Unit Outline*

MGMT8501

Organisational Behaviour

D7A-OFF (QT3) 2011
Manila

Mr. Michael Joseph

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 Manila based students in a journey through the rich and dynamic field of human behavior in organizations. Whatever your industry, function, role or location around the globe, you need to work with people and you ability to understand, anticipate and influence their behavior makes a huge difference to your effectiveness, success and satisfaction. That is why MGMT8501 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 education experience with you all.

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

The goal of the unit
This unit introduces OB concepts and theories that are of immediate and practical use to you and of potential benefit to your organization. In addition the unit introduces a way of thinking about human behavior in organizations, a way of utilizing OB concepts and theories, that is characteristic of the social sciences and that can significantly improve the quality of your decisions, actions & working relationships, and that can enhance your ability to engage, lead and manage yourself and others in organizations. The goal of the unit is to strengthen your ability to understand, appreciate, predict and influence behavior within organisational settings, so that you have a sustained and positive impact on both the bottom line for the organization, and the quality of life of its members.

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 behavior, performance and effectiveness in the workplace. You will be challenged to uncover personal and implicit theories of behavior, to develop your ability to recognize the difference between fact and opinion, to undertake evidence based, well reasoned analyses, and to transform OB theory & research models into effective practice. Management 8501 presents exciting opportunities to gain new insights into your own attitudes and behavior 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:

1. Understand concepts, theories, and processes of organisational behavior in various applications,
2. Practice basic skills in managing organisational behavior and processes, and
3. Evaluate potential organisational problem situations and formulate proactive managerial interventions, with special sensitivity to cultural, ethical and social concerns.
Educational principles and graduate attributes

Through presentations, discussions, cases, videos and exercises you will be encouraged and facilitated to develop the ability and desire to:

- Observe individual, group and organisational behaviour to determine potential as well as gaps for problem solving, opportunity creation and risk management.
- Diagnose observed behaviour for causes that may hinder or enable individuals, groups and organizations to achieve higher levels of performance.
- Implement structural, systemic, technological and behavioural interventions that will enable organisational growth and development.
- Evaluate, monitor and measure an organization’s “leadership brand” to ensure fulfilment of it’s strategies and brand promises.
- Lead and influence individuals, teams, NGOs, small and medium enterprises as well as larger, diverse, multi-cultural organizations.

TEACHING AND LEARNING RESPONSIBILITIES

Teaching and learning strategies

This course adopts a variety of pedagogical styles to learning. The objective is to help you diagnose real organisational issues using contemporary concepts and theories. The class will include case studies, videos, team exercises and role-playing. The instructor will provide some lectures to clarify concepts and other applications, but much of the time will be devoted to case studies and other active learning processes. You are expected to complete the required readings before each class so that you can actively participate in discussions, presentations and group work. Another way to learn about organisational behavior is to understand how organisations apply it. Therefore, this unit includes team and individual projects that involve gathering information about and evaluating the employee engagement practices of selected organisations.

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.

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; 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.
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>
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<td><strong>Email:</strong></td>
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<td><strong>Phone:</strong></td>
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<td><strong>Consultation hours:</strong></td>
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**Lecture times:**
- **Block I**
  - 3 July, 9.00am - 6.00pm
  - 5 July, 6.00pm - 9.00pm
  - 7 July, 6.00pm - 9.00pm
- Tutorials: 12 July & 26 July (6.00pm - 9.00pm)
- **Block II**
  - 31 July, 9.00am - 6.00pm
  - 2 August, 6.00pm - 9.00pm
  - 3 August, 6.00pm - 9.00pm
- Tutorials: 9 August & 18 August (6.00pm - 9.00pm)

**Lecture venue:** Ground Floor, Makati Stock Exchange Building

TEXTBOOK(S) AND RESOURCES

**Unit website**
[http://www.webct.uwa.edu.au](http://www.webct.uwa.edu.au)

**Recommended/required text(s)**

Please remember to bring your required textbook to each Block Session and Tutorial as you will be doing case studies and exercises from the textbook.

Earlier/different editions may differ in organisation, page numbering and content and are not recommended for use.

**Software requirements**
You will need access to a web-linked PC 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 email address.
UNIT SCHEDULE

BLOCK I (July 3, 5 and 7)

MODULE 1: The Individual in the Organization
- Introduction to Organisational Behaviour
- Factors that affect individual behaviour
  - Values
  - Attitudes
  - Personality
  - Skills
  - Perception
  - Emotions
  - Learning
  - Stress
  - Job Requirements
  - Situational Factors

TUTORIAL SESSION 1 (July 12)
- Motivational Theories
- Case Study: Choices of the Heart

TUTORIAL SESSION 2 (July 26)
- Applications of Motivational Theories
- Case Study: Manny’s Angels

BLOCK II (July 31, August 2, and 3)

MODULE 2: Groups in the Organization
- Foundations of group behaviour
- Case Study: Pike Place Fish Market
- Understanding work teams
- Communication
- Leadership
- Power and politics
- Conflict resolution and negotiations

TUTORIAL SESSION 3 (August 9)

MODULE 3: The Organization
- Organisational Structure
- Organisational Culture

TUTORIAL SESSION 4 (August 18)
- Managing Change
- Presentation of Group Case Study
ASSESSMENT MECHANISM

The purpose of assessment

The assessment described over the next few pages are closely connected to the learning outcomes stated earlier in this unit outline. Through the cases analysis (Assessment 1), students apply organisational behaviour concepts to gain a better understanding of these concepts in realistic situations. The Individual Field Research Report allows students to observe how organizations have applied and innovated key OB concepts and theories. It also encourages critical thinking about how the chosen organisation can improve its practices. The final examination (Assessment 3) assesses how well students diagnose organisational problems and opportunities using organisational behaviour theories and concepts. It also tests recollection of organisational behaviour knowledge.

There are a number of reasons for having assessable tasks as part of an academic program. The assessable tasks are designed to encourage you to explore and understand the subject more fully. The fact that we grade your work then gives you an indication of how much you have achieved. Providing feedback on your work also serves as part of the learning process.

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<thead>
<tr>
<th>Item</th>
<th>Weight</th>
<th>Due date</th>
<th>Remarks</th>
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<tbody>
<tr>
<td>In-class Case Analysis Exam</td>
<td>15</td>
<td>18 August 2011</td>
<td>In class presentation</td>
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<tr>
<td>Case Team Project</td>
<td>25</td>
<td>18 August 2011</td>
<td>In class presentation</td>
</tr>
<tr>
<td>Individual Field Research Report</td>
<td>25</td>
<td>3 September 2011</td>
<td>On line submission</td>
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<tr>
<td>Final exam</td>
<td>35</td>
<td>10 September 2011</td>
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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.

Assessment components

Live Case Team Paper (40% Total)
Assessment 1: In-Class Case Analysis Exam (15%) & Assessment 2: Case Team Project (25%)

1. Discuss with your case team the ORGBEP experiences of an organization and draft a consolidated live case narrative with your analysis and recommendations for submission to the professor at the end of the term.

   Standards for live case writing:
   ♦ relevant choice of topic to ORGBEP
   ♦ well-organized ideas and engaging presentation of narrative
   ♦ inclusion of pertinent details and relevant research to complete case construction
   ♦ polished computer formatting
   ♦ timely submission

The live case analysis and write-up will then be presented in class on the last day of the second half of the term. (August 18)
Standards for case analysis:
♦ correct application of prescribed analytical models
♦ intelligent assessment of cases, correctly applying concepts, theories, and processes, with ethical, and gender/culturally sensitive prescriptions of solutions
♦ ability to defend positions taken in case analysis and prescriptions
♦ with manifested thorough research and case updating
♦ well organized and presented case write-up, with polished computer formatting and word processing
♦ timely submission

(For time management, no postponements of assigned cases are allowed, except for cases of force majeure. The case team will be graded for team output and individual team members will be rated by team mates, for an aggregate case work grade.)

Details of Graded Assessments

Assessment 1: In-Class Case Analysis Exam (15%)
This assessment involves analyzing a short case using some of the OB concepts learnt up to this date. Students will have a maximum time of 90 minutes to read and write their analysis of the case. This is an open-book assessment, meaning that students may bring in their textbook and any notes they wish to assist in the case analysis. The case will likely ask general case analysis questions (symptoms, problems, recommendations).

Evaluation Criteria
This case analysis will be evaluated in terms of the logic of the causal analysis and recommended solution(s). The following highlights the grading weight and main factors considered when grading each part. In addition to the following, the case analysis must be written in a way that is understandable.

Symptoms (5%)
-- Are the negative outcomes of the case accurately and fully identified?

Problem Analysis (75%)
-- How well does the analysis relate case facts to symptoms through one or more nonredundant OB theories or concepts?
-- Does the problem analysis apply to most appropriate theories and concepts for the facts and circumstances?
-- How complete is the analysis, that is, how fully does it explain the symptoms and related case facts through OB theories or concepts?
-- To what extent does the problem analysis include redundant analysis (i.e. could be deleted because it covers the same issues as another part of the analysis)?
-- How well does the problem analysis demonstrate understanding of the OB theories and concepts applied?

Recommended Solutions (20%)
-- How well do the recommendations relate to the problem analysis?
-- Are the recommendations reasonable and feasible?
-- How fully do the recommendations address the symptoms and problems in this case?
Assessment 2: Case Team Project (25%)

In this field project, team members will write a case of an organization that is experiencing difficulty because of the lack of attention to key organisational behavioral practices. The report will also include recommendations to further improve employee and team behavior in that organisation. The team report will not exceed 6,000 words (excluding references and graphic appendices). An executive summary is NOT required for the submitted report, but should be added to any report sent to the organisation. Please note that penalties apply to reports that exceed the word limit.

Guidelines for Group Case Analysis:

1. Problem statement at individual, team, and organisational levels, as applicable. Consider root causes and contributing factors to identified problems, Ethical dilemma, Gender and culture sensitivity and global implications.

2. Decision criteria and weights

3. Alternative courses of action, at least 3, considering the aforementioned aspects

4. Evaluation of alternatives using the decision criteria and preparing the decision table

5. Best solution and its logic

6. Action steps for implementation, including time sequence, responsible persons, and resource requirements

7. Write-up of management policy and procedures to be written from lessons learned in the problem tackled

8. Government lobby position to be taken, if any, or strategic alliances required

Evaluation Criteria

Diagnostic Logic. The diagnosis of the organisation’s practices, and other issues in the topic should fit the conceptual framework and well-thought out logic. In other words, evaluate corporate practices using expert sources (conceptual models, expert statements, past practices described in the literature), not your own gut feel that these practices “look good.”

Appropriate Scope. The report should be well-balanced with respect to depth and breadth of discussion. Teams should avoid taking on a project that only allows a broad, superficial presentation, such as a company that offers limited information and has very poor employee engagement practices.

Research Foundation. The report should be based on a complement of up-to-date and relevant literature beyond the course readings. All literature must be appropriately referenced using an acceptable citation method. Although outside literature is required, this is an applied report, not literature review paper. Thus, information must be presented concisely and integrated with the corporate information throughout the organisational analysis.

Report Organization. The report should present efficiently and organize it logically. The report should use headings and subheadings to effectively guide the reader and should avoid unnecessarily repeating information. The content of the report should “flow” easily so that the reader does not have difficulty understanding it or following the discussion. For example, the subheadings and material within each subheading should be linked logically. Information from the organisation should be effectively woven together with the conceptual framework.

Recommendation Soundness. The report must clearly identify a set of recommendations that correspond to the organisational analysis presented in the report. Recommendations should be specific rather than general platitudes. They should flow logically from the diagnosis and information provided.

Report Style. Please write a cohesive report, not as separate chapters by different people. Spelling and other grammatical errors are unacceptable. The report should be informative, yet concise. Fully cite the sources of all concepts and examples, applying the referencing protocol described later in this unit outline. Finally, the report should be formatted and packaged neatly.
Individual Field Research Report (25%)

In this 10 page (6,000) words report the students will select an organization other than their own and describe how this organization has implemented OB practices that have strengthened the organization. They will also look at how the organization has innovated and improved on these practices as well as point out specific areas where further development is still needed.

1. What 3 ORGBEP concepts have you observed in practice?
2. What 2 ORGBEP concepts learned have been innovated on further in this organization?
3. What 2 ORGBEP-related recommendations will you give for their improvement?

The field report is intended to sharpen a student’s ability to observe individuals and teams, diagnose causes, propose and evaluate application of concepts, theories and practices for human resource and organisational development. The report will also link strategies to systems, structures and behaviors that enable or hinder the organization from achieving its desired results.

Final Examination (35%)

A two hour (and 10 minute), open-book, final examination will be held for this unit on 22 September. The examination will cover the topics identified in the syllabus for this unit. The examination will include one mini-case and several written answer questions (the exam will give students choice for some of the written answer questions questions). A few multiple-choice questions might also be included to test breadth of knowledge. The instructor or tutor will provide sample questions in one of the final classes.

Submission of Assignments

Late assignments will attract a penalty of 5% per day. This penalty will be waived by the lecturer only in exceptional circumstances. No marks will be awarded to assignments submitted after other students in the class have had their assignments returned.

Papers beyond the stated length will also attract a penalty. The penalty will be 5% for each 300 words, or part thereof, over the word limit.

A copy of each assignment must also be uploaded to WebCT.

Student Guild

Phone: (+61 8) 6488 2295
Facsimile: (+61 8) 6488 1041
E-mail: enquiries@guild.uwa.edu.au
Website: http://www.guild.uwa.edu.au

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 ).