary of key findings of analysis clearly identifying root causes</td>
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<td>• clear description of insights and lessons for the client/business</td>
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COMMENTS:
2: Individual Personal Learning Review (25%)

For this assessment you will work individually using OB models to analyse and gain new insights into a real-life experience of teamwork or change that didn’t work out quite as you wanted, and to design a ‘Take 2’: a more effective response for the same or similar situations in future.

Your PLR should describe and analyse the effectiveness of a group in which you have worked OR your attempts to lead or manage change in a group or the behaviour of another.

Your PLR should NOT
• be based on an hypothetical or composite incident
• be something that happened to someone else
• analyse someone else’s poor performance

Confidentiality
You should protect organisations and individuals involved in the incident by disguising their identity. And you should not make recommendations about what others should or could do differently.

You should draw on concepts and models from assigned chapters of the required text, lecture material, tutorial and learning resources to analyse the root causes and develop a practical plan for achieving the outcome you wanted in a ‘Take 2’ situation.

Note that your Action plan
• should not describe what you ‘should’, ‘could’, ‘would’ or ‘might’ do.
• should not make recommendations to others about what they should do.
• should specify what you WILL do in similar or identical situations to get the desired outcome/be effective.

You should
1. Briefly describe the facts of the team or change leadership experience that didn’t work out as well as you would have liked.

2. Analyse your experience to uncover and specify the root causes of the failed attempt – use relevant OB concepts, models or theories from assigned chapters of the text, lecture material, tutorial and learning resources.

3. Map out a specific, practical and ethical plan of action explaining what specifically you will do to bring about a more successful outcome in the same or similar future circumstances. Use course relevant OB concepts, theories and models from assigned chapters of the required text, lecture material, tutorial and learning resources to

4. The Learning Review should be presented in a written paper structured as follows:
• Case Description (10%) - briefly recount the facts of the experience in a succinct and clear report with a beginning, middle and end. Provide sufficient relevant information for the reader to understand your experience - the background, the circumstances, what you were trying to achieve, what you and others did, your perceptions and reasoning at the time, the critical events or incidents, how it turned out and what you ended up thinking & feeling.
• A clear factual problem statement (5%) and why it is important for you to understand the root causes and to devise an alternative approach to similar situations.
• Your Analysis (30%) - Including a brief description of the analytic framework – the concept/s, theory/theories and/or model/s used, what they propose and why they are the most appropriate choice for analysis of this case. A methodical, disciplined and scientific analysis, utilising the selected concepts to uncover the root causes.

This section should take the reader through a carefully reasoned, objective, evidence based, theoretically & logically sound root cause analysis. ending with a succinct summary of your conclusions about the root causes and the broad, general management or leadership lessons you have drawn from the analysis.
• **Conclusions - as to root causes (10%)** - succinctly summarise what your group concluded from the analysis as to the root causes and explain what your client might learn from the analysis regarding the best general approach to managing and leading people in the future.

• **Action Plan (35%)** – A specific plan of action clearly indicating the steps, that you will take in a ‘second take’ to achieve desirable outcomes in similar situations. You should anticipate obstacles and constraints you are likely to face when implementing the plan, and explain how you’ll overcome, work around or manage these. You should also justify your plan and explain how you will monitor the effect of your actions & evaluate the effectiveness of your plan.

**WORD LIMIT: 2000**
- The word count for your paper must be written on the cover sheet of your paper.
- You are expected to use headings and sub-headings in the paper.
- **ALL** words and number (whether in the body of the paper, headings, sub-headings, citations, an abstract, executive summary, table of contents, reference list, appendix, table diagram or figure) **are included** in the word count. So count carefully.
- The only words **excluded from the count** are those on the official cover page and the end list of references.
- Any material after the first 2000 words will not be considered in assessing your paper. Do not try to extend the work count by using appendices, as they will not be read if they exceed the limit.

5. You must ensure that this paper is your own **original, individual work**.

6. **Citation and Referencing.** You must ensure that all your sources are cited and that you use open and closing ‘quotation marks’ to clearly indicate where quoted material begin and end.
   - Sources of diagrams and direct quotes should be page referenced and cited.
   - In-text citations and end list of references should be formatted in accordance with the Harvard Style
   - The end list of references should include only those references cited in the body of the paper. References that you have read during the course of your research but do not cite in your essay should not be included.

7. **Writing Style.** You are expected to adopt a writing style that is professional & engaging.
   - Please note that the emphasis is on using your own words rather than the extensive use of quotes in written essays.
   - Direct quotes should be used sparingly (less than 3% of the paper) and only in certain circumstances such as when defining key constructs/terms, conveying a difficult concept that might be misinterpreted if the author’s original words are not used, or for literary effect.
   - Edit your work carefully for errors in grammar, spelling, punctuation and gender inclusive language.
   - Be precise in your choice of words and expression of ideas.
   - The following websites provide additional useful resources to assist you in presenting your written arguments.
     - [http://owlet.letu.edu/grammar.html](http://owlet.letu.edu/grammar.html)

8. **Professional Presentation.** All written assignments must be:
   - submitted as a single word document (NOT pdf) with the completed cover page as the FIRST page. The cover page can be obtained through our class website in LMS.
   - one and a half-spaced,
   - minimum 2cm margins

A marking guide is included overleaf.
### MGMT8501 Workplace Learning Review – Marking Guide

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<tr>
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<td>• clear, engaging story that’s easy to understand &amp; rich in descriptive detail</td>
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<td>• clear &amp; succinct explanation of why it’s important for you to understand the root causes</td>
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<td><strong>3. ANALYSIS &amp; CONCLUSIONS</strong></td>
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<td>• objectivity in analysis is maintained (ie focus is on understanding causes rather than assigning blame)</td>
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<td>• plan shows ability to turn OB theories and concepts into practice</td>
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This paper was submitted on time  YES/ NO
This paper was within the word limit  YES/NO
Sources are cited clearly & consistently  YES/NO

MARK:  _______ %  =  /30

COMMENTS:
3: Participation (20%)

Part of your final grade is allocated for the class participation mark. As a post-graduate, your contributions to class discussion form an essential part of this course, and also form a vital part of learning on the MBA program. Unlike undergraduate courses, where you may have been ‘taught’ in a one directional way by ‘lecturers’, this course requires your active participation in, and learning from, dialogue and teamwork.

My role in the Block teaching is to act as a facilitator, coach and guide rather than a traditional ‘lecturer’. Your tutor has a similar role in tutorials. We have worked together to design tutorial activities that actively engage you in using and exploring concepts, theories and models covered in the Blocks.

The participation mark recognises the contributions you make in class. A good attendance record and displaying an interest in class discussions form the lowest level of participation. Active and positive participation in class discussions are required for a mark above 5. The participation mark recognises your class contributions and is distributed in accordance with the information below and on the following page.

<table>
<thead>
<tr>
<th>Grade</th>
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| 1-4   | Present, not disruptive – maintains classroom decorum & makes little contribution to online work *(see next page)*
|       | Infrequent involvement in dialogue (online & in class).
|       | Tries to respond when called upon but offers very little.
|       | Maintains at least 80% attendance and classroom decorum
|       | Makes minimum online contributions without demonstrating much understanding /without raising helpful questions
|       | Repeats what others have said or what’s in the text without adding much value |
| 5-8   | **Demonstrate adequate preparation & engagement in online**
|       | Knows basic material, case or reading facts but doesn’t show evidence of analysis or critical reflection.
|       | Offers straightforward information without elaboration when called upon by the instructor.
|       | Demonstrates sporadic involvement.
|       | Maintains at least 80% attendance and classroom decorum
|       | Makes minimum online contributions demonstrating some understanding /raising some helpful questions
|       | Raises new points sometimes and actually uses the concepts |
| 9-12  | **Demonstrates good preparation & helpful contribution online**
|       | Knows readings and facts well and has thought through implications.
|       | Offers hypotheses, reflections on relevance to their own workplace, and analyses of issues to class.
|       | Contributes to dialogue and constructively explores or builds on the contributions made by others.
|       | Offers & supports thinking that may be counter to the majority opinion.
|       | Demonstrates consistent ongoing involvement without dominating.
|       | Maintains at least 80% attendance and classroom decorum
|       | Makes helpful and thought provoking online contributions demonstrating a developing understanding /raising helpful questions
|       | Adds real value |
| 13-15 | **Demonstrates excellent preparation & online participation**
|       | Has thought through topic concepts and issues exceptionally well, relating them to other material (including readings, course handouts, discussions and experiences).
|       | Offers analysis, synthesis and evaluation of issues discussed.
|       | Draws connections to develop new approaches that take the class further into a particular issue.
|       | Responds thoughtfully to other students’ comments and contributes to cooperative argument building.
|       | Demonstrates ongoing very active involvement without dominating/excluding, others
|       | Maintains at least 80% attendance and classroom decorum
|       | Active contributor who makes helpful and thought provoking online contributions demonstrating a strong understanding and ability to use course concepts |
Behavioural Expectations for the Classroom
PLEASEx note that simply asking a question in class does not constitute a ‘class contribution’. While there is an expected level of contribution to the class and group discussions, the quantity of talking is less important in the above criteria than the quality of your contribution.

Classes can be both educational AND fun if we work together to make it that way. One of the best ways to ensure that classes are enjoyable and productive is for everyone to be mindful of the impact their own behaviour has on others, to make a conscious effort to treat others with courtesy and respect, and to behave in a manner appropriate to the workplace. This includes:

• Advising the lecturer beforehand of possible absences from class
• Arriving at class on time and remaining throughout the class period
• Coming to class prepared and willing to participate with an open mind
• Minimising distracting noises and actions (e.g. mobile phones off)
• Not taking or making phone calls, emailing or texting in class
• Listening when others are speaking
• Not interrupting or holding side conversations while others are speaking
• Engaging in and encouraging dialogue & clear thinking
• Refraining from personal attacks or undermining behaviours
• Showing respect for all other students
• Using inclusive & respectful humour
• Refraining from using sexist, racist, ageist or offensive language
• Helping colleagues who need assistance
• Generating solutions to issues/problems that may arise

Final Exam (25%)  
While exams aren’t always a popular method of assessment, they do serve an important purpose. The purpose of this examination is to evaluate and verify your understanding of, and ability to use, the knowledge you have acquired during throughout the OB Unit. It will also assess your ability to explain the value of OB in enhancing management, leadership and organisational effectiveness.

It will be three hours in length.

It will be an open book exam.

It will include two compulsory case studies and a choice of short answer questions.

The case studies will be similar in format to those that we do in Block sessions and tutorials. Sample short answer questions, practice & coaching opportunities will be provided to students through LMS throughout the session. Student feedback has indicated that participation in these optional, practice and coaching activities, significantly enhances understanding, ability to use OB concepts to prevent and solve workplace problems, and exam performance.

You are expected to draw on concepts and models from assigned chapters of the required text, lecture material, tutorial and learning resources to analyse cases and answer questions related to the following topics:

Perception & Learning
Individual Behaviour, Values, Emotions, Attitudes and Personality
Motivation in the Workplace
Applied Performance Theory
Building, Leading and Working in Teams
Communication
Leading and Managing Change
Submission of assignments

You are expected to observe the due dates for assignments. Extensions will only be given in extenuating circumstances.

Please note that the pressure of work commitments is not generally considered to be an extenuating circumstance.

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Charter of Student Rights and Responsibilities


Appeals against academic assessment

The University provides the opportunity for students to lodge an appeal against assessment results and/or progress status (refer http://www.secretariat.uwa.edu.au/home/policies/appeals).