



MGSM870

Organisational Behaviour

Term 2 Hong Kong 2018

MGSM Degree Programs

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General Information

Unit convenor and teaching staff Professor Associate Professor Kyle Bruce kyle.bruce@mqsm.edu.au
Credit points 4
Prerequisites Admission to MBA or MMgmt or PGDipMgt or GradDipMgt or PGCertMgt or GradCertMgt or MSusDev or MSocEntre
Corequisites
Co-badged status
Unit description Organisational Behaviour (OB) is a multi-disciplinary field that uses insights from psychology, anthropology, philosophy and sociology to study human behaviour in organisational settings. In this unit, students critically examine insights into human behaviour to better manage and improve organisational performance and capability, with an emphasis on ethical management and a global mindset. The unit covers the micro perspectives of OB (such as individual foundations, perceptions, attitudes and motivation); meso (such as groups, communication and team dynamics); and macro (such as organisational culture, change, power and leadership), as well as ethics and Corporate Social Responsibility (CSR).

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:

By the end of the unit the students will be able to critically reflect on and practically apply: the theoretical frameworks and research findings about human behaviour within organisations

By the end of the unit the students will be able to critically reflect on and practically apply: micro, meso, and macro perspectives on organisational problems and phenomena

By the end of the unit the students will be able to critically reflect on and practically apply:

contingent perspectives of theoretical frameworks in exploring organisational problems and phenomena

By the end of the unit the students will be able to critically reflect on and practically apply: the critical importance of people management and leadership to the efficient and effective operation of organisations

By the end of the unit the students will be able to critically reflect on and practically apply: organisational behaviour principles and theories within their own work experiences for managing and leading people and organisations successfully

By the end of the unit the students will be able to critically reflect on and practically apply: OB theories and their applications from cross cultural and ethical perspectives in developing their knowledge of leadership and management

in order to enhance their ability to: lead others (individuals, teams, organisations and self (Leadership)

in order to enhance their ability to: understand and influence people with views unlike one's own (Global mindset)

in order to enhance their ability to: engage in responsible, ethical and environmentally sustainable employment, leadership and organisations (Citizenship)

in order to enhance their ability to: understand, motivate and engage employees to increase social and financial sustainability (Sustainable value)

General Assessment Information

Extensions and penalties

No extensions will be granted. There will be a deduction of 10% of the total available marks made from the total awarded mark for each 24 hour period or part thereof that the submission is late (for example, 25 hours late in submission – 20% penalty). This penalty does not apply for cases in which an application for disruption of studies is made and approved. No submission will be accepted after solutions have been posted.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Individual case analysis</u>	10%	No	25 May 2 pm
<u>Group assignment</u>	30%	No	29 June
<u>Final exam (case-based)</u>	60%	No	30/6/2018

Individual case analysis

Due: **25 May 2 pm**

Weighting: **10%**

To be uploaded to iLearn BEFORE session 1 of class

The five case outlines are your preparation for the cases in sessions 2-5. Prepare point-form responses to the questions related to the cases detailed in the **unit schedule** section below of this unit guide. About 1-2 pages per case should be sufficient.

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- By the end of the unit the students will be able to critically reflect on and practically apply: contingent perspectives of theoretical frameworks in exploring organisational problems and phenomena
- By the end of the unit the students will be able to critically reflect on and practically apply: the critical importance of people management and leadership to the efficient and effective operation of organisations
- By the end of the unit the students will be able to critically reflect on and practically apply: organisational behaviour principles and theories within their own work experiences for managing and leading people and organisations successfully
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Group assignment

Due: **29 June**

Weighting: **30%**

Length: 1500-2000 words (per individual team members)

Due: 29 June - must be submitted to lecturer as an email attachment

Assignment rationale

You will be a member of a syndicate group that undertakes an assignment as team. You will collectively select an organisation bearing in mind a critical OB issue(s) affecting the performance of this organisation i.e. its effectiveness or efficiency. The issue may be something positive in or outside the organisation, or else it maybe something negative. Your job as individuals and as a team is to undertake a comprehensive analysis of the issue(s) utilising knowledge and skills developed from MGSM870 i.e. by applying topics from the unit.

The purpose of the assignment is to enable you to:

- undertake independent research
- apply topics from the unit
- communicate the findings of a formal piece of work and meet a deadline and enhance written communication skills

Your **individual contribution to the group assignment** should be about **2000-3000 words, 12pt font size with 1.5 or double spacing**. Each member of the syndicate group must clearly identify which element of the group assignment is your individual contribution by putting your names in brackets next to your section heading.

Assessment criteria

- ability to interpret and analyse the organisation's situation
- ability to apply unit knowledge (i.e. theories, models, concepts, etc.) to analyse the company
- thoroughness of research undertaken, extent of reading, collection of relevant data, etc.
- ability to logically arrange and present the materials
- full acknowledgment of sources consulted, references used etc. including the bibliography
- written presentation to an acceptable postgraduate standard

Guide to the assignment

This assessment task is to gauge how well you can apply 4-5 relevant topics/concepts from the unit to a 'real-life' organisation. What you need to do early on is to select an organisation - either domestic or international - for detailed analysis. The organisation may be of any size and it is likely that data availability will vary with size and international recognition.

What I am trying to get at in this task is how well you understand the ideas presented in this unit and how well you can articulate this knowledge by **applying** it to an actual situation. The emphasis is on *understanding*, rather than presentation. You are not describing, but **analysing** situations/behaviour. **Assignments that are excessively descriptive or make excessive use of point-form, will not achieve a very high grade.**

*Basic issues to be addressed **MIGHT** include (in no particular order):*

- Brief **overview** of the organisation
- **Are employees satisfied and/or motivated?** WHY/WHY NOT?
- Is the organisation **well led?** WHY/WHY NOT?
- Is the organisation's **structure** and **design** conducive to **functional specialisation, communication, coordination, and knowledge creation and sharing?** Any **cooperative arrangements** (alliances, JV's, etc.) it has in its value chain and WHY? Relationships with suppliers, distributors, retailers, etc. and WHY?
- Who has **power** in the organisation and is it effectively used? HOW/WHY?
- Is the organisation's **culture** conducive to it being a "great place to work", as well as **knowledge creation and sharing?** HOW/WHY? What role do leaders play in organisational culture? Is the culture strong or weak? HOW/WHY?
- How has the organisation dealt with **change?** Why did/does it need to change and how has/will this been managed?

Not all of these issues will be relevant for every organisation. Notice that I emphasise **HOW & WHY issues** because if you do this, then you will be **analytical**, rather than descriptive. Students are required to use their initiative in what issue they address, and what issues they ignore. Likewise, you are required to use your initiative in how you structure/organise and present the issues addressed – there is no model answer or blue-print for success in this exercise, though some examples of both good and bad past assignments will be provided. These should be regarded as indicative of style and structure rather than of content.

Submission details

One student from each group will submit a soft-copy of this assessment on behalf of their syndicate group by **emailing it as an attachment to the lecturer.**

Formatting instructions

The assignment should be in **12pt font size with 1.5 or double spacing**. Each page of the assignment should have at least 3cm margins from the left and right edges and top and bottom of the page. The actual word length of the document, not including references or executive summary should be clearly stated on the title page of the assignment. The group assignment should have the 'MGSM group assignment cover sheet' at the start of the paper.

The assignment should have the following structure:

1. MGSM cover page with all names, student numbers, and signatures as required.

2. A title page with all student names and student numbers, word count of the text.
3. A one page (single-spaced) executive summary that outlines the assignment's structure, the organisations studied (as appropriate), the key issues according to the group, how the group has demonstrated analysis, what the group has found, and recommendations, lessons, insights as appropriate.
4. Body of the assignment with appropriate headings and citations.
5. Reference list.
6. Appendices as appropriate.

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- By the end of the unit the students will be able to critically reflect on and practically apply: contingent perspectives of theoretical frameworks in exploring organisational problems and phenomena
- By the end of the unit the students will be able to critically reflect on and practically apply: the critical importance of people management and leadership to the efficient and effective operation of organisations
- By the end of the unit the students will be able to critically reflect on and practically apply: organisational behaviour principles and theories within their own work experiences for managing and leading people and organisations successfully
- By the end of the unit the students will be able to critically reflect on and practically apply: OB theories and their applications from cross cultural and ethical perspectives in developing their knowledge of leadership and management
- in order to enhance their ability to: lead others (individuals, teams, organisations and self (Leadership)
- in order to enhance their ability to: understand and influence people with views unlike one's own (Global mindset)
- in order to enhance their ability to: engage in responsible, ethical and environmentally sustainable employment, leadership and organisations (Citizenship)
- in order to enhance their ability to: understand, motivate and engage employees to increase social and financial sustainability (Sustainable value)

Final exam (case-based)

Due: **30/6/2018**

Weighting: **60%**

The final exam is **open book** and will consist of **3 questions related to a case** made available to you in the day of the exam. In the time available to communicate your ideas and reflections, you are required to demonstrate your understanding of unit material via reflective application to the case. More details on the final exam will be provided in Session 10.

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Delivery and Resources

Required text

McShane, S., Olekalns, M. & Travaglione, T. (2015). Organisational Behaviour: Emerging Knowledge, Global Insights, 5th Edition. McGraw-Hill.

How to attain your textbook

Our administrator at HKMA will contact students once the required textbook is available for collection from the HKMA campus.

Lecture powerpoints

Copies of the overheads of lectures will be provided on iLearn and at each class. These overheads form a guide to the major issues of the course and will be an important guide to the content of the final examination. Given the interactive nature of the class it is not always possible, nor desirable, to discuss every overhead during lectures. However, the overheads reflect the domain of the course and as such all overheads, including those not presented in class, are important when reviewing course material for assignments and examination.

MGSM iLearn

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

Technology

Access to a personal computer is required to access resources and learning material from iLearn.

Pre-class preparation essential for success

The role of the lecturer: The lecturer/facilitator is NOT there to provide “the answer”, but rather to draw out issues, analysis and recommendations from participants. The lecturer may take the role(s) of: devil’s advocate, challenger, defender, facilitator, or protagonist.

The role of the student: The better prepared the individual, the richer the learning experience. Having done the preparation before class, students have the opportunity to explore issues in depth and to argue their decisions and recommendations. The learning experience is closely correlated with the level of preparation.

I (the Lecturer) am a dedicated advocate of **active learning**, which is to say that I do not profess to know everything about OB, will not have time to go over every single detail of OB, and expect that you will actively engage with the subject matter both before and during the sessions.

You are all very different learners and you all bring very different sets of experience/skills/knowledge. My role is to act as a ‘guide’ through the maze that is OB, so ideally you will be learning some things from me, some things from the textbook, readings and from the case studies, and some things from each other as you engage in debate and share ideas/experiences/thoughts.

The emphasis in all sessions is on **participatory action-learning** through informed debate and discussion. For this to be successful, **you must prepare the case prior to the session**.

The unit has a strong focus on the **application** of the unit concepts and theories to the selected case studies to make sense of the multiple perspectives on how OB works and what is successful. Through exploring and applying OB concepts in a wide range of situations you will develop your own competence in OB thinking and evidence-based decision making.

However, **deep learning** cannot be achieved through an overreliance on the use of prescribed tools and frameworks; it **requires informed debate and discussion**. So, whilst we apply an OB ‘toolkit’, you will develop your own point of view through your own analysis of a number of organisations in a diverse range of industries and geographic locations. Following this, you will deduce what decisions and recommendations to make that will enhance the organizational health of the total enterprise.

So, it is important to accept that there is no one “right answer”, only rational and defensible arguments.

Pre-week 1 preparation

In week 0 (the week before week 1 of term):

- Read **chapters 1 & 2** of the required textbook
- Read and prepare the cases for sessions 2 to 5 and complete the Individual case analysis assignment specified above - see the **case study preparation section** below
- Listen to the following **podcast** found on the MGSM870 iLearn page:
 - [BBC The Bottom Line: MBAs](#)
- Watch the following **clips** found on the MGSM870 iLearn page:
 - Harvard Business School: ["Inside the case method", Part 1 of 2](#)
 - Harvard Business School: ["Inside the case method", Part 2 of 2](#)

Class process

Most sessions will be organized into 3 interconnected blocks of roughly 45 mins with some “breathers” interspersed between, plus an after-class “debrief”. The blocks – in no particular order (we will mix it up) will consist of:

- a facilitated discussion or debrief of the lecture slides and essential readings, which you must read
- a group “breakout” where you discuss the assigned case (which I assume you have read) and/or group assignment;
- a plenary discussion of the case wherein I will “cold call” on groups and/or individuals to lead the discussion. Please avoid embarrassment by warning me before class if you’re unprepared or, if you’re not comfortable with class participation, let me know before term so we can work on this to help you overcome this barrier; and finally

- an after-class debrief (via email and/or podcast); in this case-oriented, discussion-based unit, much of the learning happens after class, as the “dust settles” and the “take-away” lessons become clear.

Class etiquette

An atmosphere of mutual respect and professionalism is in order. So please...

- mobiles on silent and avoid using mobile devices for anything other than class work
- arrive at class on time: late arrivals disrupt the class and your fellow classmates; excessively late students will not be admitted to the class
- avoid leaving the classroom while the class is in progress: urgent one-off priority phone calls or toilet visits aside, our class is a collective conversation of which you are an integral part
- do not engage in private or side conversations during class.

Case study preparation

There is no prescriptive procedure for doing a written case analysis; only some general guidelines as outlined below – this is because company situations and management problems are diverse and therefore there is no one way to approach a written case assignment.

1. Perform an analysis or evaluation that is appropriate to identify any OB issues that you think might be helping or hampering the organisation’s effectiveness and/or efficiency.
2. Identify the key OB issues that management needs to address.
3. Consider some options that make sense to improve or strengthen the organisation’s effectiveness and/or efficiency.

You are required to offer analysis and evidence to back up your conclusions. Do not rely on unsupported opinions, overgeneralizations, and platitudes as a substitute for tight, logical argument backed up with facts and figures.

Demonstrate that you have a command of the OB concepts and analytical tools to which you have been exposed. Use them in the assignments and the exam to answer the questions.

For more, see the [preparing case analysis for exercises and exam document](#) on the MGSM870 iLearn page. While this document is related to Strategy, the methodology of case analysis is very applicable to OB.

Unit Schedule

Students are required to attend all classes.

This unit will be presented over 2 BLOCKS (10 sessions) as follows:

Time of class:	Friday	6:00pm - 10:00pm (HKT)
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	Saturday	2:00pm - 10:00pm (HKT)
	Sunday	9:00am to 5:00pm (HKT)

Your ability to pass this unit is heavily reliant on your familiarity with the prescribed readings below. They form the basis of each session's lectures, the assessments, and the final exam. These readings have been selected because they give the most efficient overview available of the theories and frameworks covered in this unit.

Session	Topics and allocated case study/textbook chapter
1 Friday, 25 May 2018	<p>Introduction to organisational behaviour</p> <ul style="list-style-type: none"> • Required textbook reading: Chapter 1 • Essential reading: (Provided in unit folder and iLearn) <ul style="list-style-type: none"> ◦ Simon, H. (1991). Organizations and markets. <i>Journal of economic perspectives</i>, 5(2), 25-44. ◦ Gittins, R. (2014) Moral tradeoffs are for the common good. SMH October 9. ◦ Saft, R, (2017). Rules no substitute for good corporate culture. SMH May 9. • Recommended readings: (Provided only on iLearn) <ul style="list-style-type: none"> ◦ Bennis, W. (1961). Revisionist theory of leadership. <i>Harvard business review</i>, Jan-Feb, pp. 26 ff. ◦ Drucker, P. (1998). Management's New Paradigms. [online] <i>Forbes</i>. Available at: http://www.forbes.com/forbes/1998/1005/6207152a.html.

Session	Topics and allocated case study/textbook chapter
<p>2</p> <p>Saturday, 26 May 2018</p>	<p>Personality, values, and attitudes</p> <ul style="list-style-type: none"> • Required textbook reading: Chapters 2 (34-50) & 4 (104-120) • Essential readings: (Provided in unit folder and iLearn) <ul style="list-style-type: none"> ◦ Case study: The Treadway tire company: Job dissatisfaction and high turnover at the Lima tire plant ◦ Porter, L.W. & Lawler, E.E. (1968). What job attitudes tell about motivation. <i>Harvard business review</i>, 46(1), 118-126. ◦ Roy, D. (1960). Banana time: Job satisfaction and informal interaction. <i>Human organization</i>, 18, 156-68. • Recommended readings: (Provided only on iLearn) <ul style="list-style-type: none"> ◦ Barsade, S. & O'Neill, O. (2016). Manage your emotional culture. <i>Harvard business review</i>, Jan-Feb. ◦ Best places to work in Australia: http://www.greatplacetowork.com.au/best-companies/best-places-to-work-in-australia ◦ World's best multinational workplaces: http://www.greatplacetowork.com.au/best-companies/worlds-best-multinationals/the-list ◦ Fortune 100 best companies to work for: http://money.cnn.com/magazines/fortune/best-companies/?iid=F_RankingsM ◦ Forbes 25 best places to work: http://www.forbes.com/pictures/efkk45eddi/the-25-best-places-to-work/ ◦ Lawler, E.E. & Porter, L.W. (1967). The effect of performance on job satisfaction. <i>Industrial relations</i>, 7(1), 20-28. ◦ Newton, J & Davis, J. (2014). Three secrets of organizational effectiveness. <i>strategy+business</i>, Autumn. ◦ Spreitzer, G. & C. Porath (2012). Creating sustainable performance. <i>Harvard business review</i>, Jan-Feb. • Additional resource: (Provided only on iLearn) <ul style="list-style-type: none"> ◦ Podcast: Work Life on ABC ◦ Podcast: Simple rules for creating great places to work ◦ Podcast: https://hbr.org/2013/04/building-a-company-everyone-lo ◦ Podcast: http://www.bbc.co.uk/programmes/b08pfpj2 • Case study questions for: The Treadway tire company: Job dissatisfaction and high turnover at the Lima tire plant <ol style="list-style-type: none"> 1. What is the relationship between line foremen and other groups within the plant (e.g. general supervisors and area managers, top management, the union, hourly workers, each other)? 2. How do line foreman feel about their jobs, and why? What are the consequences of these feelings? 3. What elements of the work system contribute to the problem?

Session	Topics and allocated case study/textbook chapter
3 Saturday, 26 May 2018	<p>Motivation</p> <ul style="list-style-type: none"> • Required textbook reading: Chapters 3 (71-77) & 5 • Essential readings: (Provided in unit folder and iLearn) <ul style="list-style-type: none"> ◦ Case study: Barbara Norris: Leading change in the General Surgery Unit ◦ Case study: Managing creativity at Shanghai Tang ◦ Halvorson, H. and Higgins, E. (2013). Do you play to win – or not to lose? <i>Harvard business review</i>, March. ◦ Nohria et al. (2008). Employee motivation. <i>Harvard business review</i>, 86, 78-74. • Recommended readings: (Provided only on iLearn) <ul style="list-style-type: none"> ◦ Chammaro-Premuzic, T. (2013). Does money really affect motivation? A review of the research. HBR Blog, April. ◦ Herzberg, F. (2003/1968). One more time: How do you motivate employees? <i>Harvard business review</i>, Jan, 87-96. • Additional resource: (Provided only on iLearn) <ul style="list-style-type: none"> ◦ Podcast: The secret to effective motivation – only available on iLearn ◦ Youtube: Drive: The surprising truth about what motivates us ◦ Ted talk video: TED talk – The puzzle of motivation ◦ Blog: Seven rules for managing creative-but-difficult-people • Case study questions for: Barbara Norris: Leading change in the General Surgery Unit <ol style="list-style-type: none"> 1. What OB problems can you identify at GSU? 2. How well is GSU doing in fulfilling employees' Four Drives? • Case study questions for: Managing creativity at Shanghai Tang <ol style="list-style-type: none"> 1. How/why are the motivations for the designers and the key business managers different? 2. Why do the designers take rejection of their designs so personally?
4 Sunday, 27 May 2018	<p>Leadership</p> <ul style="list-style-type: none"> • Required textbook reading: Chapter 12 • Essential readings: (Provided in unit folder and iLearn) <ul style="list-style-type: none"> ◦ Case study: GE's two-decade transformation: Jack Welch's leadership ◦ Pfeffer, J. (2016). Getting beyond the BS of leadership literature. <i>McKinsey quarterly</i>. January. ◦ Yukl, G. (2012). Effective leader behavior: What we know and what questions need more attention. <i>Academy of management perspectives</i>. November, 66-85. • Recommended readings: (Provided only on iLearn) <ul style="list-style-type: none"> ◦ Alvesson, M. & Wilmott, H. (2016). Intellectual failure and ideological success in organizational studies: The case of transformational leadership. <i>Journal of Management Inquiry</i>, 25(2), 139-152. ◦ Stadler, C. and Dyer, D. (2013). Why good leaders don't need charisma. <i>MIT Sloan Management Review</i>, 54(3), 95-96. ◦ Tichy, N. and Bennis, W. (2007). Making judgement calls. <i>Harvard business review</i>, 85(10), 94-102. ◦ Zenger, J. (2014). Disney didn't ignore its animators: here's why you need to develop the non-manager 'leaders' in your business. <i>BRW</i>, January. • Additional resource: (Provided only on iLearn) <ul style="list-style-type: none"> ◦ Podcast: How effective leaders talk (and listen) • Case study questions for: GE's two-decade transformation: Jack Welch's leadership <ol style="list-style-type: none"> 1. How would you characterise Welch's leadership style(s)? 2. How/why did his style change over time?

Session	Topics and allocated case study/textbook chapter
5 Sunday, 27 May 2018	<p>Knowledge and learning</p> <ul style="list-style-type: none"> • Required textbook reading: None • Essential readings: (Provided in unit folder and iLearn) <ul style="list-style-type: none"> ◦ Case study: Canon: Competing on capabilities ◦ Nonaka, I. (2007). The knowledge creating company. <i>Harvard business review</i>, July-Aug, 162-171. ◦ Helgesen, S. (2008). The practical wisdom of Ikujiro Nonaka. <i>strategy + business</i>, 53, 2-12. ◦ Prahalad, C.K. & Hamel, G. (1990). The core competence of the corporation. <i>Harvard business review</i>, May-June, 79-91. ◦ <i>The economist</i> (2010). Why do firms exist? Dec 16. • Recommended readings: (Provided only on iLearn) <ul style="list-style-type: none"> ◦ Kogut, B. & Zander, T. (2006). What firms do? Coordination, identity, and learning, <i>Organization science</i>, 7(5), 502-518. • Additional resource: (Provided only on iLearn) <ul style="list-style-type: none"> ◦ Youtube: The importance of learning in organizations • Case study questions for: Canon: Competing on capabilities <ol style="list-style-type: none"> 1. How has Canon “learned” by managing the development and transfer of knowledge throughout the entire organisation? 2. How does Canon “learn” or get access to new knowledge from outside as a means of updating and renewing its knowledge base?
6 Friday, 1 June 2018	<p>Structure (and also assignment discussion)</p> <ul style="list-style-type: none"> • Required textbook reading: Chapter 13 • Essential readings: (Provided in unit folder and iLearn) <ul style="list-style-type: none"> ◦ Case study: Mercedes Benz & ‘Swatch’: Inventing the smart car and the networked organisation • Recommended readings: (Provided only on iLearn) <ul style="list-style-type: none"> ◦ Adler, P. (2001). Market, hierarchy, and trust: The knowledge economy and the future of capitalism. <i>Organization science</i> 12(2), esp. 215-220, and 224-225. ◦ Bruce, K. & Jordan, J. (2007). Between markets and hierarchies: Towards a better taxonomy of hybrid organizational forms. <i>Technology analysis & strategic management</i>, 19(1), 7-16. ◦ Bryan, L.L. & Joyce, C.I. (2007). Better Strategy through Organizational Design. <i>McKinsey quarterly</i>, May. ◦ Nambisan, S. & Sawhney, M. (2011). Orchestration Processes in Network-Centric Innovation: Evidence from the Field. <i>Academy of Management Perspectives</i>, 25(3), 40-57. ◦ Neilson et al. (2015). 10 Principles of organizational design. <i>strategy + business</i>, March 23. • Case study questions for: Mercedes Benz & ‘Swatch’: Inventing the smart car and the networked organisation <ol style="list-style-type: none"> 1. Why did MCC use a “network” form of organization for the smart Car? 2. How did they govern and manage relationships with “satellite” companies? What are some of the potential problems in these relationships?

Session	Topics and allocated case study/textbook chapter
7 Saturday, 2 June 2018	<p>Power and influence</p> <ul style="list-style-type: none"> • Required textbook reading: Chapter 10 • Essential readings: (Provided in unit folder and iLearn) <ul style="list-style-type: none"> ◦ Case study: Who's in charge? The Jim Davis case • Recommended readings: (Provided only on iLearn) <ul style="list-style-type: none"> ◦ Fleming, P. & Spicer, A. (2007). Faces of power in organisations, Ch. 1 from <i>Contesting the corporation: Struggle, power, and resistance in organisations</i> (CUP). ◦ Grenny et al. (2008). How to have influence. <i>MIT Sloan management review</i> 50(1), 47-52. ◦ Pfeffer, J. (2010). Power play. <i>Harvard business review</i>, 88, 84-92. • Case study questions for: Who's in charge? The Jim Davis case <ol style="list-style-type: none"> 1. What forms of power does Jim have at his disposal to exert authority over the branch managers? 2. What influence tactics do you suggest he use to get branch managers to comply with his wishes?
8 Saturday, 2 June 2018	<p>Culture</p> <ul style="list-style-type: none"> • Required textbook reading: Chapter 14 • Essential readings: (Provided in unit folder and iLearn) <ul style="list-style-type: none"> ◦ Case study: Tony Hsieh at Zappos: Structure, culture, and change. ◦ Case study: Zappos.com 2009: Clothing, customer service, and company culture - read only pages 4-11 ◦ Bernstein et al. (2016). Beyond the Holacracy hype. <i>Harvard business review</i> July-Aug, 42-49. ◦ Katzenbach et al. (2016). 10 Principles of organizational culture. <i>strategy+business</i>, 82. ◦ O'Reilly, C. (1989). Corporations, culture, and commitment: Motivation and social control in organizations. <i>California management review</i> 31(4), 9-25. ◦ Richards, D. (2010). At Zappos, culture pays. <i>strategy+business</i>, 60. ◦ Saft, J. (2017). Rules no substitute for good corporate culture. <i>SMH</i> May 9. • Recommended readings: (Provided only on iLearn) <ul style="list-style-type: none"> ◦ Couto et al (2007). Culture change: Calling on philosophers and engineers. <i>strategy & business</i>. ◦ Katzenbach, J. & Harshak, A. (2011). Stop blaming your culture. <i>strategy & business</i>, 62. ◦ Katzenbach et al. (2014). The critical few: Components of a truly effective culture. <i>strategy & business</i>, 74. ◦ Katzenbach et al. (2016). 10 Principles of organizational culture. <i>strategy & business</i>, 82. ◦ McGregor, L. and Doshi, N. (2015). How company culture shapes employee motivation. <i>Harvard business review</i>, November. ◦ Useem, J. (2015). Are bosses necessary? <i>The Atlantic</i>. • Additional resource: (Provided only on iLearn) <ul style="list-style-type: none"> ◦ Web: About Zappos culture – see especially culture blog at the bottom ◦ Web: What is organizational culture? ◦ Web: How a radical shift left Zappos reeling ◦ Podcast: The Zappos Holacracy Experiment ◦ HBR video: Why Zappos pays new employees to quit – And you should too ◦ Youtube: Johnson – The cultural web – Implications for strategy • Case study questions for: Tony Hsieh at Zappos: Structure, culture, and change <ol style="list-style-type: none"> 1. How would you describe Zappo's culture? Would you like to work there? What are the pros and cons of a strong culture? 2. What do you think of the shift to Holacracy? Would you still like to work there? What is structure for?

Session	Topics and allocated case study/textbook chapter
9 Sunday, 3 June 2018	<p>Change</p> <ul style="list-style-type: none"> • Required textbook reading: Chapter 15 • Essential readings: (Provided in unit folder and iLearn) <ul style="list-style-type: none"> ◦ Case study: Pierre Frankel in Moscow (A), (B) and (C) - (B and C given out in class) ◦ Kanter, R. M. (2005). Leadership for change: Enduring skills for change masters. HBSP. • Recommended readings: (Provided only on iLearn) <ul style="list-style-type: none"> ◦ Aguirre, D. & Alpern, M. (2014). 10 principles of leading change management. <i>strategy + business</i>, June. ◦ Aiken, C. & Keller, S. (2006). The CEO's role in transformation. <i>McKinsey Quarterly</i>, 19-25. ◦ Auster, E. & Ruebottom, T. (2013). Navigating the politics and emotions of change. <i>MIT Sloan management review</i>, 54(4), 31-36. ◦ Basford et al. (2015). The science of organizational transformations. <i>McKinsey quarterly</i>, 1-8. ◦ Beer, M. & Nohria, N. (2000). Cracking the code of change. <i>Harvard business review</i>, 78(3), 133-141. ◦ Harshak et al. (2010). Making change happen and making it stick. <i>strategy & business</i>, 57. ◦ Kotter, J.P. (2007/1995). Leading change: Why transformation efforts fail. <i>Harvard business review</i>, 85(1), 96-103. ◦ Lawrence, P.R. (1969/1954). How to deal with resistance to change. <i>Harvard business review</i>, 47(1), 4 ff. ◦ Lawson, E. & Price, C. (2003). The psychology of change management. <i>McKinsey quarterly</i>, 31-41. ◦ Pascale, R. & Sternin, J. (2005). Your company's secret change agents. <i>Harvard business review</i>, 83(5), 72-81. • Additional resource: (Provided only on iLearn) <ul style="list-style-type: none"> ◦ Youtube: Six keys to leading positive change: Rosabeth Moss Kanter at TEDxBeaconStreet ◦ Youtube: How to lead change management ◦ Youtube: The importance of urgency ◦ Youtube: Unfreezing change in three steps • Case study questions for: Pierre Frankel in Moscow (A), (B), and (C) <ol style="list-style-type: none"> 1. Paying attention to Frankel's first 3 months in Moscow, would you say he has established himself as a change agent? How effective are his actions to date? 2. What resistance to change does he face and how can he overcome these obstacles? Recalling what you did in Topic 7, suggest how Frankel might build a coalition and who might be in this coalition. 3. Reading the (B) Case (handed out in class). Do you think Frankel has done enough to institutionalize ("refreeze") the change he had started? Should he stay or should he leave?
10 Sunday, 3 June 2018	<p>Overview and take-home case assignment</p> <ul style="list-style-type: none"> • Required textbook reading: No allocated chapter • Essential readings: (Provided in unit folder and iLearn) <ul style="list-style-type: none"> ◦ Take-home case assignment practice: Leading change in Simmons – questions will be provided in class • Come prepared to ask questions

Many of these references can be reached online through databases such as *Business Source Premier*. For a direct link to the library databases, see the MGSM student home page under the section 'Research links': <https://students.mgsm.edu.au/sydney-students/resources/research-databases/>

Other optional resources

We have also provided additional material in the iLearn unit (articles, book chapters and video links) as a resource for you. These supplementary unit materials are not compulsory and have been provided as extra resources should you be particularly interested in a topic.

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) (<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) (<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) (<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

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- By the end of the unit the students will be able to critically reflect on and practically apply: the theoretical frameworks and research findings about human behaviour within organisations
- By the end of the unit the students will be able to critically reflect on and practically apply: micro, meso, and macro perspectives on organisational problems and phenomena
- By the end of the unit the students will be able to critically reflect on and practically apply: contingent perspectives of theoretical frameworks in exploring organisational problems and phenomena

- By the end of the unit the students will be able to critically reflect on and practically apply: the critical importance of people management and leadership to the efficient and effective operation of organisations
- By the end of the unit the students will be able to critically reflect on and practically apply: organisational behaviour principles and theories within their own work experiences for managing and leading people and organisations successfully
- By the end of the unit the students will be able to critically reflect on and practically apply: OB theories and their applications from cross cultural and ethical perspectives in developing their knowledge of leadership and management
- in order to enhance their ability to: lead others (individuals, teams, organisations and self (Leadership)
- in order to enhance their ability to: understand and influence people with views unlike one's own (Global mindset)
- in order to enhance their ability to: engage in responsible, ethical and environmentally sustainable employment, leadership and organisations (Citizenship)
- in order to enhance their ability to: understand, motivate and engage employees to increase social and financial sustainability (Sustainable value)

Assessment tasks

- Group assignment
- Final exam (case-based)

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- By the end of the unit the students will be able to critically reflect on and practically apply: the theoretical frameworks and research findings about human behaviour within organisations
- By the end of the unit the students will be able to critically reflect on and practically apply: micro, meso, and macro perspectives on organisational problems and phenomena
- By the end of the unit the students will be able to critically reflect on and practically apply: contingent perspectives of theoretical frameworks in exploring organisational problems and phenomena

- By the end of the unit the students will be able to critically reflect on and practically apply: the critical importance of people management and leadership to the efficient and effective operation of organisations
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- in order to enhance their ability to: engage in responsible, ethical and environmentally sustainable employment, leadership and organisations (Citizenship)
- in order to enhance their ability to: understand, motivate and engage employees to increase social and financial sustainability (Sustainable value)

Assessment tasks

- Individual case analysis
- Group assignment
- Final exam (case-based)

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- By the end of the unit the students will be able to critically reflect on and practically apply: the theoretical frameworks and research findings about human behaviour within organisations
- By the end of the unit the students will be able to critically reflect on and practically apply: micro, meso, and macro perspectives on organisational problems and phenomena
- By the end of the unit the students will be able to critically reflect on and practically apply:

contingent perspectives of theoretical frameworks in exploring organisational problems and phenomena

- By the end of the unit the students will be able to critically reflect on and practically apply: the critical importance of people management and leadership to the efficient and effective operation of organisations
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- in order to enhance their ability to: understand, motivate and engage employees to increase social and financial sustainability (Sustainable value)

Assessment tasks

- Individual case analysis
- Group assignment
- Final exam (case-based)

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- By the end of the unit the students will be able to critically reflect on and practically apply: the theoretical frameworks and research findings about human behaviour within organisations
- By the end of the unit the students will be able to critically reflect on and practically apply:

micro, meso, and macro perspectives on organisational problems and phenomena

- By the end of the unit the students will be able to critically reflect on and practically apply: contingent perspectives of theoretical frameworks in exploring organisational problems and phenomena
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- in order to enhance their ability to: engage in responsible, ethical and environmentally sustainable employment, leadership and organisations (Citizenship)
- in order to enhance their ability to: understand, motivate and engage employees to increase social and financial sustainability (Sustainable value)

Assessment tasks

- Individual case analysis
- Group assignment

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- By the end of the unit the students will be able to critically reflect on and practically apply: the theoretical frameworks and research findings about human behaviour within organisations

- By the end of the unit the students will be able to critically reflect on and practically apply: micro, meso, and macro perspectives on organisational problems and phenomena
- By the end of the unit the students will be able to critically reflect on and practically apply: contingent perspectives of theoretical frameworks in exploring organisational problems and phenomena
- By the end of the unit the students will be able to critically reflect on and practically apply: the critical importance of people management and leadership to the efficient and effective operation of organisations
- By the end of the unit the students will be able to critically reflect on and practically apply: organisational behaviour principles and theories within their own work experiences for managing and leading people and organisations successfully
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- in order to enhance their ability to: engage in responsible, ethical and environmentally sustainable employment, leadership and organisations (Citizenship)
- in order to enhance their ability to: understand, motivate and engage employees to increase social and financial sustainability (Sustainable value)

Assessment tasks

- Group assignment
- Final exam (case-based)

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- By the end of the unit the students will be able to critically reflect on and practically apply: the theoretical frameworks and research findings about human behaviour within

organisations

- By the end of the unit the students will be able to critically reflect on and practically apply: micro, meso, and macro perspectives on organisational problems and phenomena
- By the end of the unit the students will be able to critically reflect on and practically apply: contingent perspectives of theoretical frameworks in exploring organisational problems and phenomena
- By the end of the unit the students will be able to critically reflect on and practically apply: the critical importance of people management and leadership to the efficient and effective operation of organisations
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- By the end of the unit the students will be able to critically reflect on and practically apply: OB theories and their applications from cross cultural and ethical perspectives in developing their knowledge of leadership and management
- in order to enhance their ability to: lead others (individuals, teams, organisations and self (Leadership)
- in order to enhance their ability to: understand and influence people with views unlike one's own (Global mindset)
- in order to enhance their ability to: engage in responsible, ethical and environmentally sustainable employment, leadership and organisations (Citizenship)
- in order to enhance their ability to: understand, motivate and engage employees to increase social and financial sustainability (Sustainable value)

Assessment task

- Group assignment

Changes from Previous Offering

Assessment tasks: The group presentation has been removed, with additional weighting transferred over to the group report assessment (from 20% to 60%). The final exam has been removed and replaced with a case study assignment that has two parts, with submission of the first part before the start of class, and submission of the second part on the HKMA allocated examination date of 30 June 2018.

Deliver and resources: None

Unit schedule: Some readings have also been changed, moved around, or removed.

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

- **Leadership:** The unit focuses on the study of human behaviour within organisations in order to enhance the management and leadership of people.
- **Global mindset:** The unit develops a global mindset by looking at different personalities, attitudes and perception, and confronting with prejudice and biases. It covers global mindset perspectives and a contingent understanding of culture in the application of OB theories and frameworks.
- **Citizenship:** The unit stresses the “human” side of organisations and seeks to enhance leadership capacities to allow contribution as good citizens to the community. The unit covers the enhancement of organisational citizenship as well as corporate social responsibility and the community.
- **Creating sustainable value:** Organisations’ most valuable assets are their people. The unit develops an understanding of people in organisations, what motivates them and creates engagement and commitment, allowing organisations to enhance their sustainability.

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

These unit materials and the content of this unit are 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
28/02/2018	Updated lecturers contact details