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# **Unit Outline\***

**MGMT8501**

**Organisational Behaviour**

**MBA  
Trimester 3, 2011  
Crawley**

**Assistant Professor Catherine Leighton**



**Business School**

[www.business.uwa.edu.au](http://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>

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# UNIT DESCRIPTION

## Introduction

**Welcome to the Organisational Behaviour (OB) unit held in trimester 3, 2011!** I hope you are as enthusiastic about taking this unit as I am about teaching it. I trust that you will find this unit enjoyable, challenging, rewarding and applicable to your work (present and future). This outline provides valuable information about the OB unit including the course content, assessments, learning outcomes, your responsibility as a student, and my responsibility as your lecturer. It is your roadmap for this unit and our informal agreement in relation to expectations and outcomes. It is important that you refer to this document throughout the trimester in order to prepare for each lecture, meet assessment expectations, and get the most from this unit.

The area of OB is fascinating. I look forward to broadening your understanding of the theories and concepts in this area and maybe even challenging some firmly-held beliefs on occasions. This unit involves working together to get the most from each and every lecture. To do so, please prepare for each class by completing the assigned readings and share your experiences during class. We all have something valuable to contribute so please encourage and support other class members as they share their stories and insights. It is also important to consider and incorporate current issues that relate to the lecture topics. Your learning experience will be much more enriched with your commitment to engage in class discussions and support others as they also share their experiences.

## Unit content

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.

## The goal of the unit

The main objective of Organisational Behaviour (MGMT8501) is to help you understand and apply several core topics relating to individual, interpersonal, team, and organisational dynamics. Through cases, class activities, lectures, online discussions, class assessments and an assignment, I hope to engage you to think and apply contemporary management concepts, theories, and practices to a variety of real-life organisational settings. By the end of this unit, you should have a fuller appreciation of many (but not all) OB subject areas. This unit also represents an opportunity for you to reflect on the ways in which you currently lead or manage others at work, and may also lead to some personal changes in the way you deal with your bosses, colleagues and subordinates in the future.

## Learning outcomes

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

- Understand and apply contemporary evidence-based organisational behaviour knowledge to real-world situations.
- Apply critical thinking and diagnostic skills to analyse case studies and realistic scenarios using organisational behaviour theories and concepts.
- Develop strategic solutions to a range of individual, interpersonal, team, and organisational issues in the contemporary workplace.
- Develop strategies to improve employee performance, employee wellbeing, and organisational effectiveness through effective relations with organisational stakeholders.
- Recognize, understand, and identify appropriate actions to ethical dilemmas and cross-cultural situations.

## Educational principles and graduate attributes

In this unit, you will have opportunities to:

- Develop logical analytic thinking through discussion of case studies, realistic scenarios, and diagnosis of an organisation in the individual assignment.
- Develop competencies for working more effectively in teams through the team project assignment and weekly class activities involving discussions in teams.
- Develop spoken and written English communication skills through in-class discussions, case debriefing presentations, field interviews for the individual assignment, report writing, and online WebCT discussions.
- Reflect on your own thoughts, feelings and behaviour, and use this knowledge to become a more effective leader, manager and team member.
- Improve your information literacy by locating and applying a range of information sources to research management and organisational behaviour issues for the individual assignment and online WebCT discussions.
- Question conventional wisdom about behaviour and leadership in organisations through discussion of cases and realistic scenarios, diagnosis of an organisation's practices in the individual assignment, and in-class and online discussions about contemporary management practices.

## TEACHING AND LEARNING RESPONSIBILITIES

### Teaching and learning strategies

My teaching philosophy is encapsulated by the following quote-  
*"When teaching, light a fire, don't fill a bucket" - Dan Snow*

With teaching, my main goal is to inspire, to 'light a fire'. I hope that you see real value in the learning material presented, understand the application of this material to your workplace and, as a result, seek more information on the topic. I firmly believe that engaging and encouraging you to participate in each topic provides a more conducive learning environment than simply bombarding you with information or 'filling your buckets'.

To inspire you, I encourage both critical thinking and the linking of theory to real-world examples. To demonstrate the application of certain OB concepts I present newspaper articles, business reports, video clips, and case studies. I also have you critically appraise such material. However, to ensure this approach is successful, I encourage you to draw on your own working experiences and relate these experiences to each topic. I reinforce this with an assignment involving the critical analysis of an organisation. You are required to write a business report for senior management describing your findings and recommendations. This 'hands-on' approach helps to reinforce learning and understanding of each topic. It also provides a useful framework for the application of OB theories and concepts to the workplace.

### 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.

At the UWA Business School each unit is periodically evaluated and the feedback from students taken into account when the unit is updated. In relation to my teaching, student feedback has resulted in the following changes (and more):

- Changes have been made to my delivery of the unit where the focus is now on the application of theory rather than the minutia of the theory and concepts. This is seen as a more suitable and useful approach to you as Postgraduate students.
- Changes were made to the assessment so that more student interaction is encouraged. These changes were also applied to the groupwork component of this unit.
- The classes now include more group work, case studies, class activities, DVDs and 'real-world' examples and less stand-and-deliver from me. This is to further encourage active learning so that you learn by doing rather than passively sitting back and listening to me talk your ears off.

## **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. It is therefore important that you attend all 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'. 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. Within this unit student participation forms part of the assessment and thus your attendance and participation in class directly contributes to your overall grade (see page 12 for more information).

## 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.

<b>Unit coordinator/lecturer</b>	Assistant Professor Catherine Leighton
<b>Email:</b>	catherine.leighton@uwa.edu.au
<b>Phone:</b>	6488 7987
<b>Consultation hours:</b>	By appointment
<b>Lecture times:</b>	Wednesday, 6.00pm-9.00pm
<b>Venue:</b>	BUSN:101 Case Study Room

### Catherine Leighton

*BPsych (UWA), MPsych (w distinction) (Curtin), PhD Candidate (UWA)*

Catherine holds a Bachelor of Psychology degree from UWA and a Master degree in Psychology (with distinction) from Curtin University. Catherine is currently completing her PhD thesis which is entitled “The Nomological Network of Workplace Emotion Regulation: Its relationship with employee attitudes, performance and well-being”.

Catherine has been employed with the UWA Business School since 1999. During this time, Catherine has held many different roles. Catherine was the Australian National Business School Program Director for seven years. As Program Director, Catherine was responsible for the day-to-day management of the Graduate Diploma in Business Administration program (of which there were around 180 students and 12 staff). This role included the recruitment, selection and monitoring of students and lecturers throughout each semester to ensure the smooth running of the program. Catherine’s achievements include substantial growth of student numbers and high retention of both staff and students throughout this period. Catherine has held an academic position (teaching and research) throughout her appointment with UWA. She has taught the ‘Data Analysis and Decision Making’ unit on the MBA program, both in Perth and Singapore. Catherine has also been involved with team teaching the ‘Organisational Behaviour’ unit on the MBA and GDBA programs offered in Perth. In 2008, Catherine was very fortunate to teach the ‘Quantitative Methods for Management’ unit at Bocconi University in Milan, Italy. Prior to lecturing at UWA, Catherine was employed by the Graduate School of Business at Curtin University as a research associate and lecturer.

Catherine engages in consulting work for several organisations including the Main Roads, Silver Chain, Tourism WA, Centrelink and St John of God Health Care. Much of this work involves the collection and analysis of data in order to develop strategies for improved organisational effectiveness. Catherine’s research interests include the following areas: organisational citizenship behaviour, job performance and satisfaction, organisational commitment and emotional labour.

# TEXTBOOK(S) AND RESOURCES

## Unit website

Resources for this unit (unit outline, powerpoint slides, and more) will be available on WebCT and accessed through the following website <http://www.webct.uwa.edu.au>. At the WebCT Welcome screen, click on **Log into My WebCT** and you will be prompted for a WebCT ID and password. Your WebCT ID will be your student number. Your password will be your student PIN. Your login details must be kept confidential. After you have logged in, the page called **My WebCT** will appear personalised with your name. Under **Courses**, WebCT courses for which you have access will be listed. When you have finished using WebCT, do not forget to log-out. There is a log-out button on the top of your homepage as well as on the My WebCT page.

## Required text

McShane, S. L., Olekalns, M., and Travaglione, A. 2010, *'Organisational Behaviour on the Pacific Rim'*, 3<sup>rd</sup> Edition, McGraw-Hill Australia, Sydney. Note: This edition has a number of changes from the previous edition, including different chapter structure, cases, and knowledge in most chapters.

Please make use of the companion websites for this textbook. The resources for this textbook are on two sites, the online learning centre ([http://highered.mcgraw-hill.com/sites/0070140278/student\\_view0/index.html](http://highered.mcgraw-hill.com/sites/0070140278/student_view0/index.html)) and the Connect site ([http://connect.mcgraw-hill.com/class/uwa\\_mba\\_ob\\_trimester\\_3](http://connect.mcgraw-hill.com/class/uwa_mba_ob_trimester_3)). The online learning centre contains most of the information you need including power points, self-assessment exercises and video case studies. The ConnectPlus+ website includes an e-book, multiple choice exercises and more. Inside the front cover of your textbook there is a unique code which gives you access to the ConnectPlus+ website.

## Additional resources and reading material

Additional reading material will be available, for a cost-recovery price, through the Co-Op Bookshop. The reference list for these resources is provided below.

## Reference List (for the additional readings)

- Catmull, E 2008, 'How Pixar fosters collective creativity', *Harvard Business Review*, vol. 86, no. 9, pp. 64-72.
- Coutu, D & Beschloss, M 2009, 'Why teams don't work', vol. 87, *Harvard Business School Publication Corp.*, pp. 98-105.
- Drucker, PF 2005, 'Managing oneself', *Harvard Business Review*, vol. 83, no. 1, pp. 100-109.
- Goleman, D 2004, 'What makes a leader?', *Harvard Business Review*, vol. 82, no. 1, pp. 82-91.
- Hartnell, CA, Ou, AY & Kinicki, A 2011, 'Organizational culture and organizational effectiveness: A meta-analytic investigation of the competing values framework's theoretical suppositions', *Journal of Applied Psychology*, vol. 96, no. 4, pp. 677-694.
- Kerr, S 1995, 'An Academy classic. On the folly of rewarding A, while hoping for B', *Academy of Management Executive*, vol. 9, no. 1, pp. 7-14.
- Kotter, JP 2001, 'What leaders really do', *Harvard Business Review*, vol. 79, no. 11, pp. 85-96.
- Manzoni, J-F & Barsoux, J-L 1998, 'The set-up-to-fail syndrome', *Harvard Business Review*, vol. 76, no. 2, pp. 101-113.
- Nohria, N, Groysberg, B & Lee, L-E 2008, 'Employee motivation', *Harvard Business Review*, vol. 86, no. 7/8, pp. 78-84.
- Pfeffer, J 2010, 'Power play', *Harvard Business Review*, vol. 88, no. 7/8, pp. 84-92.
- Pfeffer, J & Sutton, RI 2006, 'Evidence-based management', *Harvard Business Review*, vol. 84, no. 1, pp. 62-74.
- Ready, DA 2002, 'How storytelling builds next-generation leaders', *MIT Sloan Management Review*, vol. 43, no. 4, pp. 63-69.

# UNIT SCHEDULE

Lecture	Topics	Assessment	Required Readings
<b>#1</b> <b>31 Aug</b>	<b>Introduction to Organisational Behaviour</b>  <b>Individual Behaviour, Personality and Values</b>  Class Exercises/Self Assessments: <ul style="list-style-type: none"> <li>• Ice Breaker: Hopping Orange</li> <li>• Survey: It's All About Me!</li> <li>• Are you Introverted or Extroverted? p77.</li> <li>• Estimating Your Locus of Control p79.</li> </ul>		Chs 1 & 2  Drucker 1999
<b>#2</b> <b>07 Sept</b>	<b>Employee Motivation</b>  <b>Case Analysis Skills</b>  Class Exercises/Self-Assessments: <ul style="list-style-type: none"> <li>• Case Analysis Skills</li> <li>• Measuring your Growth-Need Strength p198.</li> <li>• A Question of Feedback p195.</li> </ul> Case Study: <ul style="list-style-type: none"> <li>• PetroCorp (handout)</li> </ul>		Ch 5  Nohria, Groysberg & Lee 2008
<b>#3</b> <b>14 Sept</b>	<b>Perception and Learning in Organisations</b>  Class Exercises/Self-Assessments: <ul style="list-style-type: none"> <li>• The Learning Exercise p111.</li> </ul> Case Study: <ul style="list-style-type: none"> <li>• HY Dairies, Inc. pp287-8.</li> </ul>	RATs #1 -Individual -Group	Ch 3  Manzoni & Barsoux 1998
<b>#4</b> <b>21 Sept</b>	<b>Workplace Emotions, Attitudes and Stress</b>  Class Exercises/Self-Assessments: <ul style="list-style-type: none"> <li>• Ranking Jobs on Their Emotional Labour pp 151.</li> <li>• Perceived Stress Scale pp 155.</li> <li>• Stress Coping Preference Scale pp 155.</li> </ul> Case Study: <ul style="list-style-type: none"> <li>• Fran Hayden Joins Dairy Engineering pp283-7.</li> </ul>		Ch4  Goleman 1998
<b>#5</b> <b>28 Sept</b>	<b>Applied Performance Practices</b>  Class Exercises/Self-Assessments: <ul style="list-style-type: none"> <li>• Class Debate</li> <li>• Assessing your Self-Leadership p233.</li> </ul> Case Study: <ul style="list-style-type: none"> <li>• Keeping Suzanne Chalmers pp288-290.</li> </ul>	RATs #2 -Individual -Group	Ch 6  Kerr 1995



<b>Lecture</b>	<b>Topics</b>	<b>Assessment</b>	<b>Required Readings</b>
<b>#6</b> <b>05 Oct</b>	<b>Team Dynamics</b>  Class Exercises/Self-Assessments: <ul style="list-style-type: none"> <li>• Team Tower Power pp330-331.</li> <li>• What Team Roles do you Prefer? pp331-332.</li> <li>• Are you a Team Player? p332-3.</li> </ul> Case Study: <ul style="list-style-type: none"> <li>• Treetop Forest Products pp. 286-288</li> </ul>		Ch 8  Coutu 2009
<b>#7</b> <b>12 Oct</b>	<b>Decision Making and Creativity</b>  Class Exercises/Self-Assessments: <ul style="list-style-type: none"> <li>• Winter Survival Exercise pp272-3.</li> <li>• Measuring your Creative Personality p275.</li> </ul> Case Study: <ul style="list-style-type: none"> <li>• TBA</li> </ul>	RATs #3 -Individual -Group	Ch 7 Pfeffer & Sutton 2006
<b>#8</b> <b>19 Oct</b>	<b>Communicating in Teams and Organisations</b>  Class Exercises/Self-Assessments: <ul style="list-style-type: none"> <li>• Active Listening Exercise pp370-1.</li> </ul> Case Study: <ul style="list-style-type: none"> <li>• Bridging the Two Worlds pp487-8.</li> </ul>		Ch 9  Ready 2002
<b>#9</b> <b>26 Oct</b>	<b>Power, Influence and Conflict in the Workplace</b>  Class Exercises/Self-Assessments: <ul style="list-style-type: none"> <li>• Co-worker Influence Scale pp405-7.</li> <li>• The Dutch Test of Conflict Handling pp447-8.</li> <li>• The Contingencies of Conflict Handling pp441-6.</li> </ul> Case Study: <ul style="list-style-type: none"> <li>• A Mir Kiss? pp615-616.</li> </ul>	RATs #4 -Individual -Group	Ch 10 & 11 (excluding negotiation)  Pfeffer 2010
<b>#10</b> <b>2 Nov</b>	<b>Leadership</b>  Class Exercises/Self-Assessments: <ul style="list-style-type: none"> <li>• What is Your Boss's Preferred Leadership Style? pp479-480.</li> </ul> Case Study: <ul style="list-style-type: none"> <li>• Josh Martin pp489-90.</li> </ul>		Ch 12  Kotter 1990
<b>#11</b> <b>09 Nov</b>	<b>Organisational Culture</b>  Class Exercises/Self-Assessments: <ul style="list-style-type: none"> <li>• What are your Corporate Culture Preferences? pp563-4.</li> </ul> Case Study: <ul style="list-style-type: none"> <li>• Shaping a Culture of Commitment at Lime Industries pp606-8.</li> </ul>		Ch 14  Catmull 2008 Hartnell, Ou & Kinicki 2011

Lecture	Topics	Assessment	Required Readings
#12 16 Nov	<b>Revision and Exam Readiness</b> <ul style="list-style-type: none"> <li>• Unit Revision</li> <li>• Exam Preparation</li> </ul>	Business Report due	
19-26 Nov	Exam Period		

Note 'Ch' refers to chapter(s) in the prescribed textbook. The other references relate to the additional required readings available as a booklet for purchase at the Uni Co-op Bookshop (at a cost-recovery price).

## Lecture Preparation

The above schedule provides a detailed view of each lecture. It includes the lecture topic(s) together with associated readings, class exercises, self-assessments and case studies. In preparing for each lecture, **PLEASE** complete the assigned readings (textbook and article) as these will be discussed during class.

# ASSESSMENT MECHANISM

## The purpose of assessment

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

## Assessment mechanism summary

The assessments described over the next few pages are closely connected to the learning outcomes stated earlier in this unit outline. The readiness assurance tests (RATs), and final examination, assess how well students diagnose organisational problems and opportunities using organisational behaviour theories and concepts. The RATs assess this knowledge through the use of multiple choice questions, at both the individual and group level. The final exam is assessed through the use of mini-case study questions and some short-answer questions and requires students to apply their OB knowledge to real situations. In doing so, students require some degree of personal reflection to become a more effective leader, manager and team member. The business report helps students to develop and evaluate their critical thinking skills. This report does so by encouraging students to understand how organisations may apply OB practices, and encourages critical thinking about the state of a particular organisation and how it can improve its management practices. The student participation grade encourages students to discuss in class, and on WebCT, their understanding of OB concepts and theories and to apply this understanding to workplace situations.

Assessment	Weight (%)	Due Date(s)
1 Student Participation	10%	Ongoing
2 Readiness Assurance Tests (RATs)  Please note: Your best <u>three</u> marks for the individual and group RATs will be included as your final grade for this assessment.	30%  Individual RATs (3 marks each) = 9 marks Group RATs (7 marks each) = 21 marks	14 <sup>th</sup> September (Lecture 3) 28 <sup>th</sup> September (Lecture 5) 12 <sup>th</sup> October (Lecture 7) 26 <sup>th</sup> October (Lecture 9)
3 Business Report- Individual Assessment	20%	16 November (Lecture 12) by 6.00pm via UniPrint.
4 Final Examination	40%	Exam Week (19-26 November)
TOTAL:	100%	

**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

### Assessment Item # 1: Student Participation (10%)

#### Description and guidelines

The student participation mark will relate to your participation both during lectures and on the OB WebCT website (in terms of posted comments). PLEASE note, simply asking a question in class, or posting a question on WebCT, does not constitute a 'student contribution'. While there is an expected level of contribution to the class and group discussions, the quantity is less important than the quality of your contribution.

#### Marking criteria

**A student participation mark of 10% will apply to this unit.** The following table provides an indication of the grades assigned to different levels of participation.

Grade	Criteria
<b>1 – 4</b>	<b>Present, not disruptive</b> <ul style="list-style-type: none"><li>• Tries to respond when called on but offers very little.</li><li>• Demonstrates very infrequent involvement in discussion.</li></ul>
<b>5 – 6</b>	<b>Demonstrates adequate preparation</b> <ul style="list-style-type: none"><li>• Knows basic material, case or reading facts, but does not show evidence of trying to interpret or analyse them.</li><li>• Offers straightforward information (e.g., straight from the text, case or reading), without elaboration or very infrequently (perhaps once a class).</li><li>• Does not offer to contribute to discussion, but contributes to a moderate degree when called upon.</li><li>• Demonstrates sporadic involvement.</li></ul>
<b>7 – 8</b>	<b>Demonstrates good preparation</b> <ul style="list-style-type: none"><li>• Knows text, case or reading facts well, has thought through implications.</li><li>• Offers interpretations and analysis of issues (more than just facts) to class.</li><li>• Contributes well to discussion in an ongoing way - responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.</li><li>• Demonstrates consistent ongoing involvement.</li></ul>
<b>9 – 10</b>	<b>Demonstrates excellent preparation</b> <ul style="list-style-type: none"><li>• Has analysed topic concepts and issues exceptionally well, relating them to other material (e.g., readings, course handouts, discussions, experiences, etc.).</li><li>• Offers analysis, synthesis, and evaluation of issues discussed, e.g., connects discussion to develop new approaches that take the class further.</li><li>• Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyse which approaches are appropriate, etc.</li><li>• Demonstrates ongoing very active involvement.</li></ul>

## **Assessment Item # 2: Readiness Assurance Tests (Individual = 9%, Team= 21%)**

### Description and guidelines

Four Readiness Assurance Tests (RATs) will be administered throughout the trimester during class time. Each RAT will consist of 10 multiple choice questions. During class, the RAT will first be completed individually and then in teams with 20 minutes allocated to each. The lecturer will divide the class into teams of 3-4 students (announced in lecture 2). These teams will continue throughout the trimester.

### Marking criteria

The RATs contribute 30% towards your final grade of which 9% is attributed to your individual mark and 21% attributed to your group mark. The RATs will be assessed at the start of the allocated lectures (i.e. lectures 3, 5, 7, 9). Although there are four RATs throughout the trimester, only the best three marks of your individual and team tests will be used to calculate the overall mark for this assessment. **Please note:** as this assessment provides immediate feedback during class there will be no alternative time to sit a missed RAT.

The content for the RATs will be as follows:

<b>RAT #1: Lecture 3</b> Will cover material from lectures one and two with up to two possible questions from lecture three.	<b>RAT #2: Lecture 5</b> Will cover material from lectures three and four with up to two possible questions from lecture five.	<b>RAT #3: Lecture 7</b> Will cover material from lectures five and six with up to two possible questions from lecture seven.	<b>RAT #4: Lecture 9</b> Will cover material from lectures seven and eight with up to two possible questions from lecture nine.
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## **Assessment Item # 3: Business Report- Individual Assessment (20%)**

### Description and guidelines

The aim of this assessment is to critically analyse an organisation in relation to two topics covered in this unit. One of the topics is pre-selected: organisational culture. Students may choose the second topic from the following list: communication, leadership, employee motivation, and applied performance practices. You are to take on the role of management consultant and develop a report for senior management which analyses the state of the organisation and provides recommendations for improvement. This is an **individual** assessment.

This project is made up of several stages, as shown below. You first need to source an organisation. It may be that you select your current workplace, previous workplace, a friend's workplace, an organisation you are interested in, etc. If you do not have access to an organisation maybe think about choosing a widely publicised organisation (such as Virgin Blue) and acquire information from published books, online interviews, etc (i.e. if you choose Leadership you could discuss Richard Branson's leadership style, and Virgin Blue's organisational culture, based on information from his biographies etc). Please note: you need to acquire substantial information about your selected organisation so choose carefully (and strategically).

<u>Source Organisation</u> -current workplace -previous workplace -partner/friend's workplace -future workplace!	<u>Source information</u> -internet -intranet -published books, articles, etc -mini-survey and/or interview with employees/managers/ CEO!	<u>Select Topic</u> <b>Org Culture and one</b> of the following: -communication -leadership -applied performance practices -motivation	<u>Analyse Information in Relation to OB Theories/Concepts /Models</u> - Consider how well the organisation is aligned with the OB theories, concepts, models etc relating to your topics	<u>Write Report</u> -refer to the marking criteria for this assessment (page 14 of this outline)
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### Marking criteria

This project contributes 20% towards your final grade. A maximum of 2000 words (excluding tables, charts, appendices) is allocated for this report. Any information above the word limit will not be taken into consideration. This report is due on or before 16<sup>th</sup> November (no later than 6.00pm). Submissions are to be made via the Uniprint website (see page 15 of this outline for more information).

This report should typify a 'real' management report as much as possible however you also need to refer to OB theories, concepts and models. Hint: please do not use valuable word count to describe the theories, concepts etc relating to your topics instead focus your discussion on critically analysing your selected organisation in relation to these theories and concepts. The report should include the following headings and information (see table below).

<b>Title page</b>	Includes your name, student number, title of the report, and word length.
<b>Executive Summary</b>	A single paragraph that describes the tasks undertaken, the intended audience, the most important findings, and recommendations. Please note this is not an introduction to your report but a snapshot stand-alone summary. It is often easier written last.
<b>Table of Contents</b>	Gives an outline of the report together with the page numbers.
<b>Introduction</b>	Several paragraphs in which you describe the context of the study, purpose and objectives of the study. Please make clear which OB topic you have chosen to research. Here you also need to briefly discuss the organisation. For reasons of confidentiality please do not name the organisation but broadly describe it (i.e. Telstra can be described as 'a large telecommunications company operating in Australia').
<b>Description of Information and its Sources</b>	Summarize the information collected for your report. Discuss the methods of how the project was undertaken. The information gleaned should be described succinctly.
<b>Findings</b>	Present the findings of your study and relate these directly to OB theories, concepts and models. Where text, diagrams and tables are included in the report these must be fully integrated and explained. Do not assume that your audience understands the tables you have included and the reason for their inclusion. If a table does not add to the reader's understanding then leave it out of the report. In order to critically analyse the organisation you need to discuss the alignment of the organisation with the relevant OB theories etc. Avoid a descriptive approach (i.e. do not discuss, explain the theories etc at length) but rather focus on the application of these theories etc to the organisation and create an argument as to the state of the organisation. As the report is to be prepared for senior management (who do not necessarily have an MBA degree), the interpretations should be explained in clear, concise terms. Avoid OB jargon where possible.
<b>Conclusions and Recommendations</b>	Summarise the key findings of your critical analysis and make at least two recommendations.
<b>References</b>	Harvard Style.
<b>Appendix</b>	A business report should not contain information, data etc that may clutter the report and dampen its main conclusions. Include in this section any information that is not absolutely necessary for your report yet may help provide further explanations, information etc for the enthusiastic reader. The appendix can be used to provide further evidence for an argument, for example. The appendix is not included in the word count but should be thoughtfully presented and provide easy access to an interested reader.

## **Assessment Item # 4: Final Exam (40%)**

### **Description and guidelines**

The final exam will cover ALL lecture material, and will be held in the exam period (19-26 November 2011). The exam will be 130 minutes (2 hours 10 minutes), including reading time, and will contain a combination of short answer and mini-case study questions. Practice exam questions will be provided during our last lecture (lecture 12).

### **Marking criteria**

The final examination is a closed-book assessment where only writing materials may be taken in to the exam venue. The exam contributes 40% towards your final mark. Supplementary exams are not available in this unit. To pass this unit, students are required to achieve a score of at least 45% in the final exam. Students who fail to achieve the minimum standard in the final exam, but achieve an accumulated score based on all assessment components for the unit of 50 and above, will be awarded a final mark of 48%.

## **Submission of assignments**

Please submit your written assignment in an electronic format by going to the Uniprint web site [www.uniprint.uwa.edu.au](http://www.uniprint.uwa.edu.au) then click on “Student Assignments” and follow the instructions. You will be provided with a receipt as proof of your submission. Please retain this receipt for your records.

Late assignments will attract a penalty of 5% per day. The lecturer, only in exceptional circumstances, will waive this penalty. No marks will be awarded to assignments submitted after other students in the class have had their assignments returned. Assignments will be returned via the Postgraduate Reception Office (ground floor). It is the intention that the marked assignments will be returned within two weeks of submission.

## **Student Guild**

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## **Charter of Student Rights and Responsibilities**

The Charter of Student Rights and Responsibilities outlines the fundamental rights and responsibilities of students who undertake their education at UWA (refer <http://handbooks.uwa.edu.au/undergraduate/poliproc/policies/StudentRights> ).

## **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> ).