

BUSN1021
Organisational Behaviour
Semester 2, 2017

Topic Coordinator:
Dr John Knight

Room 3.47 Law and Commerce Building

Email: J.Knight@flinders.edu.au

Phone – Internal: 15797

External: (08) 82015797

This topic guide should be read in conjunction with the Flinders Business School Website and the Flinders University Website.

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1. TEACHING STAFF

Position	Name	Room	Email
Topic Coordinator	John Knight	Rm 3.47	J.Knight@flinders.edu.au
Tutor	Sultan Alshathry	Wednesday	Sultan.Alshathry@flinders.edu.au
Tutor	Naser Pourazad	Thursday	Naser.Pourazad@flinders.edu.au
Tutor	Sarah Randall-Smith	Friday	Sarah.Randallsmith@flinders.edu.au

2. TOPIC AIMS

Managers are one thing that all organisations have and effective management of human behaviour in organisations means being able to identify how situations can be understood and appropriately responding. This Organisational Behaviour (OB) topic aims to provide students with a foundational understanding of theories and concepts associated with the behaviour of individuals and members of groups in the context of organisations.

3. LEARNING OUTCOMES AND GRADUATE QUALITIES

Educational Aims

The main focus of this topic is to introduce students to the ways organisational performance is seen to be influenced by attributes and behaviours of individuals, group processes, and elements of the entire organisational system.

Expected Learning Outcomes

On successful completion of this topic students should be able to:

- *explain the building blocks of organisational behaviour (OB)*
- *apply OB principles to business scenarios*
- *understand the importance of OB*
- *identify strategies to enhance OB*
- *work effectively in a team and manage team dynamics in a professional manner*

Syllabus

The field of study will focus on how to identify and potentially manage current issues facing OB, attributes and behaviours of individuals, group processes, and elements of the entire organisational system. The topic aims to provide opportunities for experiential learning through the practical implementation of main OB concepts and case study analyses.

Graduate Qualities

Bachelor degree programs at Flinders aim to develop, along with more program-specific professional competencies, the core qualities listed here. These expected graduate qualities shape the more detailed educational aims and learning outcomes which are specified for each course and topic. Flinders University's Bachelor degree programs aim to produce graduates:

- who are knowledgeable
- who can apply their knowledge
- who communicate effectively

- who can work independently
- who are collaborative
- who value ethical behaviour
- who connect across boundaries.

4. LECTURE OUTLINE AND READING GUIDE

The contact time for this topic consists of one (1) 2-hour lecture and one (1) 1-hour tutorial per week. Students are expected to have attended lectures (beginning Wednesday, July 26th, 2017) as part of their preparation for the tutorials (beginning Monday, 31st July 2017). Refer to the published timetable for this topic for more details. For topic information please use this link. <http://www.flinders.edu.au/webapps/stusys/index.cfm/topic/main>

The lecture will be digitally audio-recorded [video-recorded] where facilities allow, with the recording available from the Flinders Learning Online (FLO) site for this topic.

Please note the recordings are to supplement face to face lectures (i.e. to allow you to catch up on a missed lecture or for revision), they do not replace face to face teaching. While every attempt is made to ensure lectures are recorded, technological failures do occur so students should not rely on these recordings.

Lecture Outline

Week	Date	Topic	*Reading
1	24 July	Topic administration and Introduction to OB	Chap 1
2	31 July	Individual attributes	Chap 2
3	07 August	Motivation and Empowerment	Chap 3
4	14 August	Learning and Reinforcement	Chap 4
5	21 August	Job Design	Chap 5
6	28 August	Groups and Teamwork	Chap 6; Chap 7
7	4 September	Organisational Culture	Chap 9
8	11 September	Power and Politics	Chap 10
MID SEMESTER BREAK 18 September to 01 October			
This two-week break is provided for students to complete assignments and begin revision			
9	02 October	Leadership (<i>Public Holiday Monday 02/10</i>)	Chap 11
10	09 October	Decision-Making	Chap 12
11	16 October	Communication and Conflict	Chap 13
12	23 October	Topic summary, evaluation, and revision	-
13	30 October	Examination Preparation (primary exams begin Saturday 04 November)	
04-18 November		Final Examination Period (primary exams finish Saturday 18 November)	
TBC		Supplementary Examination Period	

**From the nominated course textbook – see item 12*

5. TUTORIALS

This topic will involve 11 tutorials (1 tutorial lesson = 50 minutes).

Tutorials commence in the second week of semester. Refer to the published timetable for this topic for more details.

Changes to allocated times can be made by the **Topic Coordinator** only.

Preparation of answers in advance is required to allow you to **participate** in class discussion and **perform** in tutorial work.

Tutorial Outline

Week	Tute	Content
1		No tutorials this week
2	1	Topic administration and Introduction to OB
3	2	Individual attributes
4	3	Motivation and Empowerment
5	4	Learning and Reinforcement
6	5	Job Design
7	6	Groups and Teamwork
8	7	Organisational Culture
9	8	Power and Politics (<i>Public Holiday Monday 02/10</i>)
10	9	Leadership
11	10	Decision-Making
12	11	Communication and Conflict

Tutorial Work & Participation

Your tutorial mark will be assessed on your demonstrable preparation and participation. Each week your tutor will assign a mark of zero, 1 or 2. Each week's score will contribute to an average over the semester. Zero is awarded for 'no submission', 1 for 'satisfactory submission' and 2 for 'very good submission'.

Failure to attend at least 5 of the 11 tutorials will result in zero marks being awarded for this component of the assessment. In addition, failure to satisfy the minimum attendance requirement is deemed to constitute failure to meet the assessment requirements for the purposes of eligibility for supplementary assessment on academic grounds. (See also the *Statement of Assessment Methods* form.)

If you are unable to attend in a particular week due to illness a medical certificate or other appropriate documentary evidence covering the day of the tutorial must be sighted by your tutor.

In cases of genuine inability to meet the attendance and test requirements, the percentage for tutorial work may be reallocated to the final examination (i.e. in such cases the final examination would increase in weight as a percentage of the total assessment).

- Students who anticipate that they will be unable to meet the minimum attendance requirement, and can provide **documentary evidence** of their inability to do so, should discuss their situation with the Topic Coordinator before the end of the second week of the semester. Arrangements in relation to this matter **will not** be negotiated after this date. Eligibility for academic supplementary assessment may be affected by the failure to meet attendance requirements and/or submit any or all assignments.

6. ASSIGNMENTS

Assignments must be lodged electronically.

Assignment Expectations

You should note the following requirements relating to the assignments in this topic:

- **Presentation** will be taken into account in determining your final grade for the assignments. Assignments should preferably be typed/word-processed. If this is not possible they should be written **legibly** in ink.

- You must **keep a copy** of the final version of all assignments you submit.
- Failure to submit any or all of the assignments for this topic is deemed to constitute failure to meet the assessment requirements for the purposes of eligibility for supplementary assessment on academic grounds. (See also Section 9 of the attached *Statement of Assessment Methods* form.)

Academic Integrity matters: Plagiarism and other forms of academic dishonesty are treated as serious offences by the University and are subject to harsh penalties, which may include expulsion from the University. Ensure that you have read and understood the University's policy on academic dishonesty, as contained in the Student related Policies and Procedures Manual, for further information refer <http://www.flinders.edu.au/ppmanual/student/academic-integrity.cfm>

7. EXTENSIONS AND LATE SUBMISSION OF ASSIGNMENTS

Extensions for assignments may be granted in **exceptional circumstances** only, and will only be granted on **medical or compassionate grounds**. A student must approach the **Topic Coordinator prior** to the submission deadline to seek such an extension. **Documentary evidence** supporting the requested extension (e.g. a medical certificate covering a sufficient relevant period prior to the due date) will be required.

Where no extension has been granted late submissions will be dealt with as follows:

- A penalty of 5% of the allocated mark per day or part thereof overdue, up to 72 hours after the deadline.
- Assignments submitted more than 72 hours after the deadline will not be marked.

8. ASSESSMENT

Assessment will be based on the following components:

Component	Item	Due Date	% of total topic grade
1	Individual (Short essay) Assignment	Monday 28 August, 4pm	10 (Individual)
2	Organisational Project	Monday 16 October, 4pm (paper and/or electronic submission may be required)	25 (Group) 5 (Individual)
3	11 x Online Multiple Choice Quizzes commencing Week 2.	Weekly before 11pm on Sunday (Except Quiz 7 which will close at the end of the Semester break)	10 (Individual) Best 10 out of 11 Quiz results
4	Attendance / participation	Weekly throughout the semester	10 (Individual)
5	Examination	Between 4th & 18th November	40 (Individual)
Total			100%

Eligibility for academic supplementary assessment may be affected by the failure to meet attendance requirements and/or submit any or all assignments. Any supplementary assessment in this topic will take the form of an examination.

9. EXAMINATIONS

Examination dates for topics are set out at:

<http://www.flinders.edu.au/current-students/exams-assess-results/examinations/>

Supplementary Assessment policy and dates are set out at:

<http://www.flinders.edu.au/current-students/exams-assess-results/examinations/supplementary-assessment.cfm>

Students must be aware that no BUSN topic supplementary exam can be sat overseas or outside of the University allocated time period. It is students' responsibility to ensure that they know the times, dates and venues of all University supplementary exams and to ensure they are available for these exams. Students who book holidays, return to their home country, or cannot attend for other non-essential reasons when supplementary exams are scheduled will not be provided with an alternative supplementary exam date.

Final grade descriptors are taken from the University's *Student Related Policies and Procedures*, under Assessment Policies and Procedures (6.1 Final Grades) available at:

<http://www.flinders.edu.au/ppmanual/student/assessment-policy.cfm>

- You are advised to carefully read the *Statement of Assessment Methods* form attached to this Topic Guide. In addition to reiterating information outlined above, it includes other important information of which all students enrolled in this topic should be aware.

10. STUDENT WORKLOAD

See Appendix B of assessment policy and procedures for full details:

<http://www.flinders.edu.au/ppmanual/student/assessment-policy.cfm>

11. BEING INFORMED

For the purposes of this topic you should be aware of:

1. The contents of this Topic Guide.
2. Any announcements made or handouts distributed during lectures. Copies of all handouts will also be available for download from the topic FLO site
3. Any important announcements made during lectures will also be sent to your FLO email address [or posted on the FLO noticeboard for the topic]. It is therefore important that you check your FLO email account [or the FLO noticeboard] on a regular basis.
4. Any announcements made or handouts distributed during your tutorial.

12. TEXTBOOKS

Prescribed Text

You will need continual access to this topic's prescribed text, which is:

Wood, J. Zeffane, R. Fromholtz, M. Weisner, R. Morrison, R. Factor, A. and McKeown, T. (2015) *Organisational Behaviour: Core concepts and applications*, (fourth Australasian edition) John Wiley and Sons, Milton Qld (ISBN 978-0-7303-1471-4).

You can access an **e-version** of the book at <http://www.wileydirect.com.au/buy/organisational-behaviour-core-concepts-applications-4th-australasian-edition/>. More on digital support by the publisher can be found at <http://au.wiley.com/WileyCDA/Section/id-410338.html#Bookshelf>

13. REFERENCE LISTS

In addition to the prescribed textbook, students may wish to consult alternative OB textbooks for greater clarification of the theories, and additional case studies and exercises

There are also numerous management journals available in electronic form. These can be accessed through the Flinders library databases.

The following handbooks are useful for all topics and even after leaving university as they explain standards and skills which you are expected to use throughout your study at Flinders Business School. For example, you can find explanations of guidelines for referencing, writing reports and essays, making presentations, preparing for exams, etc.

• **Summers J and Smith B (2010), Communication Skills Handbook (4th edition), John Wiley and Sons Australia Ltd, Milton**

• **Fleet W, Summers J and Smith B (2006), Communication Skills Handbook for Accounting, John Wiley and Sons Australia Ltd, Milton**

It is also recommended that you become familiar the seminars, programs, services and study guides provided by the Student Learning Centre. For example, a guide for the Harvard Referencing Style can be found at this link <http://www.flinders.edu.au/current-students/slc/study-resources/academicwriting-guides.cfm> . This guide can also be reached by starting at the Flinders University Home page and clicking on the following menu choices: >Current students>Student Learning Centre>Study Resources>Study Guides>Academic Writing>Harvard Referencing You are also directed to the 'Business' subject page at the Flinders University Library which can be found at this link <http://flinders.libguides.com/c.php?g=176642&p=1162343> .

Note that you requested to cite sources **other than the prescribed text** in your submitted work, so this link is a good place to access relevant electronic databases, articles, journals and websites (e.g. select 'articles' or 'journals' from the menu on the left hand side of the page)

14. COMPUTER LAB ACCESS

Every student enrolled in a Social and Behavioural Sciences topic (including this topic) has their own individual account on the S&BS network.

Your Flinders Authentication Name (FAN) (this is the same for lab access, your central email account and FLO access) (i.e. the first four letters of your surname followed by four digits) was sent to you when you first enrolled at Flinders.

Your initial password will be the last four digits of your student ID number followed by the first four digits of your birth date (e.g. if your student ID number is 9912345 and you were born on 12 February 1981, your initial password would be 23451202). It is best to change your password as soon as possible.

If you experience any difficulties with computer network access contact the Computer Support Helpdesk area on 82012345 or internal on 1-2345

Students at Victoria Square classes should contact the Computer Support Helpdesk on 8201 2345 for network issues, or the office staff located on the ground floor regarding paper supplies for printers.

15. TOPIC FLO SITE AND OTHER USEFUL INTERNET SITES

BUSN1021 Flinders Learning Online (FLO) Site

This FLO site is accessible through the iFlinders Student Portal accessible from i.flinders.edu.au.

Students are required to login on a regular basis to check topic announcements, mail and discussions.

What is FLO for?

Flinders Learning Online (FLO) provides additional support for students enrolled in this topic via access to materials through the Internet. All handouts distributed in lectures will be available via the FLO site, as well as all topic information, staff details, assessment details and announcements.

The site allows you to communicate with teaching staff and with other students. Staff may use the site to make announcements, provide feedback and answer frequently asked questions.

Features of Flinders Learning Online:

- Topic information (e.g. aims and learning outcomes, staff, assessment, deadlines, study schedule, etc).
- Downloadable copies of all handouts.
- Video / Audio of lectures.
- Calendar of critical dates (eCalendar).
- Details of policies (e.g. supplementary exams, plagiarism, etc).
- Links to useful web sites (including professional bodies, other business/accounting related sites, Library, Flinders Business School).
- Internal FLO email.
- This email facility will be used on a regular basis to communicate with students. You should therefore ensure that you check you FLO email regularly.
- Announcements will be posted on the announcements board, and may also be emailed to your FLO email account.

Help with FLO:

You are encouraged to enrol in a FLO workshop in the library (if you have not already attended one in a prior year). For FLO held and support refer http://www.flinders.edu.au/library/flo/flo_home.cfm.

Students can also ring the FLO Helpline on 82012131 or internal 1-2131

There are also FAQs in relation to FLO on Ask Flinders, refer <http://supportcenteronline.com/ics/support/default.asp?deptID=825> for further information.

Please note, staff in the Flinders Business School can only provide help with the topic and cannot provide technical support.

Privacy Information:

Students should be aware that the topic coordinator is able to access information about students' use of the FLO site. For example, a record of which pages were visited, when, for how long and what has been downloaded are maintained for every student enrolled in the topic. FLO Live sessions will be recorded. By entering the FLO Live chat room all students agree to their participation being recorded and made available to University staff and other students

enrolled in the topic. Students are NOT permitted under any circumstances to make their own recordings of FLO Live sessions.

16. STUDENT SUPPORT

Flinders Business School provides support for all its students in English language writing, numerical skills plus additional support is available for specific first year topics. Information about the Tutors in Residence is available at:

http://www.flinders.edu.au/sabs/business/current_students/tir/tir_home.cfm

17. ACADEMIC INTEGRITY POLICY

All students and staff have an obligation to understand and respect the rules and practice of academic integrity. It is therefore expected that students and staff will adhere to high standards of academic integrity. The full policy can be found in the *Student Related Policies and Procedures Manual* or on the University Web site:

<http://www.flinders.edu.au/ppmanual/student/academic-integrity.cfm> The following extract is taken from the University's Policy on Academic Integrity.

2 Academic Integrity

- 2.1 Academic integrity means that all work which is presented is produced by the student alone, with all sources and collaboration fully acknowledged.
- 2.2 Any failure to meet the requirements of academic integrity in any form of academic work will be regarded as a breach of the requirements of academic integrity and, depending on the circumstances and the nature of the breach, consequences including penalties may be expected to follow. Breaches of academic integrity may include plagiarism, collusion, fabrication, falsification, double submission of work and misconduct in examinations.

2.2.1 *Plagiarism*

Plagiarism is the use of another person's words or ideas as if they were one's own. It may occur as a result of lack of understanding and/or inexperience about the correct way to acknowledge and reference sources. It may result from poor academic practice, which may include poor note taking, careless downloading of material or failure to take sufficient care in meeting the required standards. It may also occur as a deliberate misuse of the work of others with the intent to deceive. It may include, but is not restricted to:

- presenting extracts, without quotation marks and/or without appropriate referencing, from books, articles, theses, other published or unpublished works, films, music, choreography, working papers, seminar or conference papers, internal reports, computer software codes, lecture notes or tapes, numerical calculations, data or work from another student. In such cases, it is not adequate merely to acknowledge the source. This applies to material accessed in hard copy, electronically or in any other medium;
- close paraphrasing of sentences or whole paragraphs with or without acknowledgement by referencing of the original work;
- adopting ideas or structures from a source without acknowledgment;
- using source codes and data from other's work without acknowledgement;
- arranging for someone else to undertake all or part of a piece of work and presenting that work as one's own;
- submitting another student's work whether or not it has been previously submitted by that student.

2.2.2 **Collusion**

Collusion occurs when a student submits work as if it has been done individually when it has been done jointly with one or more other person unless the topic coordinator has indicated that this is acceptable for the specific piece of work in question.

2.2.3 *Other breaches of the requirements of academic integrity*

Other breaches of the requirements of academic integrity may include:

- submission of the same piece of work for more than one topic unless the topic coordinator(s) have indicated that this procedure is acceptable for the specific piece of work in question;
- providing another student with the means of copying an essay or assignment.

Discussion of Results

Students may not discuss with staff the content of examinations, their performance therein, or topic results, until final grades have been officially released by the University.

18. WITHDRAWAL DEADLINES

Certain deadlines apply to students regarding enrolment and withdrawal. Details of withdrawal deadlines for the current semester may be viewed at:

www.flinders.edu.au/studentinfo/important_dates.htm

19. ASK FLINDERS

Topic specific enquiries: Contact your tutor or topic coordinator

All other queries regarding your studies: askflinders@flinders.edu.au

Need a quick answer to a general question? Make sure you check out the FAQ section on the Ask Flinders page, before logging a request, refer

<http://supportcenteronline.com/ics/support/default.asp?deptID=825>

STATEMENT OF ASSESSMENT METHODS

Topic: BUSN1021: Organisational Behaviour

Flinders University

STATEMENT OF ASSESSMENT METHODS - 2017

Students' attention is drawn to the *Student Related Policies and Procedures* (available at: http://www.flinders.edu.au/ppmanual/student/student_home.cfm), and in particular the University's *Assessment Policy and Procedures*.

Topic number and title: BUSN1021 Organisational Behaviour

Units: 4.5

Date on which this statement was provided to students: 24 July 2017

Duration of topic: Semester 2

School(s) responsible for topic: Flinders Business School

Topic Coordinator: Dr. John Knight

Telephone number of Topic Coordinator: 820 15797

Expected student workload* ([refer Appendix B Assessment Policy and Procedures](#)): *number of hours per week or in total (specify).*

9 hours per week

** Indicative only of the estimated minimum time commitment necessary to achieve a Pass grade in the topic. Expected student workload should be based on the standard student workload of approximately 30 hours of student time commitment per unit.*

Details of assessable work in the topic. (Optional forms of assessment, where permitted, are also detailed):

Format of each assessment exercise	Proportion of total marks	Deadline for submission*	Penalties to be applied if deadline is not met*	Date work is expected to be returned to students**
1. Management Essay				
Individual Essay	10%	Week 6, Monday at 4pm	A penalty of 5% of the allocated mark per day or part thereof overdue, up to 72 hours after the deadline. Assignments submitted more than 72 hours after the deadline will not be marked.	2 weeks after submission
2. Group Organisational Project				
a. Group Report (25%) b. Individual Reflection (5%)	30%	Week 11, Monday at 4pm	A penalty of 5% of the allocated mark per day or part thereof overdue, up to 72 hours after the deadline. Assignments submitted more than 72 hours after the deadline will not be marked. Each group will also have to do a short project progress presentation (5-10 minutes) on their initial work and findings to the rest of their tutorial group in week 8. Failure to do so will result in a 10% grade reduction from their organisational report group component grade.	2 weeks after submission

3. Weekly Quiz

Eleven online Quizzes	10% for best 10 results	All weekly quizzes are open from the start of the teaching period but each test will successively cease to be available after 11pm on Sunday at the end of the relevant week.	Zero marks awarded if test not attempted in a timely fashion	Immediately upon closure of quiz
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4. Tutorial

Tutorial attendance	5%	Throughout semester at weekly tutorials.	No marks will be allocated if a student fails to attend at least 5 of 11 tutorials.	Feedback will be available to students at consultation times throughout the semester
Tutorial participation	5%			

5. Examination

Written examination	40%	During examination period	Non-attendance awarded zero marks	
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****These dates apply only to assignments submitted on or before the due date.**

* Extensions may be granted by a topic coordinator where the following criteria apply:

- the student has made a written request for an extension prior to the due date for the assessment item,
- the student has justified the request due to unforeseen individual circumstances that are reasonably likely to prevent completion of the assessment by the specified due date.

Criteria for successful completion of the topic (including, where appropriate, the achievement of a certain minimum level of competence in both the theoretical and practical components of the topic and details of special requirements concerning particular elements or aspects of the topic such as attendance/participation requirements, group activity) are as follows:

- In order to achieve a passing grade in the topic each student must attempt all assessment items; achieve **an overall aggregate mark of 50% or above** and must pass the non-grade pass (NGP) component.
- In order to be eligible for an academic supplementary examination:
 - all assignments must be completed and/or handed in for assessment, and
 - a minimum mark of 40% must have been achieved for non-examination assessment

Alignment of Assessment with Expected Topic Learning Outcomes

On completion of this topic, students will be expected to be able to:	Assessment items relating to each Learning Outcome
LO1: explain the building blocks of organisational behaviour (OB)	Management Essay; Examination
LO2: apply OB principles to business scenarios	Tutorial Participation; Weekly Quiz; Organisational Project
LO3: understand the importance of OB	Tutorial Participation; Weekly Quiz; Management Essay; Organisational Project
LO4: identify strategies to enhance OB	Tutorial Participation; Organisational Project; Examination
LO5: work effectively in a team and manage team dynamics in a professional manner	Tutorial Participation; Organisational Project

Alignment of Assessment with Graduate Qualities (only include for topics offered in undergraduate courses)

Flinders University's Bachelor degree programs aim to produce graduates who:	Assessment items relating to each Graduate Quality
GQ1. Are knowledgeable	Management Essay; Weekly Quiz; Examination
GQ2. Can apply their knowledge	Tutorial Participation; Organisational Project
GQ3. Communicate effectively	Tutorial Participation; Management Essay; Organisational Project
GQ4. Can work independently	Management Essay
GQ5. Are collaborative	Tutorial Participation; Organisational Project
GQ6. Value ethical behaviour	Tutorial Participation; Management Essay; Organisational Project; Examination
GQ7. Connect across boundaries.	Tutorial Participation; Organisational Project

The Nature and Importance of Academic Integrity

All students and staff have an obligation to understand and respect the rules and practice of academic integrity. It is therefore expected that students and staff will adhere to high standards of academic integrity (refer [Academic Integrity Policy](#))

Academic integrity means that all work which is presented by a student as the work of that student is produced by the student alone, with all sources and collaboration fully acknowledged. Breaches of academic integrity, including cheating, plagiarism and fabrication or falsification of data, are unacceptable and there are serious consequences when a breach is detected.

Detection of Breaches of Academic Integrity

Staff use a range of methods (including electronic means) to assist in the detection of breaches of academic integrity. The University has mandated the use of text-matching for all text-based student assignments. Except where the *Academic Integrity Policy* [<http://www.flinders.edu.au/ppmanual/student/academic-integrity.cfm>] provides for an exemption under special circumstances, all text-based student assignments will be subject to text-matching in conjunction with their submission for assessment.

The University makes available for student use electronic text matching software, which can be accessed through the Flinders Learning Online Academic Integrity site [<http://flinders.edu.au/academicintegrity>].

Have any exemptions from the requirement for the application of text-matching software to student assignments due to special circumstances been approved by the Executive Dean for this topic? **No**

Resubmission of Assessment Exercises (refer clause 9.4 *Assessment Policy and Procedures*)

May assessment exercises be resubmitted after revision for re-marking? **No**

Supplementary assessment for this topic may be granted where a student has:

- achieved an overall result in the topic of between 45 and 49% or the equivalent where percentage marks are not awarded; and
- completed all required work for the topic; and
- met all attendance requirements that apply to the topic; and
- obtained at least a pass level grade in any specific component of assessment (other than an examination) for the topic where this is explicitly stated to be a formal requirement for the successful completion of the course or topic.

An Examination Board may grant supplementary assessment for this topic in circumstances other than those covered above on the basis of unforeseen or exceptional circumstances reasonably beyond the control or knowledge of the student.

If unforeseen or exceptional circumstances prevent the student from sitting or remaining for the duration of the scheduled supplementary assessment, the student will be either: awarded a result in the topic of Withdraw, Not Fail (WN); or offered the opportunity to demonstrate competence through an alternative mechanism.

If unforeseen or exceptional circumstances are demonstrated to persist up to the commencement of the next academic year, then the student will be awarded a result in the topic of WN.

Deferred assessment for this topic may be approved for medical and compassionate reasons in appropriate circumstances. A student who is unable to sit or remain for the duration of the original examination due to unexpected or exceptional circumstances may apply for deferred assessment.

If unexpected or exceptional circumstances prevent the student from sitting or remaining for the duration of a scheduled supplementary or deferred examination, or from submitting by the agreed deadline a supplementary or deferred assessment exercise, the student will be either: awarded a result in the topic of Withdraw, Not Fail (WN); or offered the opportunity to demonstrate competence through an alternative mechanism.

If unexpected or exceptional circumstances are demonstrated to persist up to the commencement of the next academic year, then the student will be awarded a result in the topic of WN.

Adjustment to Teaching or Assessment Methods ([refer clause 9.1 Assessment Policy and Procedures](#))

A student with a disability, impairment, or medical condition who seeks reasonable adjustments in the teaching or assessment methods of a topic on the basis of his/her disability may make a request to a Disability Advisor as soon as practicable after enrolment in the topic.

Any such reasonable adjustments must be documented in an Access Plan and discussed between the student and the Topic Coordinator. Any reasonable adjustments must be agreed to by the Topic Coordinator and must be in accordance with related University policy. A student who is dissatisfied with the response from the Topic Coordinator or with provisions made for reasonable adjustments to teaching or assessment methods may appeal in writing to the Faculty Board.

John Knight
.....

24 July 2017
.....

Signature of Topic Coordinator

Date

ASSIGNMENT DETAIL

Topic: BUSN1021: Organisational Behaviour

BUSN1021 Organisational Behaviour

Assessment 1- Individual Assignment - Short essay (10%) - 750 words

Date due: Monday, 28 August, 2017

Please select ONE question

1. Is the understanding and maintaining of the 'psychological contract' important for today's organisations? Why is this relevant to the role of managers? Illustrate your answer with examples.
2. Discuss the impact of an increasingly diverse workforce on today's organisations. How is this relevant to the role of managers? Illustrate your answer with examples.
3. Discuss the relevance of emotional intelligence and emotional management to the workplace today. When is this relevant to the role of managers? Illustrate your answer with examples.

You are required to explain the concepts in your own words and use specific examples to highlight your understanding. Examples can come from your own experience in one or more workplace, from reading articles in magazines/newspapers or from watching media news/ documentaries.

Guidelines:

- This assignment is not meant to be difficult and you should be able to answer any of the three questions after attending the first two lectures and tutorials and reading Chapter 1 and 2 of your recommended textbook. However, you will note that the questions also require you to think independently and demonstrate your understanding through application and/or use of examples. You are encouraged to use sources other than your text to inform your essay (such as scholarly journal articles) and to demonstrate or apply theory by example (such as from reports in the business media).
- You should write an essay (**maximum 750 words**). This means your submission should have a beginning (introduction), middle (body of essay) and end (conclusion). In this essay, you can include elements of report writing such as numbered headings and bullet-point lists – but make sure you use them appropriately (i.e. to enhance clarity of your message). Do not use sub-headings, table of contents, or appendices.
- Please use 12 New Times Roman font (or similar), 1.5 line spacing with 2.54 cm margins and align your text to the left (Ctrl + L)
- You are expected to cite at least **2 or 3 quality references** (such as from relevant journal articles) to support the argument in your essay. You are additionally encouraged to demonstrate the argument in your essay (e.g. by citing examples from the business media)
- Be careful when citing material from written sources (e.g. the textbook, journal articles, business magazines) that you reference your work thoroughly in text using the **Harvard Referencing System**, and that you provide a list of references at the end of your essay. References (but not reference list) contribute to the word count. If you are unsure about referencing conventions, please contact the Library or the Student Learning Centre for help (see study guide at http://www.flinders.edu.au/slc_files/Documents/Blue%20Guides/Harvard%20Referencing.pdf)

For example, always cite a page number when you can but particularly if a book or quote, thus referencing in text looks like this:

- Mintzberg's work indicates that managers are very busy people (Bartol, Tein, Matthews and Sharma, 2008: p8).

- Mintzberg discovered that “managers handled an average of 36 pieces of mail per day” (Bartol, Tein, Matthews and Sharma, 2008: p8).

After the first citation you may use the shorthand notation: *et al.* e.g. (Bartol *et al.*, 2008: p12).

Assessment Criteria:

The marking criteria which will be used to assess your work are listed on the feedback form for this assignment. A copy of the feedback form is shown on the next page. As the criteria are inter-related, you will receive a single mark for the essay rather than individual marks against each criterion.

A good standard of English language and expression is expected. It is advisable to use the spell/grammar check function in your word processing software when drafting your work. Please note that some members of our teaching team are from a non-English speaking background. We are sympathetic and encouraging to students working in their second language.

We encourage you to discuss your work and exchange ideas with other students. However, when you come to write your essay this must be your own work, and in your own words. In each question you are given an opportunity to demonstrate originality by generating examples and/or drawing upon your own experience. **The electronic text matching software application Turnitin will be used to indicate potential plagiarism.**

Learning agreements:

One of the main purposes of this assignment is to allow the teaching team to assess your strengths and development needs, and to give you early feedback and direction. It is likely that some of you will be disappointed with the grade awarded. The assignment is weighted at 10% in order to minimise the risk to your overall grade for the topic. Please accept that there is nothing wrong with failing. It just means that we have to try harder and learn to do things differently. As we shall learn during this topic, failure is often a pathway to innovation, change, and reform if only we are prepared to critically reflect upon and learn from our mistakes.

If the teaching team think that you are struggling, we will ask you to attend for consultation to discuss and help diagnose the problems. We will then ask you to enter into a learning agreement with us. These are very individual, but typically would involve you agreeing to attend some study-skills session(s) and setting some goals for improvement.

BUSN1021 Organisational Behaviour

Assignment 1 – Short Essay

Feedback form

Student Name

.....

Marking criteria

	<i>Poor</i>	<i>Satisfactory</i>	<i>Good</i>	<i>Excellent</i>
1. The essay clearly and effectively addresses the question (i.e. demonstrate understanding of topic area through identification and critical analysis of relevant issues/theory)				
2. The essay demonstrates effective and appropriate use of examples (i.e. consistent support of coherent discussion/argument with evidence/example)				
3. References are used effectively and correctly (i.e. depth and quality of relevant sources with consistent observation of Harvard protocols and conventions).				
4. The essay demonstrates effective and appropriate writing skills in terms of structure and style (i.e. relevant introduction, discussion and conclusion structure with concise writing style)				
5. Presentation of the essay is professionally appropriate (i.e. demonstrates appropriate use of English spelling and grammar, font, lay-out, page numbering, proofreading etc.)				

This sheet is designed to help you identify particular areas of weakness or strength but as the criteria are inter-related, your final mark cannot simply be seen as an addition of each element.

Comments and feedback

Overall grade

BUSN1021 Organisational Behaviour

Assessment 2 - Organisational Project (Group)

Date due: Monday, 16th October, 2017

Research project (30%) - length 3,500 words (maximum)

Task

You are an employee in a medium sized service company based in the Adelaide CBD. Your manager has become concerned that employee performance is not meeting expectations. She believes this may in part be related to existing organisation policy concerning accessing social media from the workplace. After hearing that several of her employees are enrolled in an organisational behaviour course, she has asked that, as a team, you undertake some research. The purpose is to find out what motivates different people to perform in the workplace and subsequently to make recommendations to your CEO on how performance might be improved through developing an appropriate organisation policy concerning accessing social media in the workplace.

Part A: Group component - Research Project Report (25%) - length 3500 words (maximum)

With the help of your tutor, form groups of (between 3 and 5) people before week 5 in order to complete these tasks:

- In your first 1-2 weeks as a group, develop a team charter outlining the team's objectives, tasks, roles and responsibilities for each of the team members.
- By undertaking a literature search, explore existing research published on what motivates different people to perform in the workplace. You should focus on what is diversity in the workplace, what is social media, how performance may be improved (or not) through different approaches to recognition and reward, and what importance different people attach to access to social media in the workplace. Your search should concentrate on journal articles from quality sources – a good starting point is Proquest or any of the library's business databases. Each team should collect **a minimum of 10 sources dated 2000 or later** (That does not include Wikipedia or similarly unreliable sources)
- Review the literature and incorporate this in the final report (see below).
- Develop a research question that will form the basis of your research (try to relate to an OB concept/theory you have studied - your tutor can help you with this part of the project).
- Demonstrate your development of a short survey (approximately 6 – 8 questions) taking into account the ideas gained from your search of the literature. Note the survey is aimed at collecting data (including demographic data) to rationally and/or logically answer the research question.
- As a group, predict what responses your survey questions might yield from diverse people in the workplace (such as part/full time, younger/older, those with/without tertiary qualifications etc.) and justify your predictions with reference to relevant published research studies
- Based on your predicted responses, recommend an appropriate organisation policy concerning accessing social media in the workplace from the perspective of how recognition and reward might improve the performance of diverse people in the workplace.

Present your findings as a short research report using the following structure (see for additional information http://www.flinders.edu.au/slc_files/Documents/Blue%20Guides/Report%20Writing.pdf):

- **Title of the report:** this should be a concise description of your report (less than 10 words).
- **Table of contents:** list all major sections with page numbers.

- **Executive summary:** provide a brief overview (approximately 150 words) which summarizes the purpose of the research, how you believe it would have been conducted and what you believe your key findings (recommendations) would be.
- **Introduction:** set the scene for the reader by explaining what your report is about, why you are doing it and how you intend to develop your findings. Clearly state your research question.
- **Literature review:** summarise your findings from the literature search and this section should be comprehensively supported by appropriate referencing.
- **Methodology:** explain how you developed your proposed survey questions in a rational and logical way, how you would have conducted the research and how you would have selected your sample (e.g. to have the appropriate range of age, sex, work status, education level etc.).
- **Predicted Results and Discussion:** analyse, explain and interpret your predicted research outcomes with reference to existing research (from your literature review) as well as models and theories (from your text or other recent OB literature)
- **Conclusion** Write a short summary (one paragraph) of your findings and explain how they address your research question.
- **Recommendations:** Finish with some concise and practical recommendations that logically derive from your research report on how your manager might use these findings to deal with the current problem of employee performance (these may be written as dot points).

Supplementary material

- **Reference list:** All sections (not summary, conclusion or recommendations) should be appropriately referenced in-text. Please ensure citations and reference list follow the Harvard Referencing style
- **Appendices:** these would contain additional material not required in the body of your report. At the least this should include:
 - A copy of your proposed survey
 - Your team charter (maximum 1 page)

Please note the following important criteria:

- The report should be in Times New Roman 12 font (or similar), with 1.5 spacing. Overall presentation should reflect an appropriate business format.
- The title page of your report should list the names of your team members
- Unreferenced reports or those that do not include a minimum of 10 references will receive a **maximum grade of 64%**.
- Reports will be marked according to the criteria shown on the marking guide at the end of this booklet.
- **The electronic text matching software application Turnitin will be used to indicate potential plagiarism.**

Please note Group Progress Presentation:

- Each group will also have to do a short project progress presentation (5-10 minutes) on their initial work and findings to the rest of their tutorial group in week 8 (w/c 15 September). Failure to do so will result in a 10% grade reduction from their organisational project group component grade. In addition, tutors will grade the presentations 'Satisfactory' or 'Unsatisfactory', and those presentations given an 'Unsatisfactory' grade means the group members will receive **no more than a 2.5 out of 5 marks for their in class participation mark** (see Assessment 3 below).
- It is expected that all members of the group will contribute to the preparation and/or delivery of the report and presentation. Note that all group members are asked to submit a peer assessment of their group members' contribution during the project preparation. The peer assessment will be used to vary the group mark for group members who contributed particularly well (**up to 20% above the group mark**) or who did very little (**up to 20% below the group mark**).

BUSN1021 Organisational Behaviour

Assignment 2a – Organisational Project

Feedback form

Student Names

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Marking criteria

	<i>Poor</i>	<i>Satisfactory</i>	<i>Good</i>	<i>Excellent</i>
1. The review of the literature is appropriate and relevant to the research question				
2. The methodology is developed to effectively provide data for answering the research question				
3. The predicted responses to the survey questions are rational, logical and appropriately supported				
4. The recommendations are appropriately linked to the potential results and discussion				
5. The overall integration of findings with the theory and application was appropriate and effective.				
6. References used effectively and correctly throughout report (i.e. depth and quality of relevant sources with consistent observation of Harvard protocols and conventions).				
7. Presentation of the essay is professionally appropriate (i.e. demonstrates appropriate use of English spelling and grammar, font, lay-out, page numbering, proofreading etc.)				

This sheet is designed to help you identify particular areas of weakness or strength but as the criteria are inter-related, your final mark cannot simply be seen as an addition of each element.

Comments and feedback

Overall grade

BUSN1021 Organisational Behaviour

Assessment 2 - Organisational Project (Individual)

Date due: Monday 16th October 2017

Part B Individual Component of the Report - Reflective Account (5%)

Each individual student must submit a reflective account (**maximum 750 words**) critically analysing how the group members managed the group processes associated with completion of the assignment and what personal contributions you were able to make and personal learning you achieved. The aim of this assignment is to enhance your learning by reflecting upon your action learning experience. It should provide a story of your growing understanding of the topic, demonstrate how your learning is developing, and help you to identify your strengths and weaknesses.

In particular, you should reflect on the following:

- What OB concepts and constructs have most helped you develop an understanding of yourself and/or how you work in a group?
- Did you identify differences and/or similarities between yourself and the rest of the group and why do you think this was the case.
- What did you find the most beneficial and most difficult aspects of this assignment?

This report might usefully include some relevant background on group processes but the most important element from an assessment perspective is your critical analysis of the group and learning that you will take into future group projects either at university or at work.

You might also critically evaluate (reflect on) your experience from the following perspectives:

- How did the group approach the project including allocation of workload amongst the group?
- What processes did the group use to identify and manage the expectations of all group members?
- What processes did the group agree to use to manage problems or disagreements within the group? Where these processes needed? If so, were they used and how could they be improved?
- What were the most beneficial and most difficult aspects for you personally of completing this assignment?
- What was the most important learning for you from your group work and is there anything that you will change next time.
- Did you feel that all group members contributed equally? If so, which group processes were important in achieving this? If not, why did this not happen, and what would you change next time to improve the situation?

Please submit the following 2 items as part of your individual reflection:

1. **Reflective Account**
2. **Peer Assessment form**

BUSN1021 Organisational Behaviour
Assignment 2b - Organisational Project

Peer Assessment

Student Name (own name)

Student Number

.....

.....

Date

<i>Name of group member (including own name)</i>	<i>Brief description of contribution</i>	<i>Share of 100%</i>
1.		
2.		
3.		
4.		
5.		
6.		

- Assess your group members (including yourself) by considering the range of contributions made everyone - not only in terms of time spent but also in terms of value to the final outcome.
- The total in the final column (share of contribution) should add up to 100%.
- These assessments are confidential between the individual completing this form and the tutor (and topic coordinator).

TUTORIAL WORKBOOK

Topic: BUSN1021: Organisational Behaviour

TUTORIAL PROGRAMME

BUSN1021/ BUSN9018

Organisational Behaviour

Semester 2, 2017

Week	Tutorial requirements	Relevant textbook chapter	Tutorial Preparation & Activity
1	No tutorials this week.		
2	Introduction to OB	Chap 1	Globalisation (p.16) Review Questions 1 & 3 (p. 32)
3	Individual attributes	Chap 2	Personality type (p. 73) Review Questions 1, 2 & 3 (p. 72)
4	Motivation and empowerment	Chap 3	Pay process (p. 103) Review Questions 2 & 3 (p. 113) Are you motivated (p. 114)
5	Learning, reinforcement and self-management	Chap 4	Review Questions 2, 3 & 4 (p. 154) Case Study (p. 157)
6	Job Design	Chap 5	Feeling stressed? (p. 176) Review Questions 1, 2 & 3 (p. 198)
7	Groups and Teamwork	Chap 6 Chap 7	Too much group work? (p. 227) Review Questions 1, 2 & 3 (p. 241) Review Questions 1, & 2 (p. 277)
8	Organisational Culture (Group Progress Presentations)	Chap 9	Dress to express (p. 341) Review Questions 1, 2 & 4 (p. 355) Case Study (p. 358)
9	Power and Politics	Chap 10	Review Questions 1 & 3 (p. 395) Research Question 1a (p. 395)
10	Leadership	Chap 11	Review Questions 1, 3 & 5 (p. 442)
11	Decision-Making	Chap 12	Asian leaders (p. 461) Review Questions 2 & 3 (p. 482)
12	Communication and Conflict	Chap 13	Control and social media (p. 497) Case Study (p. 524)
13	Dedicated to consultations and exam preparation		

Week 2: Introduction to Organisational Behaviour

Objectives:

1. To identify the skills and personal characteristics required for effective management practice in today's global context.
2. To assess your personal skills in relation to those skills and characteristics, and then to determine areas for improvement.

Tutorial Preparation:

Prepare responses to:

1. Summarise the issues surrounding globalisation and the growing rise of the BRIC block (page 15)
2. From these summaries, prepare a case for globalisation and prepare a case against globalisation, integrating both BRIC and 'Western' perspectives. (page 15)
3. What is organisational behaviour and why do managers need to understand it? (page 32)
4. What is an effective manager? What are the competencies an effective global manager requires? (page 32)

Tutorial Exercises

1. Welcome and introductions
 2. Questions related to assessment(s)
 3. Explore your tutorial preparation working in small groups.
-

Week 3: Individual attributes

Objective:

To understand how personal values differ and how this impacts organisational performance.

Tutorial Preparation:

Prepare responses to:

1. Describe and explain the individual performance equation used in this chapter (page 72)
2. Name the factors influencing an individual's capacity to perform (page 72)
3. Personality testing is widely used as a recruitment and selection strategy. What are the advantages and disadvantages of such a strategy? (page 72)
4. Complete the individual activity, 'Personality type' on p73 of your text.

Tutorial Exercises

1. Compare answers to the individual activity
 2. Explore your tutorial preparation working in small groups.
-

Week 4: Motivation and empowerment

Objectives:

1. To help you identify your personal motivators
2. To help you better understand how job factors affect motivation
3. To help you realise that different people are motivated by different things

Tutorial Preparation:

Prepare responses to:

1. In addition to instrumentality, what could you do to improve levels of expectancy in a workforce? (page 103)
2. Compare and evaluate the key differences between what each of the content theories offer in terms of explaining needs (page 113)
3. Explain the key differences between the expectancy and the equity theories of motivation (page 113)
4. Complete the individual activity 'are you motivated to work hard at your studies' (p114)

Tutorial Exercises

1. Explore your tutorial preparation working in small groups.
 2. Discuss results of the individual activity.
 3. In class complete the group activity 'What do you want from a job – motivators or hygiene's?' (page 116)
-

Week 5: Learning Reinforcement and Self-management

Objective:

1. To explore the use of behaviour modification strategies in the workplace.
2. To explore academic integrity and using library resources to support your assignments.

Tutorial Preparation:

Prepare responses to:

1. What are extrinsic rewards and how are these related to learning and reinforcement? (p154)
2. Distinguish between negative reinforcement and punishment. (p154)
3. Summarise the main features of a learning organisation. (p154)
4. Read the case study 'Experiential Learning' on p157 of your text. Prepare answers to questions 1 & 2.
5. Explore Student Learning Centre study resources available at:
<http://www.flinders.edu.au/current-students/slc/>

Tutorial Exercise

1. Working in small groups, answer the review questions above.
 2. Discuss answers questions of the case study
 3. Form into groups of 3-5 for your project and develop an outline plan including the beginnings of a team charter.
 4. Discuss the main points in the assessment criteria and ensure your thinking and efforts to date are appropriate
 5. Discuss how you might find resources on Academic Integrity; Article Reviews & Annotated Bibliographies; Report Writing and Harvard Referencing to support your project.
 6. Discuss some common academic integrity issues and how you can avoid them.
-

Week 6: Job Design

Objective:

To explore contemporary thinking on motivating through job design

Tutorial Preparation:

Prepare responses to:

1. What is the difference between intrinsic rewards and extrinsic rewards? (page 198)
2. Explain the difference between horizontal and vertical job loading (page 198)
3. List and define the core job characteristics (page 198)
4. Question 2 of 'Feeling stressed...' on p176 of your text..

Tutorial Exercise

1. Explore your tutorial preparation working in small groups.
 2. Discuss your answers to 'Feeling stressed and disengaged at work'
-

Week 7: Groups and Teamwork

Objectives:

1. To understand how groups develop
2. To identify strategies for improving group performance

Tutorial Preparation:

Prepare responses to:

1. Both questions of 'Too much group work...' on p227 of your text..
2. Summarise the reasons why groups fulfil individual and organisational purposes. (p241)
3. What are the key outputs required for effective groups? (page 241)
4. Explain the key differences between teams and groups and the reasons organisations might wish to instigate teams in their organisations (page 277)
5. Explain what makes an effective team (page 277)

Tutorial Exercise

1. Explore your tutorial preparation working in small groups.
2. Discuss your answers to 'Too much group work'

Week 8: Organisational Culture (Group Project Progress Presentations)

Objective:

1. To better understand organisational culture and explore the importance of organisational structure and design
2. To demonstrate progress on group (organisational project) assessment and get feedback from, and share lessons with, your peers

Tutorial Preparation:

Prepare responses to:

1. Each group will have to prepare a short project progress presentation (5 minutes) on their initial work and findings to the rest of their tutorial group.
2. Read 'Dress to express' on p341 of your text and prepare answers to questions 1, 2 & 4
3. What is organisational culture and what are the levels of analysing culture in organisations? (page 355)
4. What functions do organisational cultures serve, and how do subcultures and cultural diversity help in this? (page 355)
5. Read the 'ADFA and ADF' case study on p358 of your text and prepare an answer to question 1.

Tutorial Exercise

1. Explore your tutorial preparation working in small groups.
 2. Discuss answers to the relevant questions 'Dress to express...' on p341
 3. Discuss answers to the relevant questions of the case study (p358)
 4. Conduct of presentation. Failure to do so will result in a **10% grade** reduction from the project group component grade.
 5. Based on the project guide in the topic outline and the feedback form, discuss what aspects still need to be addressed.
-

Week 9: Power, Politics and Influence

Objectives:

To explore the use of positive and negative power in an organisational setting.

Tutorial Preparation:

Prepare responses to:

1. Explain how power is acquired. (p395)
2. How might personal power differ from authority (p95)
3. Prepare a response to '...What is emotional intelligence, and how might it be used as a source of power for managers in an organisation?' (Research question 1a, page 395)

Tutorial Exercise

1. Explore your tutorial preparation working in small groups.
2. Discuss answers to the research question.

Week 10: Leadership

Objectives:

To understand the influence of leadership on organisational effectiveness

Tutorial Preparation:

Prepare responses to:

1. Review and discuss the pros and cons of the trait and behavioural approaches to leadership (page 442)
2. Explain how leadership and trust may be related (page 442)
3. Review and explain each of the emerging leadership approaches (page 442)

Tutorial Exercise

1. Explore your tutorial preparation working in small groups.
-

Week 11: Decision making

Objectives

To recognise the importance of decision making and planning in organisational performance

Tutorial Preparation

Prepare responses to:

1. Read '...Asian leaders...' on p461 of your text and prepare answers to questions.
2. Why is identification of the problem (step 1 in the decision-making process) so important and how does this step relate to ethical decision-making? (page 482)
3. How does heurism relate to the general biases that many managers have with respect to decision-making? (page 482)

Tutorial Exercise

1. Explore your tutorial preparation working in small groups.
 2. Discuss your answers to 'Asian leaders value creativity and intuition more than New Zealand leaders' on page 461
-

Week 12: Communication and conflict

Objectives

To explore the importance of communication and conflict in the context of organisations

Tutorial Preparation

Prepare responses to:

1. Read '...control and social media' on p497 of your text and prepare answer to question 2.
2. Read the case study 'The perils of social media' on page 524 of your text and prepare answers to questions 1 & 2

Tutorial Exercise

1. Explore your tutorial preparation working in small groups.
 2. Discuss your response to the case study
-