MGSM870

Organisational Behaviour

Term 4 Online 2018

MGSM Degree Programs

Contents

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General Information

Unit convenor and teaching staff Rebecca Mitchell rebecca.mitchell@mq.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:

Critically reflect on and practically apply the theoretical frameworks and research findings about human behaviour within organisations

Critically reflect on and practically apply the micro, meso, and macro perspectives on organisational problems and phenomena

Critically reflect on and practically apply contingent perspectives of theoretical frameworks in exploring organisational problems and phenomena

Critically reflect on and practically apply the critical importance of people management

and leadership to the efficient and effective operation of organisations

Critically reflect on and practically apply organisational behaviour principles and theories within their own work experiences for managing and leading people and organisations successfully

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

General Assessment Information

In this unit, students are required to:

- Read and engage in all required materials in advance (before each session, including textbook chapters, additional reading, case studies and individual activities)
- Participate in class interaction
- Complete all unit activities and exercises, including group assignment and Unit Feedback
- Complete the assessment components through the unit and a three-hour, open-book examination (see 7. Assessments for weightings).
- It is highly recommended you participate in the Zoom live online classes to maximise the learning outcomes (sessions will be recorded)
- No extensions will be granted. There will be a deduction of 10% of total marks for the assignment for each 24 hour period or part thereof that the submission is late. This late penalty does not apply for cases in which an application for special consideration is made and approved.

Marking Guide for Individual Participation

Criteria	Poor (1-2 points)	Underdeveloped (3-4 points)	Developing (5-6 points)	Developed (7-10 points)

Critical Analysis				
Critical Analysis · Readings concepts articulated /applied to scenarios/ issues · Other perspectives + connections between ideas expressed · Evidence-based posts based on readings, research · Applies examples of personal experience to discuss topic concepts and relates experience to readings/other sources	· Posts show little or no understanding of the readings, and no integration of their ideas into discussions · No expression of other perspectives or connections between ideas. · Posts largely just feelings (e.g. "I agree" or "great idea") with no supporting evidence from cited readings, research or other sources · Overuses personal opinion or personal experience with little or no application to topic concepts or readings. · Recounts facts with little analysis · Significant errors in the use of concepts, tools, and/or techniques of strategic analysis	· Posts show limited understanding of the readings with some integration of these ideas into discussions · Limited expression of other perspectives or connections between ideas. · Uses personal experiences to advance discussions. Some supporting evidence cited from readings, research or other sources. · Incomplete or superficial analysis · Limited use of strategic analysis tools and techniques	· Posts show understanding of the readings and integration of these ideas into discussions · Other perspectives or connections between ideas are expressed · Uses personal experiences to discuss topic concepts and the issues, supported by evidence well cited from readings, research or other sources. · Provides well reasoned recommendations that clearly follow from the analysis · Appropriate use of concepts, tools and techniques of strategic analysis · Considers both immediate and long term problems.	· Posts show very clear understanding of readings (including textbook and additional reading) which are well integrated into discussions · Other perspectives or connections between ideas are aptly integrated into discussions · Makes effective use of personal experiences to discuss topic concepts and the issues. · Effectively uses and cites readings, research or other sources to support discussions. · **Original** and insightful analysis · Develops a well-**integrated** statement of the complex issues facing the organisation · Shows strong understanding and **application** of strategy analysis, tools, concepts and techniques

Engagement • Building on participant responses to encourage focused discussion on the issue • Posts made throughout the duration of discussion period • Replies made to most/all peers' posts within the discussion period.	· No replies to classmates' posts, does not raise new questions or comments. · Replies made just restate ideas of classmates' posts · Posts not made throughout the discussion period, or made on the last day. · Did not reply to most classmates' posts within the discussion period.	· Occasionally replies to classmates' posts in a positive way · Occasionally, replies build discussion by making reference to relevant readings, research or other sources. · Posts made throughout the discussion period. · Replies to some classmates' posts within the discussion period.	· Engages others by commenting on classmates' posts in a positive way · Replies cite relevant readings, research or other sources, and ask relevant questions that build focused discussion · Replies to most classmates' posts within the discussion period.	· Advances the class by commenting meaningfully on classmates' posts in a positive way · Replies insightfully cite relevant readings, research or other sources, and ask thoughtful questions that build focused discussion · Consistently and constantly replies to classmates' posts within the discussion period
Professionalism and Respect · MQ Netiquette · Academic integrity (no plagiarism) · Correct English grammar, syntax, spelling and punctuation · Posting procedure/ practice	· Disrespectful · Fails to cite sources · Poor writing that does not facilitate effective communication · Poor posting behavior (e.g. posts replies to wrong post, or inappropriately starts a new posting) thread.	· Sometimes disrespectful · Sometimes fails to cite sources · Writing contains some grammar, syntax, spelling and punctuation errors · Sometimes shows poor posting behaviour	· Posts show respect and interest in views or other classmates · Posts are fairly free of grammar, spelling and punctuation errors · Writing style facilitates effective communication · Appropriate posting behaviour	· Posts show respect and sensitivity to classmates their personal characteristics and beliefs · Posts largely free of grammar, spelling and punctuation errors · Writing style facilitates effective communication · Appropriate posting behaviour

Assessment Tasks

Name	Weighting	Hurdle	Due
Individual Participation	15%	No	Discussion Forum
Group Report	35%	No	02-11-2018 5pm Sydney EST

Name	Weighting	Hurdle	Due
Online (Final) Examination	50%	No	Day/time to be advised

Individual Participation

Due: **Discussion Forum**
Weighting: **15%**

Length

This assessment reflects your participation in the asynchronous Group Discussion Forums. Participation in the group discussion is a requirement of this course. There will be three Group Discussion Forums during the course.

Format

Postings in the Group Discussion forum – the quality of your preparation beforehand will affect the quality of your participation in the Group Discussions.

Date

Check the **Marking Guide for Individual Participation** at the end of this Unit Guide, to see how you will be assessed.

Weighting

15%

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- Critically reflect on and practically apply the critical importance of people management and leadership to the efficient and effective operation of organisations
- Critically reflect on and practically apply organisational behaviour principles and theories within their own work experiences for managing and leading people and organisations successfully
- 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

Group Report

Due: **02-11-2018 5pm Sydney EST**
Weighting: **35%**

Length

Max 3000 words

Format

Report

Date

02-11-2018 5pm Sydney EST

Weighting

35%

You will be assigned to a certain Group. Together with the group you will need to choose a certain topic and question from the list below. To answer the question you need to use a case study of an organisation that one of the group members works/worked in or one that you all know (not the case studies that are on the iLearn!). You will need to write a literature review based on the readings for this topic as well as at least five additional ones (academic articles, not websites) to answer your question. Each member of the group is required to participate equally in the assignment.

The report is to be no longer than 3000 words (excluding references, tables and appendices). It should include:

1. **Introduction and rationale**: what are you focusing on and why did you choose this case study to answer your question (about ½ page). You will be assessed on how well you introduce your report and rationalise your choices.

2. **Literature review**: What is the relevant literature to answer this question? Find at least 5 sources in addition to the class materials for the relevant topic (about 2-3 pages). You will need to include in this section at least one theory, the additional readings provided in this unit guide, and additional sources (theories and articles that you have found to assist you in answering your question). You will be assessed on the quality and quantity (number of references) of your literature review. Please use the Australian Business Dean's Council Journal List to help you find good quality journals related to your topic - this list outlines most of the journals that are published in the area of management and ranks them according to their quality (A* highest - C lowest).

3. **Case study**: Analyse the case study you have chosen in light of the theories and literature. Make sure you are not only descriptive, but analytical as well (about 2-3 pages). You will be assessed on the data you have collected, on the depth of your analysis and on basing your case

analysis on the above literature. It is important to use the literature and references when you analyse the case.

4. **Discussion and conclusion**: What are you main findings? What are your conclusions? What are the limitations of the theory based on your case analysis? (½ page). This is a good place to reflect and assess your work, the theory and the case.

Group report questions

Please choose **one question** from the list below:

Session

Topic title

Questions

2

Individual Behaviour

All employees and leaders bring their expertise and experience to work, and we often think about people at work in terms of their knowledge and skills. However, people also bring their personalities to work. How can different dimensions of personality contribute positively and negatively to work? How should leaders make the best use of personality?

3

Motivation

Many leaders focus on renumeration when thinking about motivation. However, meaning and intrinsic motivation may be more important. Draw on self-determination theory and at least one other motivation theory to explore how leaders should approach workplace motivation.

4

Groups & Teams

Most leaders seek to increase cohesion in their teams. However, cohesion can increase conformity pressures. What could leaders do to increase team cohesion, and effectiveness, while minimising the risks associated with conformity.

5

Communication

Why are problems in organisational communication so difficult to resolve when the process is apparently simple?

6

Power & Influence

Leaders are often asked to use their power and influence to achieve results. What sources of power are available to leaders and how can these be utilized most effectively?

7

Leadership

Transformational leadership theory and Leader-Member Exchange theory are two of the most widely advocated and researched leadership styles. Discuss the benefits and disadvantages of ONE of these leadership styles with reference to an effective (or ineffective) leader.

8

CSR (corporate social responsibility)

What are the benefits of CSR at work and how can leaders build engagement in CSR strategies?

9

Organisational Culture

Some people argue that different cultures are best suited to different organizations. Does cultural fit provide organizations with a competitive advantage?

10

Organisational Change

Employee resistance is a symptom, not a problem, in the change process. What is the role of leaders in addressing resistance and facilitating change?

Plagiarism

Group Reports will undergo a systematic plagiarism check. Instances found of plagiarism may affect your Group Report mark and lead to a Fail mark. See **11. Academic Integrity Policy**.

Referencing

Referencing must be in **American Psychological Association (APA) 6th edition** style. This means that when referring to an article or book etc., you indicate the author's name followed by the year of publication (Jones, 1989). For multiple authors include all names (Jones, Smith, & Wilson, 1990). Multiple sources need to appear in alphabetical order and to be divided by a semicolon (Smith, 2011; Werther, 2013). If you use a direct quote put the quoted words in "quotation marks" and include the page number with the reference (Jones, 1989, p. 76).

A reference list should be presented in alphabetical order at the end of the paper. Note that APA style references are used for the reading list of articles at the end of this outline. You can use Google Scholar to find the article and use "cite" to cite according to APA. Further information on APA style is available at http://libguides.mq.edu.au/content.php?pid=459099&sid=3759394

Submitting the Group Report online

1.   Well before the deadline, your Group will read the Group Report Instructions in the Unit Guide, negotiate who is doing what by when in the Collaboration room. Also refer to your agreed Group Contract.

2.   The designated member of your Group uploads the Group Report file (MS-Word doc) and the completed Group Assignment Cover Sheet to iLearn (Group Report Submission). Include your group number and topic in the file name (eg Group2_Motivation_GroupReport.doc).

3.   The Lecturer marks the Group Report using the Lecturer's marking rubric, which you will also find in this Unit Guide. The lecturer could also ask group members to assess the individual contribution of each member which could affect his/her mark for contributing more or less than others.

4.   Group Report results will be emailed to the members of the group, once the lecturer has graded the Group's Report.

Assessment and Marking

Assessment will take into account analysis of theory and practice, original research and literary presentation. Your report must follow the format and use a reference style as detailed above.

You should pay particular attention to the assessment criteria in the marking schedule below, as this will be the basis for deciding your mark.

You should also pay attention to submitting on time and in required length. Marks may be deducted for non-compliance with administrative requirements. Marks could also be deducted for individual members for not contributing equally.

Each member of the group will receive 50% of the mark for this assignment based on the overall performance of the group and 50% based on your individual contribution. In the cover sheet, you will need to detail what role each member of the group had in writing the report. The lecturer could also ask each group member to rate the contribution of other group members which may affect your individual mark (higher or lower).

Group Report - Assessment Criteria

1 = Very Poor   10 = Very Good

Approach

Focus & Depth

1

2

3

4

5

6

7

8

9

10

Interest and fluency

1

2

3

4

5

6

7

8

9

10

Content

Introduction & rationale

1

2

3

4

5

6

7

8

9

10

Literature review quality

1

2

3

4

5

6

7

8

9

10

Literature review quantity

1

2

3

4

5

6

7

8

9

10

Case study: Quality of data

1

2

3

4

5

6

7

8

9

10

Case Study analysis

1

2

3

4

5

6

7

8

9

10

Tying the literature to the case study

1

2

3

4

5

6

7

8

9

10

Conclusion

1

2

3

4

5

6

7

8

9

10

General

Visuals

1

2

3

4

5

Administrative compliance

1

2

3

4

5

FINAL MARK

Comments

On successful completion you will be able to:
- Critically reflect on and practically apply the theoretical frameworks and research findings about human behaviour within organisations
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- Critically reflect on and practically apply the critical importance of people management and leadership to the efficient and effective operation of organisations

Online (Final) Examination

Due: **Day/time to be advised**
Weighting: **50%**

Format

24-hour open-book, take-home exam – to be submitted online

Date

Exam week: Week of 26 November 2018 - exact day/time to be advised

Weighting

50%

The exam will include 5 essay style questions from which you will need to choose three. You answers must demonstrate learning outcomes, knowledge of the readings, analytical ability, original thinking and reflection. Each answer is up to 1000 words.

This is an OPEN book exam. Do not simply copy content of others (books, websites, other students) into your answers. The originality of your exam answers will be analysed using purpose-built text-matching software. **Evidence of plagiarism and/or collusion will result in a Fail grade**.

A computer with internet access will be required. If you would like to print out the Online Exam Question Paper on the day to make quick notes, ensure that your computer is connected to a printer too. The exam format will be open book, based on the textbook and additional readings.

Please note that to pass the subject students must pass the final examination and perform satisfactorily in each assessment component.

You are expected to make yourself available for examination at the time designated in the MGSM Examination Timetable. The timetable will be available from Week 3 at: https://students.mgsm.edu.au/sydney-students/study/exams/

How to submit your completed Exam paper **(strictly Word document only)**

To submit your completed Exam paper in iLearn:

1.   Locate and click on the Final Online Exam link in iLearn.

2.   Click Add Submissions button at the bottom of the iLearn page.

3.

a.   Click the Add link, or drag and drop your Completed Exam Paper into the marked space. Note max file size is 10MB. Submit as a strictly MS Word document – not PDF.

b.   If you clicked the Add link, the File Picker box will appear. Click Browse button.

          i.   Select your completed Exam Paper file from your computer files, then click Open.

          ii.   Enter the filename again in the Save as field.

          iii.   Enter your name in the Author field.

          iv.   Click Upload this file button.

v.   Your file is now attached. Click Save changes.

4.   A Submission status screen will then appear, indicating that your Exam Paper has been submitted for grading. MGSM will notify you of your Exam Results separately - this Submission Status screen is just a confirmation of your submission. (Ignore the Edit Submission button at bottom centre of your summary screen.) An automatic confirmation email entitled - You have submitted your assignment submission for MGSM870 Online Examination will be automatically emailed to you. If you don't receive the confirmation email, email Paul Marevich at teachingsupport@mgsm.edu.au or phone 02 9850 6098 asking for confirmation that your Exam Paper has been successfully submitted.

5.   If you have technical difficulty in submitting your Online Exam paper, don't panic - just email your completed Exam Paper to kit.leung@mgsm.edu.au and cc teachingsupport@mgsm.edu.au

On successful completion you will be able to:
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- 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

Delivery and Resources

Contact Period	This course will include three asynchronous group discussions. It will aslo include at least four online classes - dates for the online classes will be provided during the course, however the first online class will be held on the 19th of September at 6.30pm. This course also includes two days face-to-face seminar on the 20th and 21st of October.
Workload	The unit is based on an average student workload of 160 hours: 40 hours of group interaction and 120 hours unsupervised private study and group work.
Assessments	Individual Participation (15%), Group Report (35%), Final Exam (24 hour take-home 50%)

Textbook:	**McShane, S., Olekalns, M., Newman, A. & Travaglione, T.,** Organisational Behaviour Emerging Knowledge Global Insights with Connect access, 5th Edition, McGraw-Hill, 2015, ISBN: 9781743761977
	Please note that an ebook can be purchased at this link:
	http://connect.mheducation.com/class/d-haski-leventhal-term-1-2018

Topic additional required readings and case studies

Topic no. and name	Readings and Case Studies
1: Introduction to Organisational Behaviour (OB) **Theory** Different approaches to OB Open System approach **Application** Understanding the context	**No Readings or Case study**
2: Foundations of Individual Behaviour **Theory** Personality Values Perceptions Attitudes **Application** Managing Behaviour Overcoming biases	**Readings** Chamorro-Premuzic, T. (2017) Could your personality derail your career? Don't take these traits to the extreme. Harvard Business Review, 95(5), 138-141. **Case study** Eli Lilly: Managing Workplace Diversity and Coping with the Accusations of Racial Discrimination

3: Motivation **Theory** Growth and Needs theories Process Theories (Goal setting, Expectancy) Social Theories (Equity theory) Job Satisfaction **Application** Motivating employees	**Readings** Nohria, N., Groysberg, B., & Linda-Eling, L. (2008). Employee motivation: A Powerful new model. *Harvard Business Review*, 86, 78-74. **Podcast** *https://www.cipd.co.uk/podcasts/engagement-myth* • *Canvasses the link between engagement and productivity.* **Case study** Motivating High Performers: Are Managers up to it?
4: Group and Team Dynamics **Theory** Social self Effective team model Group stages Groupthink **Application** Understanding the social aspects of organisations Enhancing effective teams Team leadership	**Readings** Cross, R., Davenport, T. H., & Cantrell, S. (2003). The social side of performance. *MIT Sloan Management Review*, *45*(1), 20-22. **Research Summary** https://hbr.org/2013/05/what-makes-a-good-board-the-ri **TED Talk** *https://www.ted.com/talks/amy_edmondson_how_to_turn_a_group_of_strangers_into_a_team*

5: Communication	**Readings**
	Rogers, C. R., & Roethilisberger, F. J. (1991). Barriers and gateways to communication. *Harvard Business Review*, Dec 1991, 46- 52.
Theory	Robbins, S. (2009). Seven communication mistakes managers make. *Harvard Business Review*, Feb 2009.
Effective Communication Model	**Case study**
	Nupath Foods
Application	
Getting the message across and creating shared meaning	
Communication channels and barriers	
Cross-cultural communication	
Active listening	

6: Power and Influence	**Readings**
Theory	Pfeffer, J. (2010). Power Play. *Harvard Business Review*, 88, 84-92.
Bases of Power	
Influence tactics	**Case study**
Organisational politics	Who is in Charge? The Jim Davis Case
Application	
Influencing others at the workplace	
Managing power and politics	

7: Leadership	**Readings**
	Bennis, W. & Thomas, R. (2002). Crucibles of leadership. *Harvard Business Review,* 80(9), 39-45.
Theory	**TED Talk**
Competencies	https://www.youtube.com/watch?v=qpCnR7BOS0I
Servant leadership	**Research Summary**
Conscious leadership	https://ideas.ted.com/the-dark-side-of-charisma/
Transformational Leadership	
Application	
Developing leadership understanding and abilities	
Leadership styles	

8: Corporate Social Responsibility (CSR) & Ethical Decision-making	**Readings** Werther, W. B., & Chandler, D. (2014). Strategic CSR. Thousand Oaks: Sage. Chapter 1 (1-35). Porter, M. E., & Kramer, M. R. (2011). Creating Shared Value. Harvard Business Review, Jan pp. 62-77.
Theory CSR and CSV The stakeholders approach Ethics and ethical dilemmas	Haski-Leventhal, D., Roza, L., & Meijs, L. C. (2015). Congruence in Corporate Social Responsibility: Connecting the Identity and Behavior of Employers and Employees. *Journal of Business Ethics*, online first: http://link.springer.com/article/10.1007/s10551-015-2793-z **Case study** Ben & Jerry's: Preserving Mission and Brand within Unilever
Application The social role of the corporation Involving employees in CSR Ethical Decision-making	
9: Organisational Culture	**Readings** Katzenbach, J., & Harshak, A. (2011). Stop Blaming Your Culture. Strategy & business, 62. **TED Talk** https://www.ted.com/talks/chade_meng_tan_everyday_compassion_at_google
Theory Levels of culture Cultural strength Organisational socialisation to culture	**Case study** Growing Pains in Austral
Application Understanding, Developing, Maintaining & Changing Culture	
10: Organisational Change	**Readings** Harshak A., Aguirre, D., & Brown, A. (2010). Making change happen and making it stick. *Strategy & business*, 57.
Theory Force Field Analysis Appreciative Inquiry	Pascale, R. & Sternin, J. (2005). Your Company's Secret Change Agents, Harvard Business Review, 83(5), 72-81. **TED Talk** https://www.ted.com/talks/jim_hemerling_5_ways_to_lead_in_an_era_of_constant_change/transcript
Application Creating a vision for change Overcoming Resistance	

MGSM iLearn

You will receive information, including your OneID/password, for accessing your MGSM iLearn unit when you have enrolled. You can log in (using your OneID and password) to your MGSM iLearn unit at: http://mgsm.edu.au/ilearn

Use the MGSM iLearn unit to access the unit content, exercises, assignments, and Online (Final) Exam.

To access resources and assessment tasks in your MSGM iLearn unit, you will need:

- A computer with access to the internet. Your MGSM iLearn unit will operate on the following web browsers (upgrade your browser to its most recent (non-testing) version):
    - Mozilla Firefox
    - Google Chrome
    - Apple Safari
    - Microsoft Internet Explorer (version 8 or later)
- A printer connected to your computer so that you can print out unit materials. You may need to print out supporting information beforehand for your Online (Final) Exam at the end of the unit.

Zoom Live Online Class

It is highly recommended you participate in the Zoom live online classes to maximise the learning outcomes. These sessions are approximately 60 minutes in length and will be recorded for review purposes.

Technical requirements:

- A headset with microphone is recommended (to avoid echo sounds and feedback)
- A laptop or desktop device is preferred over a mobile device

Unit Schedule

The unit covers 10 weeks. It is a blended unit which means that we will interact face-to-face (20th - 21st October 2018) and online.

Session	Topic	Primary Readings	Session will start on	Zoom online class Wednesdays 6.30pm-7.30pm
0	Test Zoom			12/09/2018 (30 mins)
1	Introduction to Organisational Behaviour (OB)	Textbook Chapter 1	07/09/18	19/09/2018

2	Foundations of Individual Behaviour	Chapters 2, 3, 4	24/09/18	26/09/2018
3	Motivation	Chapter 5	01/10/18	No Zoom
4	Group and Team Dynamics	Chapter 8	08/10/18	10/10/2018
5	Communication	Chapter 9	15/10/18	No Zoom
6	Power and Influence	Chapter 10	22/10/18	No Zoom (Face-to-Face 20th - 21st October 2018)
7	Leadership	Chapter 12	29/10/18	31/10/2018
8	Corporate Social Responsibility & Ethics	Course Readings	05/11/18	No Zoom
9	Organisational Culture	Chapter 14	12/11/18	No Zoom
10	Organisational Change	Chapter 15	19/11/18	21/11/2018

Please note: Zoom online class dates and times are subject to change. Please check iLearn for confirmation.

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 (http s://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/p olicy-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.m q.edu.au.

Postgraduate students seeking more policy resources can visit the Student Policy Gateway (http s://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.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://stu dents.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

- Critically reflect on and practically apply the theoretical frameworks and research findings about human behaviour within organisations
- Critically reflect on and practically apply the critical importance of people management and leadership to the efficient and effective operation of organisations
- 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

Assessment tasks

- Individual Participation
- Online (Final) Examination

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

- Critically reflect on and practically apply the theoretical frameworks and research findings about human behaviour within organisations
- Critically reflect on and practically apply the micro, meso, and macro perspectives on organisational problems and phenomena
- Critically reflect on and practically apply contingent perspectives of theoretical frameworks in exploring organisational problems and phenomena
- Critically reflect on and practically apply the critical importance of people management and leadership to the efficient and effective operation of organisations
- Critically reflect on and practically apply organisational behaviour principles and theories

within their own work experiences for managing and leading people and organisations successfully

- 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

Assessment tasks

- Individual Participation
- Group Report
- Online (Final) Examination

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

- Critically reflect on and practically apply the theoretical frameworks and research findings about human behaviour within organisations
- Critically reflect on and practically apply the micro, meso, and macro perspectives on organisational problems and phenomena
- Critically reflect on and practically apply contingent perspectives of theoretical frameworks in exploring organisational problems and phenomena
- Critically reflect on and practically apply organisational behaviour principles and theories within their own work experiences for managing and leading people and organisations successfully

Assessment tasks

- Individual Participation
- Group Report
- Online (Final) Examination

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

- Critically reflect on and practically apply the theoretical frameworks and research findings about human behaviour within organisations
- Critically reflect on and practically apply the micro, meso, and macro perspectives on organisational problems and phenomena
- Critically reflect on and practically apply contingent perspectives of theoretical frameworks in exploring organisational problems and phenomena

Assessment tasks

- Group Report
- Online (Final) Examination

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

- Critically reflect on and practically apply the critical importance of people management and leadership to the efficient and effective operation of organisations
- Critically reflect on and practically apply organisational behaviour principles and theories within their own work experiences for managing and leading people and organisations successfully
- 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

Assessment tasks

- Individual Participation
- Group Report
- Online (Final) Examination

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

- Critically reflect on and practically apply the critical importance of people management and leadership to the efficient and effective operation of organisations
- 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

Assessment task

- Online (Final) Examination

Changes from Previous Offering

This is the first blended delivery of this course.

The weightings for the assignments have changed to 15% for participation and 35% for group report.

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

Leadership: The unit focuses on the understanding of human behaviour within organisations in order to enhance management and leadership capabilities. It is about leading others (individuals, teams and organisations) and self.

Global mindset: The unit develops a global mindset by looking at different personalities, attitudes and perceptions, 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. In this context "Global Mindset" means the **ability to understand and influence people with views unlike one's own.**

Citizenship: 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.

Creating sustainable value: 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.

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.

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.

Weekly Study Plan

Weekly Study Plan

	Day	Stage	What you need to do
1		Individual Preparation (textbook; required further tasks; case)	Students prepare for the Group Discussion by engaging with the **textbook, readings and additional** materials
3	Three Discussion Activities are scheduled for this course.	Group Discussion Activity (asynchronous)	Students click on the relevant Lecturer post in the **Group Discussion** that will set out the **Case questions.** Students then have **7 days** to post their answers and comment on others' posts to develop a focused interaction that teases out the issues and brings out people's relevant real-world experiences. To participate, click on the relevant post, and then click **Reply** at the bottom right corner. Your lecturer's first post is the 'parent' post for that week/topic, so keep Replying to either that post or your students' posts during this period. Please take note of specific activity instructions for each topic. This is a **student-driven discussion** so your lecturer will only post to steer and reinvigorate discussion as necessary. Check the **Marking Guide for Individual Participation** to see how you will be assessed.
4	Wednesdays as specified 6.30pm-7.30pm	Online class via Zoom	The online class will be a good opportunity to learn more about the topic and assessments directly from the Lecturer. The Lecturer will also answer students' questions so it is advised that students come prepared with their questions to the online discussions.
5		Prep for Interaction	The cycle begins again by working through the content for the next topic.

Changes since First Published

Date	Description
23/09/2018	-