

Graduate School of Business

ORGANISATIONAL BEHAVIOUR 550

Unit Outline last updated 2 September 2008

TRIMESTER 3 2008 FACE TO FACE				
Unit Index No	05698			
Credits	25			
Pre-Requisites	None			
Unit Coordinator	Dr Linley Lord			
Email	linley.lord@gsb.curtin.edu.au			
Phone	+61 8 9266 4239			
Fax	+61 8 9266 3368			
Lecturer	Mark Latham or Susan Harwood			
Class dates and times	Mondays: 5:30pm – 8:30pm			
Location	GSB, 78 Murray Street Perth			
Room	212 (Mark Latham) or 211 (Susan Harwood)			
IMPORTANT NOTICE				
Robbins, S.P., Judge, T. A., Millett, B., & Waters-Marsh, T. (2008), <i>Organisational Behaviour</i> , 5th Edition, Frenchs Forest: Pearson Education Australia.				
Note: This Trimester we will be using Turnitin for all pieces of written assessment (excluding Assessment 3: MyOBLab Post Tests) Please see the Unit Outline for more details				
METHOD OF ASSESSMENT				
ASSESSMENT	OUTCOME ASSESSED	TYPE OF ASSESSMENT	MARKS	SUBMISSION DATES
Assessment 1: Group and Team Processes: Group case presentation, group processes and Individual reflection on group processes	1, 4, 9	Oral and written	40%	Part 1A: Class Presentation (see Unit Planner for presentation dates) Part 1B: Group processes Part 2A: Initial Report on Individual reflection due 6 Oct Part 2B: Final Individual reflection due 17 Nov
Assessment 2: Individual Analysis Developing as a Manager and Leader	1, 4	Written	40%	Part 1 due 27 October Parts 2 and 3 due 1 December
Assessment 3: MyOBLab post tests for text chapters	1	Written	20%	See unit planner for dates and chapter for post tests to be completed

This unit outline is subject to change up until 10 days prior to the commencement of the course. Any changes made to the unit within that 10 day period and after the course commences will be communicated to you directly by your Unit Controller and/or Lecturer via OASIS. This unit outline should be read in conjunction with the GSB Student Guidebook available on the GSB website.

Table of Contents

Introduction to the Unit.....	3
Aims, Outcomes and Attributes.....	3
Text Books.....	4
Recommended Reading.....	4
GSB Professional Portfolio.....	5
GSB Orientation.....	5
Assessment Overview	6
Assessment Details.....	6
Assessment 1: Group presentation and Individual reflection on group processes (40%).....	6
Assessment 2: Individual Analysis: Developing as a Manager and Leader (40%)	8
Assessment 3: MyOBLab Pre and post tests for listed chapters (20%).....	10
Submission Guidelines for Assignments.....	11
Chicago Author-Date Referencing Style.....	12
Submission & Return of Assignments.....	12
Late Submission of Assignments	12
GSB Student Guidebook 2008.....	13
Student Representative	13
Student Rights and Responsibilities.....	13
GSB Student Feedback via e-Valuate	13
Appendix A: Graduate Attributes	14
Appendix B: Grading System	15
Unit Planner and Study Guide	16

Introduction to the Unit

This unit focuses on the impact that individuals, groups and organisational structures have on organisational behaviour with the view to improving organisational effectiveness. A range of topics such as personality, perception, motivation, leadership, group and team processes, communication, organisational politics and conflict management, organisational culture, and organisation development and change are covered.

The aim of this unit is to build students' understanding of how to manage organisations and improve organisational functions by focusing on these human aspects of work within contemporary organisations. Through the analysis of local and international case studies, individual and group exercises and classroom discussion and debate, students will gain knowledge of practical and theoretical approaches adopted by organisations to improve and enhance the quality of life in the workplace.

The unit also seeks to build students' skills in academic writing and research required at postgraduate level in business. This unit is designed for graduate students with considerable work experience. It is expected that you have entered this unit with excellent business written and verbal communication skills. This unit is designed to ensure the development of your academic research, writing and presentation skills essential for all GSB courses. All pieces of assessment must be submitted to pass this unit.

Aims, Outcomes and Attributes

The aim of this unit is to provide you with an understanding of the behaviour of people (including your own!) in relation to their work and organisations. Various theoretical perspectives are covered to give you different frameworks from which to consider the management role in organisations. Both classic research and the most recent findings are discussed. Emphasis is given to the management function because of the importance that management and leadership plays in every organisation. Learning outcomes within Organisational Behaviour 550 will contribute to the achievement of the overarching learning outcomes sought for graduates from the Graduate School of Business.

For further details on the set of nine Graduate Attributes please refer to the GSB student guidebook available from www.gsb.curtin.edu.au. They are also listed in Appendix A of this document.

This unit seeks to deliver on three of the nine key attributes; at the end of this unit, students should be able to:

Attributes	Learning Outcomes	Assessment
1	<ul style="list-style-type: none"> Apply major OB concepts, models and theories to enhance organisational effectiveness through insightful analysis and discussion of case studies, scenarios and examples used throughout the unit. 	Assessments 1, 2, 3
4	<ul style="list-style-type: none"> Develop academic writing and presentation skills that meet expected standards of academic rigour, creativity and professional presentation at a post graduate level. 	Assessments 1 and 2
9	<ul style="list-style-type: none"> Work effectively within a diverse team to achieve agreed outcomes including reflecting on your own performance as a team member and how you receive and respond to feedback 	Assessment 1

Text Books

Robbins, S.P., Judge, T. A., Millett, B., & Waters-Marsh, T. (2008), *Organisational Behaviour*, 5th Edition, Frenchs Forest: Pearson Education Australia.

Please note this is a new edition of the text book.

The text book includes access to the MyOBLab facility (if you purchase a second hand book you can purchase a new access code online). You will be expected to use this facility to assist you in the reading that is required each week and also to help you prepare for the in class tests that form part of the assessment for this unit. Your lecturer will provide more information regarding the use of this facility during the first lecture.

Textbooks may be purchased at the Curtin Bookshop on the Bentley campus or ordered online through their website: <http://www.bookshop.curtin.edu.au/>

The Bookshop offers a special service to GSB students whereby books ordered online can be delivered to the Murray Street Library (Level 4 of the GSB) for collection. Please remember to request this service when ordering.

Recommended Reading

The following journals are indicative of journals that can be of help to you during the unit. Journals provide much of the recent thinking and research on the topics discussed in this unit. Use the University library to find these journals, or else search the electronic databases accessible through the Curtin library website (student number and password is required).

- Journal of Organisational Behaviour
- Asia Pacific Journal of Human Resources
- Journal of the Australian and New Zealand Academy of Management
- Personnel Psychology
- Journal of Occupational and Organisational Psychology
- Journal of Applied Psychology
- California Management Review
- Harvard Business Review
- Gender Work and Organization
- Organisational Dynamics
- Academy of Management Journal
- Academy of Management Review
- Administrative Science Quarterly
- Organisation Studies
- Human Relations
- Leadership and Organisation Development Journal
- Leadership
- Sloan Management Review
- Work and Stress

If obtaining references from the Internet, please be sure you are able to quote the author/s, date of publication, and journal source. If you are unable to obtain this information, you will be unable to identify the authenticity of your reference.

GSB Professional Portfolio

From Trimester 2 2008, all newly commencing MLM and MBA students are required to log at least 40 hours of professional development activity in their Portfolio. Although there are plans to develop an online log of activity, currently the Portfolio is a physical document with space to record relevant activities and collate and store supporting documentation. All newly enrolled students will be sent a Professional Portfolio in the mail. If the 40-hour requirement is not met, it may delay your graduation.

The GSB Professional Portfolio is a tool for extending and developing professional development opportunities for GSB students. It is a practical way to build on skills learned through our coursework and also contributes to the GSB's strategy of encouraging life-long learning.

More information about the Professional Portfolio can be found here:

<http://www.cbs.curtin.edu.au/business/teaching-areas/graduate-school-of-business/current-students/gsb-professional-portfolio>

An information session is also scheduled for GSB Orientation (see below).

GSB Orientation

As part of the GSB's commitment to providing students with an optimal learning experience, we schedule an orientation program which typically takes place in the week prior to the official commencement of trimester. We recommend that all new students attend Orientation as information sessions on the following important topics are scheduled:

- Library Skills
- OASIS training
- Administrative processes
- GSB Professional Portfolio

Students will also have the chance to meet academic and professional staff as well as representatives from the GSB Alumni, GSB Toastmasters Club, CIPSA and the GSB Postgraduate Careers Development Program. An opportunity to network with fellow students is also an invaluable part of the evening. Details on registering for the event can be found on our website.

Hours accrued at Orientation may count toward your GSB Professional Portfolio tally.

Assessment Overview

METHOD OF ASSESSMENT				
ASSESSMENT	OUTCOME ASSESSED	TYPE OF ASSESSMENT	MARKS	SUBMISSION DATES
Assessment 1: Group and Team Processes: Group case presentation, group processes and Individual reflection on group processes	1, 4, 9	Oral and written	40%	Part 1A: Class Presentation (see Unit Planner for presentation dates) Part 1B: Group processes Part 2A: Initial Report on Individual reflection due 6 Oct Part 2B: Final Individual reflection due 17 Nov
Assessment 2: Individual Analysis Developing as a Manager and Leader	1, 4	Written	40%	Part 1 due 27 October Parts 2 and 3 due 1 December
Assessment 3: MyOBLab post tests for text chapters	1	Written	20%	See unit planner for dates and chapter for post tests to be completed

Assessment Details

Assessment 1: Group and Team Processes

Group presentation, Group processes and Individual reflection on group processes (40%)

Please note that this assessment consists of two parts – Part 2 is also comprised of two parts.

Part 1A: Group Case Presentation (20% of total assessment)

Learning Groups will be formed during the first two weeks with an aim of ensuring maximum diversity in the group. Team diagnostic tools such as the Belbin Team Role analysis (conducted in Week 1) will also be used to ensure a spread of team role preferences within each group (5-7 members per group). All students in each group are expected to attend the presentations and to participate in the discussion that follows each of the presentations.

Each learning group will be allocated to a presentation slot by the lecturer (presentations will take place during the lecture time commencing in Week 4).

Your presentation will focus on the lecture topic for your allocated presentation slot (see study planner at the end of the unit outline for lecture topics).

For your presentation you are expected to examine a current organisational issue (the lecture topic for that week). For example if your group is allocated to the week where motivation is the topic then the focus of your presentation will be on motivation in at least one of the organisations represented in the group (you may cover more than one organisation).

Your presentation should:

- Introduce the members of the group (all group members **MUST** present)
- Outline the situation in the organisation that you are examining

You should discuss:

- What is working well
- Current issues and challenges
- Why the situation you are describing has arisen
- How the OB theories/concepts/models for your topic area relate to the issue you are examining?
- What would you recommend and why - either in terms of maintaining good practice or improving current organisational practice? Link your suggestions to the relevant theories/concepts/models.

Note: You are expected to look at relevant research in journal articles not just text book material.

All presentations should include a hand out of the presentation for all class members and the lecturer (e.g. a copy of your PowerPoint slides if you make a power point presentation plus any accompanying notes or a brief summary of the main points if you are not using powerpoint). Presentations (live) should be a maximum of 20 minutes (for groups of 5) 30 minutes (for groups of 7), involve all group members plus a minimum of 5 minutes for questions and considerations from the rest of the class.

Presentations that go over time will be penalised (a maximum of 5 marks will be deducted).

The presentation is a group effort however performance in any group activity can rely on some members of the group more than others, for a variety of reasons.

Your mark for the Group Presentation will also take into account your individual performance. Of the 20 marks available for this assessment:

- 12 marks will be based on content of presentation relating to the summary points above
- 3 marks will be based on the performance of the overall group including timing, flow of presentation and participation of all group members in the questions and answer session
- 5 marks on the performance of the individual
- Note: up to five marks will be deducted for presentations that go over time

Part 1B: Group Processes (5% of total assessment)

Your group is expected to contribute to the class discussion following the presentations. Specifically each group will be asked to formulate a question based on the presentation and their reading regarding that topic. You will receive a card each week for your group on which you are asked to indicate your group name, the members present, the topic and your question. Each member of the group is expected to contribute to the formulation of effective questions as a means of increasing the learning from each group's presentation. These cards will be collected each week by your lecturer.

The group presenting will follow the same process in that they will formulate a question for the audience.

In addition you will be asked to participate in a number of class based discussions over the course of the semester. Your reflection on your experience as a member of your learning group should also include the class based discussions.

Part 2: Individual reflection on group processes (15% of total assessment)

Please note: Part 2 of this assessment also has two parts. Part 2a is due in Week 5 and Part 2b is due in Week 12.

Part 2a: Interim report (750-1000 words). (5%)

The interim report is due in Week 5. The aim is to enable you to receive some feedback on your written work prior to the end of trimester. The interim report should be treated as your draft for the final report for this part of the assessment. It needs to be more than just a series of dot points of what you intend to put in your final report. If you have completed your presentation before the due date you should include some comment relating to your teams presentation. If you haven't presented by the due date then you should comment on your team experience to date including your class based discussions.

Part 2b: Final Individual Reflection 2000 words (+ or – 10% is acceptable. Assignments that are more than 10% over the word limit will be penalised). (10%)

The following questions should help to guide your reflection.

- Is your team performing well? If so, why? If not, why?
- What role are/have you played in helping the team reach its goal (a successful class presentation, productive class discussions, learning from each other etc)?
- Is there more you could do or should do to help the team reach its goals?
- Has your role in the Learning Group differed from your preferred Belbin team role? If so why do think this occurred?
- What have you learnt about yourself during this unit that will be useful in future group work (either in a study or work setting)?
- What difficulties if any, has your team encountered in working together? Why?
- What were the strengths and weaknesses of your team's output (i.e. the presentation, what worked particularly well, what we could have done differently? Etc)
- Based on your team experience and relevant OB theory, what do you think intelligent/successful teams do? If your team was a permanent work team how could you best improve your own and the teams performance?

You are expected to refer to appropriate academic literature to support your reflections. You will find articles on emotional intelligence useful as well as articles on effective team performance. Given that this is a reflective piece of academic writing it is acceptable to write in the first person. However you are still expected to use an academic style of writing and to refer to the relevant academic literature and to reference your assignment correctly.

Assessment 2: Individual Analysis: Developing as a Manager and Leader [40%]

Word Limit: 3000 words (+ or – 10% is acceptable. Assignments that are more than 10% over the word limit will be penalised)

This assessment is comprised of three parts – please check the Unit Planner for due dates.

Many organisations use a variety of assessment tools in order to improve organisational effectiveness. A considerable number of these focus on increasing individual awareness of

individual behaviour or preferred roles (for example Belbin Team Roles) or preferred styles of learning (for example Honey and Mumford's learning preferences).

This organisational behaviour unit focuses on the individual, the team and the structural level. Increasing your awareness of your behaviour and that of others in the organisation at each of these levels will help you develop as a manager and leader. This assignment focuses on some of the tools that are available for self assessment.

The assignment has three sections; the relevant submission dates for each section are shown on the first page of the unit outline. You are asked firstly to examine the range of self-assessment tools available on the CD-Rom titled Self Assessment Library that is included with your text book (alternatively you can access these through the online MyOBLab facility – you will be given a course code in week 1 that will enable you to log into MyOBLab). You are then asked to relate the assessments that you complete to the relevant theoretical models and concepts covered in the OB course. This includes reference to relevant academic literature (journal articles). Finally you are asked to comment on the usefulness of these self assessments with respect to your own development as a manager/leader and how and when you might use these tools in your organisation.

The assignment should be structured so that it includes an introduction (brief) that outlines what is covered in each section. Headings and sub-heading should be used in each section as relevant. The assignment should include a conclusion that brings together what has been covered in the assignment. Referencing must follow the Chicago referencing guidelines.

Part 1: Self Assessment using the Self-Assessment Library

Specifically you are required to complete

- Two self-assessments in the section **What about me?** from those available under each heading (Personality type, Values and Attitudes, Motivation Insights, Decision Making Insights, Other)
- Two self-assessments in the section **Working with others** from those available under each heading (Communication Skills, Leadership and Team Skills, Power and Conflict)
- Two self assessments in the section **Life in organisations** from those available under each heading (Organisational Structure, Careers, Change and Stress)

Having completed the required assessments (copies of which are to be handed in but the tests themselves are not included in the word count) you are required to address the following in this section of the assignment:

- Why you chose the particular assessments you completed (were there particular areas of your behaviour you were trying to understand.)
- Were you looking to confirm results from other assessments that you have completed?
- Where you were curious about what the instrument measures, you wanted to see if it might be applicable in your workplace etc)?
- What do the self-assessments that you have completed tell you about yourself as a manager and leader?
- Based on an increased understanding of yourself what is likely to be challenging for you as you move through your course of study? What is likely to be easy for you?

- Were there any surprises in the assessments you completed? That is were the results different to what you expected?
- Were the assessments different from other feedback you have received in relation to the areas you were assessing? Why
- If there were no surprises in the assessments you completed why?

Part 2: Overview of relevant literature

In this section you are expected to refer to relevant OB literature from academic journals (around 6 journal articles from three or four journals is sufficient) that relate to one of the areas that you have examined in Part 1.

For example, if you have chosen a number of self-assessments that relate to leadership you should examine current academic literature (published in the past 3-5 years) that explores leadership effectiveness, characteristics of effective leaders, impact of leadership styles etc. The aim is to connect what you have learned about yourself to the relevant literature to provide additional insights regarding areas that you want to develop in order to increase your effectiveness as a manager/leader.

Part 3: Applications and limitations

In this section you are expected to provide comment on the application and limitation of self-assessment tools such as those you have used. You should consider:

- The usefulness of these self assessments with respect to your own development as a manager/leader
- What you will do differently as a result of the self-assessment you have completed
- How you will monitor if the changes you want to make are working
- How and when you might use these tools in your organisation
- The limitations of self-assessment tools in general
- Any cultural implications regarding the self-assessment tools
- Any reservations you have about the particular tools you used
- Anything else that you feel is relevant

Assessment 3: MyOBLab Pre and post tests for listed chapters (20%)

Your Unit Planner lists the chapters that are covered in this course. You are expected to read each chapter and to complete the post tests for each of the chapters listed. There is the facility to do a pre-test for each chapter and you are encouraged to do the pre test either prior to commencing your reading of the chapter or on completion of reading it. The pre-test will help you identify any specific areas of the chapter you need to cover in more detail. You should undertake the post test once you feel that you have mastered the content of the chapter. A 70% pass rate is required for each chapter. You will lose 2% for the relevant chapter/s not completed (successful post test) by the dates listed in the unit planner. Your activity is logged and the Unit Controller and your lecturer are able to see which tests you have completed successfully.

If you have any problems with the tests please discuss it with your lecturer.

Submission Guidelines for Assignments

Note: This Trimester we will be using *Turnitin* for all pieces of written assessment (excluding Assessment 3: MyOBLab Post Tests).

Some (or all) assessments in this unit will be monitored for plagiarism using *Turnitin* plagiarism detection service (see <http://turnitin.com>). Students who do not want assignments retained in the *Turnitin* database, must lodge a special request prior to the submission date. For further advice see:

<http://academicintegrity.curtin.edu.au/studentsturnitin.html>.

Turnitin is an electronic text matching system that compares text in a student assignment against electronic text on the Internet, in published works (including ABI/Inform, Periodical Abstracts, Business dateline, and electronic books), on the ProQuest and Gale commercial databases, and in assignments previously submitted to Turnitin by students in universities all over the world, including assignments obtained from 'paper mills' (Internet sites which sell papers). Additional information is available on BlackBoard and you will be given more information about the program and how to use it in your first OB lecture.

- Please retain a copy of every assignment submitted for marking for your own records. This copy will be required in the event of an assignment being misplaced or unaccounted for. The onus is on the student to make available another copy of the assignment for marking.
- All Assignments for this Unit, other than the final assignment are to be submitted by **5:30pm** (at start of class) of the date shown on this student guide. **Assignments will be assessed within 15 working days.**
- Please use the following specifications for your assignment layout (unless otherwise specified):
 - Font: Times Roman 12
 - Margins: at least 2.5 cm top/bottom/left/right
 - Please include a cover-sheet setting out:
 - your name
 - student number
 - unit title, and
 - the title of the assignment.
- Papers will not be marked beyond the page limit/word count.
- For assignments that you would like returned, please include a self-addressed A4 envelope.
- Your assignment should be thoroughly checked for typing, spelling and grammatical errors. You may consider having a colleague proof read your assignment before you submit it.
- Make sure you acknowledge all sources used to write your assignment – eg. journals, books, articles etc...
- Provide a list of references at the end of your assignment in the Chicago Style.
- Use a range of scholarly material...eg. Peer-reviewed articles from the scholarly databases, textbooks and material from the Internet. Material from the Internet often, however, does not have the same peer review mechanisms in place so you must be wary what you use as literature to support your reviews.

PLEASE NOTE:

In the preparation of individual written assignments students are encouraged to discuss and exchange information. However, the various papers will be treated as an individual exercise

and plagiarism is to be avoided. Where there is evidence of plagiarism the student will be awarded a fail grade for the unit.

Acknowledge not only direct quotes but also the source of ideas, examples and materials which are not a direct quote, but which have been paraphrased from another source. All tables and charts must be sourced. For the University's policy on plagiarism, please refer to the **Graduate School of Business Student Guidebook**. The GSB is committed to undertaking plagiarism audits on assessments submitted for its units.

Chicago Author-Date Referencing Style

It is a requirement of the Curtin Graduate School of Business that all assignments submitted for assessment must be referenced using the Chicago Author-Date Referencing Style. Details of Chicago referencing style can be found online at

http://library.curtin.edu.au/research_and_information_skills/referencing/index.html

Assignments submitted without Chicago Referencing **will not be marked**. It is strongly suggested that students learn and use EndNote software to ensure compliance with the Chicago System. Copies of EndNote are free to all GSB students from here:

<http://startup.curtin.edu.au/software/endnote.cfm> and some Curtin EndNote style downloads and training are available here:

http://library.curtin.edu.au/research_and_information_skills/endnote/index.html

Submission & Return of Assignments

Please ensure you use the unit outline specifics to check that you have addressed all of the criteria before handing in your assignment.

Students may expect the marks (and feedback, where appropriate by the end of fifteen (15) working days after submission (unless otherwise negotiated between the lecturer and students). **Assignments are not available** for collection from Administration staff.

For an explanation of your grade, please see **Appendix B: Grading System** which explains the marking system used at the GSB.

Late Submission of Assignments

Assignments are expected to be submitted before or on due dates. Only in *critical* circumstances (acute sickness of self or close family – verified by medical certificate), may students negotiate for an extension of time. Please note that heavy employment-related workloads or deadlines will not warrant the granting of an extension. Only one extension will normally be given within this Unit. Reason/s for request for extension must be submitted in writing (postal or email) A MINIMUM OF FOUR (4) DAYS BEFORE THE DUE DATE OF THE ASSIGNMENT. Please note that an extension will not be given for reason of pressure of workload.

In the case of assignments being submitted after the due date, without permission for extension by the lecturer, the assignments will be graded:

- 20% lower if submitted 1 - 7 days late;
- 40% lower if submitted 8 - 14 days late;
- after 14 days, the assignment will **not** be accepted for marking.

GSB Student Guidebook 2008

Please refer to this publication online for essential information regarding the following:

- GSB Graduate Attributes and Learning Outcomes
- Assessment and Results which includes information on the GSB Grading System, Assessment Guidelines and the Appeals Process.
- The Student Feedback system and Student Representatives (see below).
- Referencing and Malpractice
- Plagiarism
- Ethics
- Emergency Procedures.

Please make sure you obtain a copy of this publication which is found on the **GSB Student Guidebook** available from the **GSB homepage** under **Quick Links**.

Student Representative

A student representative must be elected by the class by the end of the second week of the unit (or second day in the case of an intensive). The student representative is responsible for collecting feedback from the other students and forwarding this to the lecturer and/or unit controller. The student representative also represents the class at the Student - Staff Committee meetings. Once a student representative is elected, the name and contact details should be directed to the Student Academic Advisor. For full details on the student representative role refer to the **GSB Student Guidebook** available from the **GSB homepage** under **Quick Links**.

Student Rights and Responsibilities

It is the responsibility of every student to be aware of all relevant legislation and policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- the University's Guiding Ethical Principles
- the University's policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University's policies on appropriate use of software and computer facilities

Information on all these things is available through the University's "Student Rights and Responsibilities" web page at: <http://students.curtin.edu.au/rights/>

GSB Student Feedback via e-Valuate

Curtin University has introduced a confidential unit specific student feedback system called e-Valuate. This system provides the unit coordinator, lecturer and Head of School with important information about student's learning experiences and the achievement of learning outcomes during their enrolment in this unit. You are strongly encouraged to log onto e-

Valuate at the end of this unit and provide your valuable feedback. Further information on how and when to do this will be posted during the trimester.

The Curtin Business School values student feedback as one of the many ways to continuously inform improvement to this unit. Recent improvements have included:

1. The replacement of in class tests with MyOBLab pre and post reading tests.
2. Changes to the presentation requirements and assessment.
3. Clarification of requirements for written assessments.

Recent student feedback on this Unit is available at

<https://evaluate.curtin.edu.au/login.cfm> Once you have logged in click the reports tab at the top and search for the unit summary report (USR) for your unit.

Appendix A: Graduate Attributes

The GSB offers a range of Award Programs in which the students will:

1. Have a thorough foundation of contemporary business theories, concepts and principles and be able to apply these in a group or organisational environment.
2. Create and critically evaluate innovative ideas and strategies within ambiguous and uncertain business environments.
3. Access, evaluate and synthesis diverse information for intelligent business application.
4. Effectively communicate in a manner appropriate to their audience and their desired outcomes.
5. Select and use appropriate technologies and recognise their advantages and limitations.
6. Utilise life-long learning strategies.
7. Recognise and apply international perspectives within the business environment.
8. Appropriately manage and value diversity within a business setting.
9. Apply professional skills – team work, leadership and ethical behaviour.

Appendix B: Grading System

The grading in this unit will be consistent with the grading scheme below.

% Grade	Criteria
90+	Shows a passion for the topic. Student has built on a solid base of deep knowledge and delivered original thought or provided original application of a presented model. Has displayed sound and defensible judgement.
80-89	Student has integrated/synthesised a complex body of knowledge. Is able to bring ideas together succinctly. Has displayed sound grounded opinion.
75-79	Critical evaluation or deeper understanding displayed identifies key issues on top of B below; adds value to data or basic research.
70-74	Intelligent organisation and expansion of concepts, ideas; illustrates through application; sought other reading if appropriate.
65-69	Covers key issues, on top of C below, in a superior way.
60-64	Descriptive, can summarise, organise ideas and present a basic conclusion, internally logical. Presents basic concepts can take a concept and break it into its parts. Provides a basic answer to the question.
50-59	Undertaken acceptable amount of work, sticks to the question but disjointed, ideas not linked or not well linked to the foundation of knowledge. Some errors, but not enough to flaw the answer/ argument.
<50	Superficial work, insufficient research. Some limited research but has not pulled it together. Doesn't answer the question, errors which flaw the answer, argument; displays significant gaps in foundation knowledge.

Moderation is the process by which fair assessment is assured when there are: multiple markers; one marker assesses a large number of papers; the unit is taught at different campuses; or the assessment is largely subjective. Unit controllers are responsible for ensuring that comparability of assessment is achieved. For further information and/or explanation refer to the Teaching & Learning at Curtin 2008 teaching handbook, Section 5.4, page 41 (<http://lsn.curtin.edu.au/publications/tlbook08.pdf>)

Unit Planner and Study Guide

Week	Class Date	Module	Readings	Assessment Dates
1	Wed 27 Aug	Orientation at the GSB from 4:00pm Recommended for new students	Read through Unit Outline	See Unit Outline or GSB website for Orientation details
2	1 Sept	Introduction to organisational behaviour & lifelong learning skills	Ch. 1	
3	8 Sept	Foundations of group behaviour , understanding teams	Ch 9, 10	
4	15 Sept	Attitudes and job satisfaction Personality and Values	Ch 3, 4	
5	22 Sept	Emotions and moods Group presentation 1- emotions and moods	Ch 8	
6	29 Sept	Syndicate week - reflection point - groups meeting	Post tests Ch 9, 10, 3, 4 due	Assessment 3: post tests listed to be completed by this date
7	6 Oct	Workplace Motivation In Theory And Practice Group presentation 2- motivation	Ch 6, 7	Assessment 1 Part 2A due
8	13 Oct	Communication at work Group presentation 3 - communication	Ch 11	
9	20 Oct	Leadership Group presentation 4 – leadership	Ch 12,13 Post tests Ch 6,7, 11, 12, 13	Assessment 3: post tests listed to be completed by this date
10	27 Oct	Workplace power and politics Group presentation 5 - workplace, power and politics	Ch 14	Assessment 2 Part 1 Due
11	3 Nov	Conflict and negotiation Group presentation 6 – conflict and negotiation	Ch 15	
12	10 Nov	Organisational culture Group presentation 7 – organisational culture	Ch 17	
13	17 Nov	Organisational change Group presentation 8 organisational change	Ch 19	Assessment 1 Part 2B due
14	24 Nov	Organisational structure Unit evaluation survey and review of unit	Ch 16 Post tests Ch 14, 15, 17, 19	Assessment 3: post tests listed to be completed by this date e-Valuate opens on 24 Nov and closes on 7 Dec
	Dec 1	No class		Assessment 2 parts 2 and 3 due