MGNT606

People and Organisations

Term 2 North Ryde 2018

MGSM Degree Programs

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Disclaimer

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General Information

Unit convenor and teaching staff Professor Richard Badham richard.badham@mgsm.edu.au Contact via +61 (2) 9850 9021 Weekly Class - Mondays NR 9am
Credit points 4
Prerequisites Admission to MMgt
Corequisites
Co-badged status
Unit description This Unit draws on insights from psychology, sociology, anthropology, social psychology, and economics to study human behaviour within organisational settings. Given the importance of understanding human behaviour in the workplace, this unit aims to engage students to explore and critically examine insights about human behaviour at work to better manage and improve organisational capabilities and performance.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

Articulate a variety of theoretical frameworks and research findings about human behaviour within organisations;

Apply micro, meso, and macro perspectives to analyse organisational problems and phenomena

Engage in practical and contingent applications of organisational behaviour principles and theories for managing and leading people and organisations successfully

Reflect on organisational behaviour theories and their applications from cross-cultural and ethical perspectives and will demonstrate leadership and management knowledge.

General Assessment Information

1. Learning diary

Learning diaries are used in this course as a means for you to reflect on the overall content of the course, the readings your experiences throughout, and the meaning that the content and experiences have for you and your life at work.

What Diaries are Expected to Display

A particular focus of the course is on stimulating intellectual intelligence ('thinking things through'), emotional intelligence ('awareness and handling of the emotions of yourself and others'), and action intelligence ('a confidence and ability to act and reflect upon action in situations of complexity, uncertainty and conflict'). It is expected that you will develop your change capabilities or intelligence in each of these areas. In this way, you are expected to show an intelligent and thoughtful grappling with the key issues, arguments and materials presented in the course. The key part of the Diary, however, is your description of, success in understanding, and reflection on the Chapter Readings. This is followed up by reflections supporting what you learn from your Group Work and Projects

The Diary for each week should include the following:

1. Lecture. Briefly summarise the topics covered and your experience of the lecture, highlighting the points important to you, and any questions you might have. Explain how the material (or certain aspects) apply or might apply in your life (work, study, play, relationships).

2. In-Class Activities/Case Studies. Briefly summarise the content and process of the exercises, activities and case studies, and any outcomes or results. Include reflections on your team dynamics and your team's progress or lack thereof; detail what happened and explore why things happened or did not happen. Consider your role and contribution to the team's task and process. Compare this team to other experiences you have had

3. Readings. Each week you will be allocated specific Chapter readings. In Week 1, this will be 4 chapters. Weeks 2-6, it will be 2 chapters. In Week 7, this will be 4 chapters. Week 8 there will be no allocated readings. Briefly summarise the topics covered in the recommended textbook Chapters, highlighting the main arguments and points important to you. Where relevant, show how the ideas and concepts referred to in the chapters relate to the lecture, activities and your experience. Critique any arguments of claims made in the textbook: what were their strong and weak points, and why do you think so? Please note: You will be expected to test your knowledge of each chapter by taking the Pearson 'What do I know' and 'What have I learnt' questionnaires. State what percentage you got, and give reasons for any belief that your percentage should have been higher (contesting the 'correct' answer, any technical problems). Your mark for the learning diary is not simply based on your percentage

4. Team Work. Explain your team's progress or lack thereof; detail what is happening and explore why things are happening or not happening. Consider your role and contribution to the team's task and process. Compare this team to other experiences you have had.

5. Critical Incident. Here, describe any event or occurrence from the week related to the topics

of the week, what it means to you and why it is important in the context of the course. There is no precise page prescription for each week, but a “rule of thumb” might be half a page for each section for Weeks 2-6, with double that amount for Weeks 1, 7 and 8 as they are whole day sessions. For Weeks 1 and 7, the main difference is that there is double the amount of reading, and so there will be a lengthier Readings section. Week 8, the main difference is that you will be introduced to a half-day experiential Relating Compass Leadership session, so the In-Class Activities, and any Team Work or Critical Incidents from this, will be lengthier.

This required text and associated MyManagementLab website are the cornerstone for this subject’s introduction to OB concepts and theories, case studies, simulations, movies and exercises. Access is essential if you are to pass this subject, and **MGSM will purchase access to the electronic text and website for you**, so there is no requirement for you to purchase a hard copy textbook. You will be provided with access details by 1 April.

Recommended Length

It is expected that diaries will normally be not be less than 30 pages and not more than 40 pages. You are encouraged, if you feel so inclined, to replace the standard Introduction and Conclusion by trying to communicate your key learnings in a more creative format. Students have, in the past, created games, posters, animated powerpoints, videos, artwork and even an opera! If you decide to convey your main message(s) in a more creative way, then you should use the Introduction and Conclusion to introduce and explain what you have done – and then you are not required to spend any time in these sections providing general introductory/ concluding statements about the course and your diary.

Function and Purpose

As background for this activity, an introduction to the common purposes for which learning diaries are used and a typical learning diary structure is provided in the article on iLearn

Hays, J.M., *Reflection, Insight and Empathy: Uncommon Outcomes in Management Education*, ANU, Canberra.

Diary Format

Length:	30 A4 Pages (min), 40 A4 Pages (max), excluding appendices and any additional pages required for a creative work
Format:	• Introduction • Week 1: Topics 1 & 2 • Week 2: Topic 3 • Week 3: Topic 4 • Week 4: Topic 5 • Week 5: Topic 6 • Week 6: Topic 7 & 8 • Week 7: Relating Compass & Group Presentations • Conclusion
Due:	10 June (to be uploaded on iLearn)

Weighting:	60%

2. Group Participation & Consultancy Team Video Report

Each week, as a three-person syndicate group, you will be assessed on the basis of your contributions to the series of activities, exercises and case studies that will take place. In the final week (week 7), your 'video' report will be judged by the class, although the final mark will be determined by the lecturer.

Ongoing assessment of your participation as individuals and groups in a three-person syndicate will be based on a monitoring of your intellectual, emotional and practical awareness and intelligence in handling the challenges you will be confronted with.

The procedures for the preparation and assessment of the final 'video' report to be judged in week 7 are as follows:

• In Week 3, each three-person syndicate group will amalgamate with two other syndicate groups to create a 'Consultancy Team', and be allocated a case study company with a 'problem' to be solved. Each 'Consultancy Team' will act as a project team made up of 'internal' and 'external' consultants with the task of developing and presenting their 'solution' to corporate Head Office. In Week 7, there will be a final 'presentation' ('Oscar') night. You will be marked as a 'Consultancy Team' on both the quality of the content and your presentation.

• Each 'Consultancy Team' will be expected to make a Video of their presentation that is no longer than 15 minutes, and may be as short as 5 minutes. A copy of this video needs to be brought into class on Week 7, and uploaded onto iLearn by 28 May. Each consultancy team is also required to prepare 2 letters for submission onto iLearn by 28 May, one for the 'Senior Sponsor' in the case study company and the other to the 'Senior Consultant' in the consultancy firm that the Team is working for. Each letter should, in no more than 3 pages, justify the solution that is proposed and the method of delivery, taking into account as many of the issues covered in the OB subject as you believe to be relevant i.e. issues of individual motivation and group dynamics, the structural and technological issues that characterise the 'tip' of the organizational iceberg, and the leadership, culture and politics issues that lie 'beneath the surface'. Each letter is, basically, providing a rationale of and legitimation for the presentation being made, to two key stakeholders.

• As part of the final submission of the Video and Letters, you will be expected to confirm what you believe was the percentage contribution of each Consultancy Team member to (a) the content, and (b) the presentation.

Further details of the assignments and assessment process will be provided in Week 1

Length Group Participation

(no written submission)

Consultancy Team Video Report

(5-15 min video; 1-3 pp 'Senior Sponsor' & 1-3 pp 'Senior Consultant' letter)

Format No required format. A Peer Evaluation sheet is provided on iLearn for you to fill out and include in the final submission.

Due 28 May (Letters to be uploaded in one file on iLearn as Group Project: Letters on iLearn; Individual Peer Evaluations to be uploaded as In Individual Evaluation on iLearn. Videos to be uploaded on iTube, and a Group Project Video link uploaded onto iLearn

Weighting Group Participation; 15%

Consultancy Team Video Report 25%

Assessment Tasks

Name	Weighting	Hurdle	Due
Learning Diary	60%	No	10th June 2018
Group Component	40%	No	28 May 2018

Learning Diary

Due: **10th June 2018**
Weighting: **60%**

Weekly Learnings

On successful completion you will be able to:

- Articulate a variety of theoretical frameworks and research findings about human behaviour within organisations;
- Apply micro, meso, and macro perspectives to analyse organisational problems and phenomena
- Reflect on organisational behaviour theories and their applications from cross-cultural and ethical perspectives and will demonstrate leadership and management knowledge.

Group Component

Due: **28 May 2018**
Weighting: **40%**

Group Participation (Weekly) (15%)

Consultancy Team 'Video' Report (25%)

On successful completion you will be able to:

- Articulate a variety of theoretical frameworks and research findings about human behaviour within organisations;
- Apply micro, meso, and macro perspectives to analyse organisational problems and phenomena
- Engage in practical and contingent applications of organisational behaviour principles and theories for managing and leading people and organisations successfully
- Reflect on organisational behaviour theories and their applications from cross-cultural and ethical perspectives and will demonstrate leadership and management knowledge.

Delivery and Resources

Unit Objectives

The aim of this course is to explore and critically examine insights about human behaviour at work. While a large number of topics can be investigated within the scope of OB we will focus on the following:

• Beneath the Surface and Entering the Backstage of Organisational Life:

Rationality and Irrationality in Decision-Making, Change and Learning

• Individual Motivation

• Group Dynamics

• Organisational Structure, Performance & Environment

• Technology, Efficiency & Work Design

• Organisational Culture,Purpose & Meaning

• Power, Politics & Leadership

• Mindful Leadership

Required Text: Huczynski, A. & Buchanan, D. (2008) Organizational Behaviour, 8th Edition, Pearson, ISBN: 9781292092881. Please note: We will be working with the 8th Edition. It is OK to purchase and use the 9th Edition, but some of the chapter numbers are changed (although the titles of the required chapter readings remain the same).

This required text and associated MyManagementLab website are the cornerstone for this subject's introduction to OB concepts and theories, case studies, simulations, movies and exercises. Access is essential if you are to pass this subject, and MGSM will purchase access to the electronic text and website for you. You will be provided with access details on 1 April..

If you also wish to purchase the hard copy version of the textbook, this will be available in the Bookshop.

To order a textbook, please contact The Co-op Bookshop, Macquarie University, by phone: (02)

8986 4000 or email to macquarie@coop.com.au. For further information on prices and online ordering, please refer to the Co-op Bookshop website at http://www.coop.com.au

MGSM ILEARN

The web page for this unit can be found at: https://ilearn.mq.edu.au/login/MGSM

Unit Schedule

Students are required to attend all classes.

The unit will be presented over 10 sessions as follows:

A combination of lectures, case studies, small group exercises, videos and larger class discussions will be used to facilitate learning. Students are expected to carry out assigned readings and to contribute to discussions and learning activities. Breaks will be available for meals and tea/coffee. You will be assigned to 3-person syndicate groups on 24 March.

Sessions	Date	Topic
1 & 2	9 April	Introduction to OB, Learning and Change
3	16 April	The Individual
4	23 April	The Group
5	30 April	Strategy, Structure & Performance
6	7 May	Technology, Work & Efficiency
7 & 8	14 May	Culture, Leadership & Power
9 & 10	21 May	Serious Play

PEDAGOGY

Overall Class Format

This class will take place over 7 weeks rather than the usual 10. The good news is this is less weeks than other classes. The less good news is that you have to read for the equivalent of 2 weeks textbook material prior to the first class!

The reason for the 7 week format is that it allows you as a class to have a whole day introductory session to the subject, and a whole day conclusion with a half-day experiential Relating Compass leadership session run by an external facilitator; and a half day for final project presentations. To confirm: (i) the first day of class in the first week of the subject is a **whole day** event; (ii) the last two weeks of class in the sixth and seventh weeks are also **whole day** event; and (iii) each other week class (weeks 2-5) is a **half day** event. To summarise, the

class is structured into 3 x 1 day sessions and 6 half-day sessions in order to obtain the best of both weekly and block formats.

There are three key components to the way in which learning is structured in this unit.

Firstly, you will be expected to fill out a **Learning Diary** each week, that will include your summary reflections on the readings for each week, and your results from the multiple-choice quizzes on the website. This ensures that each week you read and understand the Chapter readings, gives you an indication of your progress and how you are going throughout the subject.

Secondly, each week, in your syndicate groups, you will be undertaking exercises, viewing videos and analysing case studies. You **will not** be simply reviewing the material in the course texts but actively involved in applying and questioning the concepts and approaches that you are introduced to. The second dimension of **your Learning Diary**, will be communicating what you have learnt from the lecturer and your activities during the day, what you think about the activities, how learnings might help you improve your understanding and behaviour as a manager etc.

Thirdly, each week you will be involved with your syndicate group members in undertaking **Group** tasks, and participating with all members of the class in an experiential Relating Compass leadership session. You will also be working with other members of the class in creating a Group Project for presentation in Week 8. These activities are an important supplement to the Learning Diary, as they provide an opportunity to exercise judgement, experiment and reflect on the cognitive, emotional and practical dimensions of how you relate to others, and help develop your creativity of thinking and acting in complex and uncertain situations. The **Learning Diary** also gives you an opportunity to reflect on these features of the **Group Work and Project**.

Weekly Topics

Week 1 - Introduction

The first week is a general introduction to organizational behavior, accompanied by a focus on the key significance of how we understand and address decision-making, learning and change in organizations. Its purpose is to give you a quick and dramatic entrée into the ‘organizational iceberg’ and its implications for how we think, feel, act and find meaning at work. The iceberg includes the formal rhetorics and rituals of organizational life and the informal, emotional, cultural and political underworld that lies behind them.

Weeks 2 & 3 - Individual and the Group

The second and third weeks cover the nature and dynamics of individuals and groups, focusing in particular on the ambiguous and contested notions of individual ‘personality’ and ‘motivation’ yet their significance for how we understand and manage organisation. It also addresses the influence of groups on individual motivation, behaviour and performance, and its implications for how we understand and manage ourselves and other people.

Weeks 4 & 5 - Structure & Technology

The fourth and fifth weeks will focus on two key topic areas or challenges in organizational behaviour. Both weeks focus on the formal rational ‘tip’ of the organizational iceberg – the *performance challenge* of obtaining a strategic ‘fit’ between structure and environment, and the

*efficiency challeng*e of aligning technology and work with best practice models.

Week 6 - Culture & Leadership

In the sixth week, the focus is on the informal non-rational or a-rational factors 'below the surface' of the organizational iceberg – the *cultural challenge* of dealing with meaning and establishing purpose, and the *leadership challenge* of dealing with culture, power and politics in mobilising energy and informing agency.

Week 7

The seventh week will be an intensive interactive day. The morning will be an experiential leadership skills session facilitated by Creative Wisdom using their Relating Compass model and will stimulate reflection on how you relate to and are able to influence others. The afternoon will be an 'Oscar' session, in which you will present to your classmates your 'video' presentation (and letters to the client and consultancy sponsor), and the class will be asked to provide a suggested ranking and mark for all presentations other than their own.

DETAILED TIMETABLE

Week 1: Introduction to OB, Learning and Change

Topic 1

Morning Session: Introduction to OB

Chapter 1 *Explaining Organizational Behaviour*

Chapter 20 *Decision-Making*

Topic 2

Afternoon Session: Learning and Change

Chapter 5 *Learning*

Chapter 18 *Change*

Weeks 2 & 3: The Individual & the Group

Topic 3

Session: Individual

Chapter 6 *Personality*

Chapter 9 *Motivation*

Topic 4

Session: Group

Chapter 10 *Group Formation*

Chapter 12 *Individuals in Groups*

Weeks 4 & 5: Structure & Technology

Topic 5

Session: Strategy, Structure & Performance

Chapter 2 *Environment*

Chapter 16 *Organization Design*

Topic 6

Session: Technology, Work & Efficiency

Chapter 3 *Technology*

Chapter 14 *Work Design*

Week 6: Culture & Leadership

Topic 7

Session: Culture, Meaning & Purpose

Chapter 4 *Culture*

Chapter 7 *Communication*

Topic 8

Session: Leadership, Power & Agency

Chapter 19 *Leadership*

Chapter 22 *Power and Politics*

Week 7: Serious Play

Topic 9

Morning Session: *Leadership Self-Reflection: The Relating Compass*

Topic 10

Afternoon Session: *The 'Oscars' (Presentation & Judgement of 'Video' Reports)*

Learning and Teaching Activities

Reading textbook for conceptual insight and reflection

16 key chapters are overviewed and tested

Classroom simulation and discussion

Stimulating critical thinking and integrative reflection, applying to problem situations and personal life

Group Work

Develop collaborative, communicative and leadership skills

Group Project

Develop analytical, communicative and judgemental capabilities

Relating Compass Experiential Session

Personal self-reflection and development, ethical, social and pragmatic.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/study/getting-started/student-conduct

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Engage in practical and contingent applications of organisational behaviour principles and theories for managing and leading people and organisations successfully
- Reflect on organisational behaviour theories and their applications from cross-cultural and ethical perspectives and will demonstrate leadership and management knowledge.

Assessment task

- Group Component

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Apply micro, meso, and macro perspectives to analyse organisational problems and phenomena
- Engage in practical and contingent applications of organisational behaviour principles and theories for managing and leading people and organisations successfully
- Reflect on organisational behaviour theories and their applications from cross-cultural and ethical perspectives and will demonstrate leadership and management knowledge.

Assessment task

- Group Component

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Articulate a variety of theoretical frameworks and research findings about human behaviour within organisations;
- Apply micro, meso, and macro perspectives to analyse organisational problems and phenomena
- Engage in practical and contingent applications of organisational behaviour principles and theories for managing and leading people and organisations successfully
- Reflect on organisational behaviour theories and their applications from cross-cultural and ethical perspectives and will demonstrate leadership and management knowledge.

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Articulate a variety of theoretical frameworks and research findings about human behaviour within organisations;
- Apply micro, meso, and macro perspectives to analyse organisational problems and phenomena
- Reflect on organisational behaviour theories and their applications from cross-cultural and ethical perspectives and will demonstrate leadership and management knowledge.

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Articulate a variety of theoretical frameworks and research findings about human behaviour within organisations;
- Apply micro, meso, and macro perspectives to analyse organisational problems and phenomena
- Engage in practical and contingent applications of organisational behaviour principles and theories for managing and leading people and organisations successfully
- Reflect on organisational behaviour theories and their applications from cross-cultural and ethical perspectives and will demonstrate leadership and management knowledge.

Assessment task

- Group Component

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Engage in practical and contingent applications of organisational behaviour principles and theories for managing and leading people and organisations successfully
- Reflect on organisational behaviour theories and their applications from cross-cultural and ethical perspectives and will demonstrate leadership and management knowledge.

Assessment task

- Group Component

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Engage in practical and contingent applications of organisational behaviour principles and theories for managing and leading people and organisations successfully
- Reflect on organisational behaviour theories and their applications from cross-cultural and ethical perspectives and will demonstrate leadership and management knowledge.

Assessment task

- Group Component

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social

justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Articulate a variety of theoretical frameworks and research findings about human behaviour within organisations;
- Apply micro, meso, and macro perspectives to analyse organisational problems and phenomena
- Reflect on organisational behaviour theories and their applications from cross-cultural and ethical perspectives and will demonstrate leadership and management knowledge.

Assessment task

- Group Component

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Articulate a variety of theoretical frameworks and research findings about human behaviour within organisations;
- Apply micro, meso, and macro perspectives to analyse organisational problems and phenomena

Assessment task

- Group Component

Changes from Previous Offering

In this delivery, the Relating Compass leadership skills activity has been incorporated as a central contribution to 'knowing how' experiential leadership skill development. In addition, the exam is replaced by a Learning Diary, a method better suited for allowing experiential learning to take place. The MMgnt Organisational Behaviour course adopts an historical and sociological approach in introducing the student to the origins and broad range of contemporary theories in organisational studies, as well as their implications for management in practice.

Alignment of this unit with MGSM's mission-driven attributes

Leadership: The unit focuses on understanding the informal, under the surface, backstage dimensions of organisational life, how these intertwine with its formal frontage characteristics and the implications that this has for our understanding of management, leadership and the overlaps and differences between the two

Global mindset: The unit contributes to the development of a global mindset by exploring the factors that underlie differences in perceptions, attitudes and interests, and how we understand and deal with this fragmentation and diversity.

Citizenship: In the study of leadership, culture and power, the subject addresses the complex and controversial nature of the purpose of organisations and the meaning of life at work.

Creating sustainable value: By exploring the manner in which the success of organisations depends on understanding the formal and informal, structural and cultural, technological and political dimensions of its character and environment, this subject enhances student appreciation of the factors involved and levers to be used in creating sustainable value.

Attendance Policy (MGSM)

The interactive environment of the classroom is central to the MGSM experience. Students are required to attend the full duration of all classes for the units in which they are enrolled. We recognise that exceptional circumstances may occur, such as unavoidable travel on behalf of your organization or the serious illness or injury of you or a close family member.

Special consideration may be given for a maximum of 20% non-attendance for such circumstances as long as lecturers are contacted in advance, and supporting documentation provided, to request exemption from attendance. Failure to abide by these conditions may result in automatic withdrawal, with academic and/or financial penalty. The full Student Attendance Policy is published in the MGSM Student Handbook at https://students.mgsm.edu.au/handbook

Content Disclaimer

The content of this unit is provided for educational purposes only and no decision should be made based on the material without obtaining independent professional advice relating to the particular circumstances involved.

Changes since First Published

Date	Description
25/03/2018	General Assessment and Learning Diary information updated