



# MGSM870

## Organisational Behaviour

MGSM Term 2 City 2019

*Department of Management*

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## General Information

Unit convenor and teaching staff

Associate Professor

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Contact via 0432200238

Credit points

4

Prerequisites

Admission to MBA or MMgmt or PGDipMgt or GradDipMgt 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:

Students will be able to critically reflect on and apply Organisational Behaviour (OB) theoretical frameworks and research findings to organisational problems and phenomena related to human behaviour within organisations

Students will be able to critically reflect on and practically apply contingent perspectives of OB theoretical frameworks in exploring organisational problems and phenomena

Students will be able to critically reflect on and practically apply OB principles and theories within their own work experiences for managing and leading people and organisations successfully

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

Students will be able to understand and lead people with views unlike their own (Global Mindset)

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Group Assignment</u>	60%	No	TBA
<u>Final examination</u>	40%	No	Exam week: 10 - 15 June 2019

### Group Assignment

Due: **TBA**

Weighting: **60%**

#### Assignment rationale

You are a member of a syndicate group that will **complete the assignment as a team but you will be marked only on your individual contribution to the assignment**. This safeguards against shirking, "free-riding", or social loafing (a topic in and of itself in OB!).

You will **collectively select an organisation** and consider a critical issue(s) affecting the performance of this organisation i.e. its effectiveness or efficiency from an OB perspective. The issue may be something positive in or outside the organisation, or else it maybe something negative or a "horror story". 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 **1500-2500 words, 12pt font size with double spacing**.

**Each member of the syndicate group must clearly identify which element of the group**

**assignment is their individual contribution by putting their names in brackets next to the heading of their section (which should be the titles of topics in the unit).**

**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 (depending on numbers in the syndicate group) 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 conducive to **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 in the class iLearn page on the due date as specified by the lecturer in class. The soft-copy submission will be submitted to Turnitin via the Macquarie University iLearn portal, a program used to ensure the originality of the work undertaken by the submitter/s. Please also ensure that the **filename** of your assessment is appropriately titled (MGSM870-Group#.docx), and that you only save your document in Microsoft Word format. No hard-copy is needed to be submitted.

The assignment should have the following structure:

1. A title page with all student names and student numbers, allocated group number, title, and word count of the text.
2. A one page (single-spaced) executive summary that outlines the assignment's structure, the organisation 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.
3. Body of the assignment with appropriate headings and citations.
4. Reference list (Harvard referencing style)
5. Appendices as appropriate.

**Late assignments** will be penalised up to 10% per day unless you have applied for special consideration, and that application is considered acceptable. Applications for extensions must be made before the submission date, and will only be granted in exceptional circumstances. Since most of us suffer from constant pressure of work, it would not be considered an 'exceptional circumstance'.

On successful completion you will be able to:

- Students will be able to critically reflect on and apply Organisational Behaviour (OB) theoretical frameworks and research findings to organisational problems and phenomena related to human behaviour within organisations
- Students will be able to critically reflect on and practically apply contingent perspectives of OB theoretical frameworks in exploring organisational problems and phenomena

- Students will be able to critically reflect on and practically apply OB principles and theories within their own work experiences for managing and leading people and organisations successfully
- Students will be able to understand and lead people with views unlike their own (Global Mindset)

## Final examination

Due: **Exam week: 10 - 15 June 2019**

Weighting: **40%**

**Duration:** 3 hours plus 10 minutes reading time

**Format:** Open book final examination

The final exam is open book, and will consist of **3 questions relating to a case study made available to you on the day of the exam**. In the space 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 exam will be provided in Session 10.

You can use books, notes and a non-programmable calculator. Notebook computers, iPads, tablets, PDAs and similar are not allowed. University final exam conditions apply.

You are expected to present yourself for examination at the time and place designated in the MGSM examination timetable. The timetable will be available on 17 April 2019 at

<https://students.mgsm.edu.au/sydney-students/units/exams/>.

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## Delivery and Resources

### Required text

McShane, S., Olekalns, M., Newman, A. & Martin, A. (2018). *Organisational Behaviour Emerging Knowledge Global Insights* with Connect access, 6th Edition. McGraw-Hill, ISBN: 9781760421649

### Where to purchase the textbook?

**The Coop Bookshop:** The Coop Bookshop is our main retailer for textbooks and other related academic material. For information on textbook prices and online ordering, please refer to The Co-Op Bookshop webpage at <http://www.coop.com.au>

**McGraw Hill Education Australia – Online store:** This textbook is also available for order via the publisher's online store. For information on textbook prices and online ordering, please refer to the McGraw Hill Education Australia online store at <https://www.mheducation.com.au/9781760423391-aus-pack-organisational-behaviour-6e-includes-connect-learnsmart>.

**Disclaimer:** MGSM does not take responsibility for the stock levels of required textbooks from preferred retail outlets and other book retailers. While we advise our preferred book retail outlet, The Co-op Bookshop, of our maximum expected number of students purchasing specifically required text each term, The Co-op Bookshop and other book retailers will make their judgement concerning their physical holding stock levels. To prevent disappointment if a textbook is out-of-stock, we highly advise students to order their textbooks as early as possible, or if the required textbook is currently out-of-stock, place an order with the book retailer as soon as possible so that these book retailers can monitor demand and supply, and adjust their stock orders accordingly.

### 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
- 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.** Please only attend the class you are enrolled in as reflected in your e-Student account. This unit will be presented over 10 sessions as follows (*The proposed program might be subject to some minor changes as the term progresses (TBA)*).

**Class sessions are scheduled from:** 6pm to 10pm of every Wednesday starting from 3 April 2019 (session 1) until 5 June 2019 (session 10).

**Final exam week:** 10 - 15 June 2019 (The exam timetable will be available on 17 April 2019 at <https://students.mgsm.edu.au/sydney-students/units/exams/>)

**CBD campus location:** Macquarie University City Campus (MUCC). Level 24, 123 Pitt Street, Sydney (please call the MUCC reception desk on (02) 9234 1700 for any problems entering the premises).

Session	Topics and allocated case study/textbook chapter
1	<p><b>Introduction to organisational behaviour</b></p> <ul style="list-style-type: none"><li>• <b>Required textbook reading:</b> Chapter 1 (3-7; 14-23)</li><li>• <b>Essential reading: (Provided in hard copy booklet and iLearn)</b><ul style="list-style-type: none"><li>◦ Simon, H. (1991). Organizations and markets. <i>Journal of economic perspectives</i>, 5(2), 25-44.</li><li>◦ Gittins, R. (2014) Moral tradeoffs are for the common good. SMH October 9.</li><li>◦ Saft, R. (2017). Rules no substitute for good corporate culture. SMH May 9.</li></ul></li><li>• <b>Recommended readings: (Provided only on iLearn)</b><ul style="list-style-type: none"><li>◦ Bennis, W. (1961). Revisionist theory of leadership. <i>Harvard business review</i>, Jan-Feb, pp. 26 ff.</li><li>◦ Drucker, P. (1998). Management's New Paradigms. [online] <i>Forbes</i>. Available at: <a href="http://www.forbes.com/forbes/1998/1005/6207152a.html">http://www.forbes.com/forbes/1998/1005/6207152a.html</a>.</li></ul></li><li>• <b>Additional resource: (Provided only on iLearn)</b><ul style="list-style-type: none"><li>◦ Podcast: <a href="https://soundcloud.com/hbrideacast/639-turning-purpose-into-performance">https://soundcloud.com/hbrideacast/639-turning-purpose-into-performance</a></li></ul></li></ul>

Session	Topics and allocated case study/textbook chapter
2	<p><b>Personality, values, and attitudes</b></p> <ul style="list-style-type: none"> <li>• <b>Required textbook reading:</b> Chapters 2 (41-59) &amp; 4 (127-131)</li> <li>• <b>Essential readings: (Provided in hard copy booklet and iLearn)</b> <ul style="list-style-type: none"> <li>◦ <b>Case study:</b> The Treadway tire company: Job dissatisfaction and high turnover at the Lima tire plant</li> <li>◦ Porter, L.W. &amp; Lawler, E.E. (1968). What job attitudes tell about motivation. <i>Harvard business review</i>, 46(1), 118-126.</li> <li>◦ Roy, D. (1960). Banana time: Job satisfaction and informal interaction. <i>Human organization</i>, 18, 156-68.</li> </ul> </li> <li>• <b>Recommended readings: (Provided only on iLearn)</b> <ul style="list-style-type: none"> <li>◦ Adonis, J. (2019). Feel like you have a socially useless job? You're not alone: <a href="https://www.smh.com.au/business/small-business/feel-like-you-have-a-socially-useless-job-you-re-not-alone-20190110-p50qj4.html">https://www.smh.com.au/business/small-business/feel-like-you-have-a-socially-useless-job-you-re-not-alone-20190110-p50qj4.html</a></li> <li>◦ Barsade, S. &amp; O'Neill, O. (2016). Manage your emotional culture. <i>Harvard business review</i>, Jan-Feb.</li> <li>◦ Best places to work in Australia: <a href="http://www.greatplacetowork.com.au/best-companies/best-places-to-work-in-australia">http://www.greatplacetowork.com.au/best-companies/best-places-to-work-in-australia</a></li> <li>◦ Bullshit jobs and the yoke of managerial feudalism: <a href="https://www.economist.com/open-future/2018/06/29/bullshit-jobs-and-the-yoke-of-managerial-feudalism?fsrc=scn/fb/te/bl/ed/bullshitjobsandtheyokeofmanagerialfeudalismopenfuture">https://www.economist.com/open-future/2018/06/29/bullshit-jobs-and-the-yoke-of-managerial-feudalism?fsrc=scn/fb/te/bl/ed/bullshitjobsandtheyokeofmanagerialfeudalismopenfuture</a></li> <li>◦ World's best multinational workplaces: <a href="http://www.greatplacetowork.com.au/best-companies/worlds-best-multinationals/the-list">http://www.greatplacetowork.com.au/best-companies/worlds-best-multinationals/the-list</a></li> <li>◦ Fortune 100 best companies to work for: <a href="http://money.cnn.com/magazines/fortune/best-companies/?iid=F_RankingsM">http://money.cnn.com/magazines/fortune/best-companies/?iid=F_RankingsM</a></li> <li>◦ Forbes 25 best places to work: <a href="http://www.forbes.com/pictures/efkk45eddil/the-25-best-places-to-work/">http://www.forbes.com/pictures/efkk45eddil/the-25-best-places-to-work/</a></li> <li>◦ Lawler, E.E. &amp; Porter, L.W. (1967). The effect of performance on job satisfaction. <i>Industrial relations</i>, 7(1), 20-28.</li> <li>◦ Newton, J &amp; Davis, J. (2014). Three secrets of organizational effectiveness. <i>strategy+business</i>, Autumn.</li> <li>◦ Spreitzer, G. &amp; C. Porath (2012). Creating sustainable performance. <i>Harvard business review</i>, Jan-Feb.</li> <li>◦ Vadnai-Tolub, G. (2018). Want happy customers? Focus on happy employees. <i>McKinsey Quarterly</i> September 10.</li> </ul> </li> <li>• <b>Additional resource: (Provided only on iLearn)</b> <ul style="list-style-type: none"> <li>◦ <b>Podcast:</b> <a href="#">The mother-daughter team behind the 'scientifically unsupported' Myers-Briggs personality test</a></li> <li>◦ <b>Podcast:</b> <a href="#">Work Life on ABC</a></li> <li>◦ <b>Podcast:</b> <a href="#">Simple rules for creating great places to work</a></li> <li>◦ <b>Podcast:</b> <a href="#">Building a Company Everyone Loves</a></li> <li>◦ <b>Podcast:</b> <a href="#">Craft work - 'dirty' work</a></li> </ul> </li> <li>• <b>Case study questions</b> <ol style="list-style-type: none"> <li>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)?</li> <li>2. How do line foreman feel about their jobs, and why? What are the consequences of these feelings?</li> <li>3. What elements of the work system contribute to the problem?</li> </ol> </li> </ul>

Session	Topics and allocated case study/textbook chapter
3	<p><b>Motivation</b></p> <ul style="list-style-type: none"> <li>• <b>Required textbook reading:</b> Chapters 3 (81-88) &amp; 5 (157-168)</li> <li>• <b>Essential readings: (Provided in hard copy booklet and iLearn)</b> <ul style="list-style-type: none"> <li>◦ <b>Case study:</b> Barbara Norris: Leading change in the General Surgery Unit</li> <li>◦ <b>Case study:</b> Managing creativity at Shanghai Tang</li> <li>◦ Halvorson, H. and Higgins, E. (2013). Do you play to win – or not to lose? <i>Harvard business review</i>, March.</li> <li>◦ Nohria et al. (2008). Employee motivation. <i>Harvard business review</i>, 86, 78-74.</li> </ul> </li> <li>• <b>Recommended readings: (Provided only on iLearn)</b> <ul style="list-style-type: none"> <li>◦ Cable, D. (2018). Why people lose motivation. <i>Harvard business review</i>, March.</li> <li>◦ Chammaro-Premuzic, T. (2013). Does money really affect motivation? A review of the research. HBR Blog, April.</li> <li>◦ Herzberg, F. (2003/1968). One more time: How do you motivate employees? <i>Harvard business review</i>, Jan, 87-96.</li> </ul> </li> <li>• <b>Additional resource: (Provided only on iLearn)</b> <ul style="list-style-type: none"> <li>◦ <b>Podcast:</b> <a href="#">The secret to effective motivation – only available on iLearn</a></li> <li>◦ <b>Youtube:</b> <a href="#">Drive: The surprising truth about what motivates us</a></li> <li>◦ <b>Ted talk video:</b> <a href="#">TED talk – The puzzle of motivation</a></li> <li>◦ <b>Blog:</b> <a href="#">Seven rules for managing creative-but-difficult-people</a></li> </ul> </li> <li>• <b>Case study questions for:</b> Barbara Norris: Leading change in the General Surgery Unit           <ol style="list-style-type: none"> <li>1. What OB problems can you identify at GSU?</li> <li>2. How well is GSU doing in fulfilling employees' Four Drives?</li> </ol> </li> <li>• <b>Case study questions for:</b> Managing creativity at Shanghai Tang           <ol style="list-style-type: none"> <li>1. How/why are the motivations for the designers and the key business managers different?</li> <li>2. Why do the designers take rejection of their designs so personally?</li> </ol> </li> </ul>
4	<p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>• <b>Required textbook reading:</b> Chapter 12 (411-429)</li> <li>• <b>Essential readings: (Provided in hard copy booklet and iLearn)</b> <ul style="list-style-type: none"> <li>◦ <b>Case study:</b> GE's two-decade transformation: Jack Welch's leadership</li> <li>◦ Pfeffer, J. (2016). Getting beyond the BS of leadership literature. <i>McKinsey quarterly</i>. January.</li> <li>◦ Yukl, G. (2012). Effective leader behavior: What we know and what questions need more attention. <i>Academy of management perspectives</i>. November, 66-85.</li> </ul> </li> <li>• <b>Recommended readings: (Provided only on iLearn)</b> <ul style="list-style-type: none"> <li>◦ Alvesson, M. &amp; 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.</li> <li>◦ Stadler, C. and Dyer, D. (2013). Why good leaders don't need charisma. <i>MIT Sloan Management Review</i>, 54(3), 95-96.</li> <li>◦ Tichy, N. and Bennis, W. (2007). Making judgement calls. <i>Harvard business review</i>, 85(10), 94-102.</li> <li>◦ 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.</li> </ul> </li> <li>• <b>Additional resource: (Provided only on iLearn)</b> <ul style="list-style-type: none"> <li>◦ <b>Podcast:</b> <a href="#">How effective leaders talk (and listen)</a></li> </ul> </li> <li>• <b>Case study questions for:</b> GE's two-decade transformation: Jack Welch's leadership           <ol style="list-style-type: none"> <li>1. How would you characterise Welch's leadership style(s)?</li> <li>2. How/why did his style change over time?</li> </ol> </li> </ul>

Session	Topics and allocated case study/textbook chapter
5	<p><b>Knowledge and learning</b></p> <ul style="list-style-type: none"> <li>• <b>Required textbook reading:</b> None</li> <li>• <b>Essential readings: (Provided in hard copy booklet and iLearn)</b> <ul style="list-style-type: none"> <li>◦ <b>Case study:</b> Canon: Competing on capabilities</li> <li>◦ Nonaka, I. (2007). The knowledge creating company. <i>Harvard business review</i>, July-Aug, 162-171.</li> <li>◦ Helgesen, S. (2008). The practical wisdom of Ikujiro Nonaka. <i>strategy + business</i>, 53, 2-12.</li> <li>◦ Prahalad, C.K. &amp; Hamel, G. (1990). The core competence of the corporation. <i>Harvard business review</i>, May-June, 79-91.</li> <li>◦ <i>The economist</i>. (2010). Why do firms exist? Dec 16.</li> </ul> </li> <li>• <b>Recommended readings: (Provided only on iLearn)</b> <ul style="list-style-type: none"> <li>◦ Kogut, B. &amp; Zander, T. (2006). What firms do? Coordination, identity, and learning, <i>Organization science</i>, 7(5), 502-518.</li> </ul> </li> <li>• <b>Additional resource: (Provided only on iLearn)</b> <ul style="list-style-type: none"> <li>◦ <b>Youtube:</b> <a href="#">The importance of learning in organizations</a></li> </ul> </li> <li>• <b>Case study questions for:</b> Canon: Competing on capabilities <ol style="list-style-type: none"> <li>1. How has Canon “learned” by managing the development and transfer of knowledge throughout the entire organisation?</li> <li>2. How does Canon “learn” or get access to new knowledge from outside as a means of updating and renewing its knowledge base?</li> </ol> </li> </ul>
6	<p><b>Structure (and also assignment discussion)</b></p> <ul style="list-style-type: none"> <li>• <b>Required textbook reading:</b> Chapter 13 (447-467)</li> <li>• <b>Essential readings: (Provided in hard copy booklet and iLearn)</b> <ul style="list-style-type: none"> <li>◦ <b>Case study:</b> Mercedes Benz &amp; ‘Swatch’: Inventing the smart car and the networked organisation</li> </ul> </li> <li>• <b>Recommended readings: (Provided only on iLearn)</b> <ul style="list-style-type: none"> <li>◦ 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.</li> <li>◦ Bruce, K. &amp; Jordan, J. (2007). Between markets and hierarchies: Towards a better taxonomy of hybrid organizational forms. <i>Technology analysis &amp; strategic management</i>, 19(1), 7-16.</li> <li>◦ Bryan, L.L. &amp; Joyce, C.I. (2007). Better Strategy through Organizational Design. <i>McKinsey quarterly</i>, May.</li> <li>◦ Nambisan, S. &amp; Sawhney, M. (2011). <a href="#">Orchestration Processes in Network-Centric Innovation: Evidence from the Field</a>. <i>Academy of Management Perspectives</i>, 25(3), 40-57.</li> <li>◦ Neilson et al. (2015). 10 Principles of organizational design. <i>strategy + business</i>, March 23.</li> </ul> </li> <li>• <b>Case study questions for:</b> Mercedes Benz &amp; ‘Swatch’: Inventing the smart car and the networked organisation <ol style="list-style-type: none"> <li>1. Why did MCC use a “network” form of organization for the smart Car?</li> <li>2. How did they govern and manage relationships with “satellite” companies? What are some of the potential problems in these relationships?</li> </ol> </li> </ul>

Session	Topics and allocated case study/textbook chapter
7	<p><b>Power and influence</b></p> <ul style="list-style-type: none"> <li>• <b>Required textbook reading:</b> Chapter 10 (343-360)</li> <li>• <b>Essential readings: (Provided in hard copy booklet and iLearn)</b> <ul style="list-style-type: none"> <li>◦ <b>Case study:</b> Who's in charge? The Jim Davis case</li> </ul> </li> <li>• <b>Recommended readings: (Provided only on iLearn)</b> <ul style="list-style-type: none"> <li>◦ Fleming, P. &amp; Spicer, A. (2007). Faces of power in organisations, Ch. 1 from <i>Contesting the corporation: Struggle, power, and resistance in organisations</i> (CUP).</li> <li>◦ Grenny et al. (2008). How to have influence. <i>MIT Sloan management review</i> 50(1), 47-52.</li> <li>◦ Pfeffer, J. (2010). Power play. <i>Harvard business review</i>, 88, 84-92.</li> </ul> </li> <li>• <b>Case study questions for:</b> Who's in charge? The Jim Davis case <ol style="list-style-type: none"> <li>1. What forms of power does Jim have at his disposal to exert authority over the branch managers?</li> <li>2. What influence tactics do you suggest he use to get branch managers to comply with his wishes?</li> </ol> </li> </ul>
8	<p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• <b>Required textbook reading:</b> Required textbook reading: Chapter 14 (479-492)</li> <li>• <b>Essential readings: (Provided in hard copy booklet and iLearn)</b> <ul style="list-style-type: none"> <li>◦ <b>Case study:</b> Tony Hsieh at Zappos: Structure, culture, and change.</li> <li>◦ <b>Case study:</b> Zappos.com 2009: Clothing, customer service, and company culture - read only pages 4-11</li> <li>◦ Bernstein et al. (2016). Beyond the Holacracy hype. <i>Harvard business review</i> July-Aug, 42-49.</li> <li>◦ Katzenbach et al. (2016). 10 Principles of organizational culture. <i>strategy+business</i>, 82.</li> <li>◦ O'Reilly, C. (1989). Corporations, culture, and commitment: Motivation and social control in organizations. <i>California management review</i> 31(4), 9-25.</li> <li>◦ Richards, D. (2010). At Zappos, culture pays. <i>strategy+business</i>, 60.</li> <li>◦ Saft, J. (2017). Rules no substitute for good corporate culture. <i>SMH</i> May 9.</li> </ul> </li> <li>• <b>Recommended readings: (Provided only on iLearn)</b> <ul style="list-style-type: none"> <li>◦ Couto et al (2007). Culture change: Calling on philosophers and engineers. <i>strategy &amp; business</i>.</li> <li>◦ Katzenbach, J. &amp; Harshak, A. (2011). Stop blaming your culture. <i>strategy &amp; business</i>, 62.</li> <li>◦ Katzenbach et al. (2014). The critical few: Components of a truly effective culture. <i>strategy &amp; business</i>, 74.</li> <li>◦ Katzenbach et al. (2016). 10 Principles of organizational culture. <i>strategy &amp; business</i>, 82.</li> <li>◦ McGregor, L. and Doshi, N. (2015). How company culture shapes employee motivation. <i>Harvard business review</i>, November.</li> <li>◦ Useem, J. (2015). Are bosses necessary? <i>The Atlantic</i>.</li> </ul> </li> <li>• <b>Additional resource: (Provided only on iLearn)</b> <ul style="list-style-type: none"> <li>◦ <b>Web:</b> <a href="#">About Zappos culture – see especially culture blog at the bottom</a></li> <li>◦ <b>Web:</b> <a href="#">What is organizational culture?</a></li> <li>◦ <b>Web:</b> <a href="#">How a radical shift left Zappos reeling</a></li> <li>◦ <b>Podcast:</b> <a href="#">The Zappos Holacracy Experiment</a></li> <li>◦ <b>HBR video:</b> <a href="#">Why Zappos pays new employees to quit – And you should too</a></li> <li>◦ <b>Youtube:</b> <a href="#">Johnson – The cultural web – Implications for strategy</a></li> </ul> </li> <li>• <b>Case study questions for:</b> Tony Hsieh at Zappos: Structure, culture, and change <ol style="list-style-type: none"> <li>1. How would you describe Zappo's culture? Would you like to work there? What are the pros and cons of a strong culture?</li> <li>2. What do you think of the shift to Holacracy? Would you still like to work there? What is structure for?</li> </ol> </li> </ul>

Session	Topics and allocated case study/textbook chapter
9	<p><b>Change</b></p> <ul style="list-style-type: none"> <li>• <b>Required textbook reading:</b> Required textbook reading: Chapters 14 (492-496) &amp; Chapter 15 (515-525)</li> <li>• <b>Essential readings: (Provided in hard copy booklet and iLearn)</b> <ul style="list-style-type: none"> <li>◦ <b>Case study:</b> Pierre Frankel in Moscow (A), (B) and (C) - <b>(B and C given out in class)</b></li> <li>◦ Kanter, R. M. (2005). Leadership for change: Enduring skills for change masters. HBSP.</li> </ul> </li> <li>• <b>Recommended readings: (Provided only on iLearn)</b> <ul style="list-style-type: none"> <li>◦ Aguirre, D. &amp; Alpern, M. (2014). 10 principles of leading change management. <i>strategy + business</i>, June.</li> <li>◦ Aiken, C. &amp; Keller, S. (2006). The CEO's role in transformation. <i>McKinsey Quarterly</i>, 19-25.</li> <li>◦ Auster, E. &amp; Ruebottom, T. (2013). Navigating the politics and emotions of change. <i>MIT Sloan management review</i>, 54(4), 31-36.</li> <li>◦ Basford et al. (2015). The science of organizational transformations. <i>McKinsey quarterly</i>, 1-8.</li> <li>◦ Beer, M. &amp; Nohria, N. (2000). Cracking the code of change. <i>Harvard business review</i>, 78(3), 133-141.</li> <li>◦ Harshak et al. (2010). Making change happen and making it stick. <i>strategy &amp; business</i>, 57.</li> <li>◦ Giacoman, A. (2018). Managing Change in the Face of Skepticism. <i>strategy &amp; business</i>, November 13.</li> <li>◦ Kotter, J.P. (2007/1995). Leading change: Why transformation efforts fail. <i>Harvard business review</i>, 85(1), 96-103.</li> <li>◦ Lawrence, P.R. (1969/1954). How to deal with resistance to change. <i>Harvard business review</i>, 47(1), 4 ff.</li> <li>◦ Lawson, E. &amp; Price, C. (2003). The psychology of change management. <i>McKinsey quarterly</i>, 31-41.</li> <li>◦ Pascale, R. &amp; Sternin, J. (2005). Your company's secret change agents. <i>Harvard business review</i>, 83(5), 72-81.</li> </ul> </li> <li>• <b>Additional resource: (Provided only on iLearn)</b> <ul style="list-style-type: none"> <li>◦ <b>Youtube:</b> <a href="#">Six keys to leading positive change: Rosabeth Moss Kanter at TEDxBeaconStreet</a></li> <li>◦ <b>Youtube:</b> <a href="#">How to lead change management</a></li> <li>◦ <b>Youtube:</b> <a href="#">The importance of urgency</a></li> <li>◦ <b>Youtube:</b> <a href="#">Unfreezing change in three steps</a></li> </ul> </li> <li>• <b>Case study questions for:</b> Pierre Frankel in Moscow (A), (B), and (C) <ol style="list-style-type: none"> <li>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?</li> <li>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.</li> <li>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?</li> </ol> </li> </ul>
10	<p><b>Overview and take-home case assignment</b></p> <ul style="list-style-type: none"> <li>• <b>Required textbook reading:</b> No allocated chapter</li> <li>• <b>Essential readings: (Provided in unit folder and iLearn)</b> <ul style="list-style-type: none"> <li>◦ <b>Take-home case assignment practice:</b> Leading change in Simmons – questions will be provided in class</li> </ul> </li> <li>• <b>Come prepared to ask questions</b></li> </ul>

Many of these references can be reached online through databases such as *Business Source Premier*. For more information on how to access this through the Macquarie University Library,



please go to the Library resources page on the MGSM Sydney Student Website (<https://students.mq.edu.au/sydney-students/study-resources/library-and-resources>).

## 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 published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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](https://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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](http://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](http://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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/](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

- Students will be able to critically reflect on and apply Organisational Behaviour (OB) theoretical frameworks and research findings to organisational problems and phenomena related to human behaviour within organisations

- Students will be able to critically reflect on and practically apply contingent perspectives of OB theoretical frameworks in exploring organisational problems and phenomena
- Students will be able to critically reflect on and practically apply OB principles and theories within their own work experiences for managing and leading people and organisations successfully
- 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
- Students will be able to understand and lead people with views unlike their own (Global Mindset)

## 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

- Students will be able to critically reflect on and apply Organisational Behaviour (OB) theoretical frameworks and research findings to organisational problems and phenomena related to human behaviour within organisations
- Students will be able to critically reflect on and practically apply contingent perspectives of OB theoretical frameworks in exploring organisational problems and phenomena
- Students will be able to critically reflect on and practically apply OB principles and theories within their own work experiences for managing and leading people and organisations successfully
- 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
- Students will be able to understand and lead people with views unlike their own (Global Mindset)

### Assessment tasks

- Group Assignment
- 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**

- Students will be able to critically reflect on and apply Organisational Behaviour (OB) theoretical frameworks and research findings to organisational problems and phenomena related to human behaviour within organisations
- Students will be able to critically reflect on and practically apply contingent perspectives of OB theoretical frameworks in exploring organisational problems and phenomena
- Students will be able to critically reflect on and practically apply OB principles and theories within their own work experiences for managing and leading people and organisations successfully
- 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
- Students will be able to understand and lead people with views unlike their own (Global Mindset)

## **Assessment tasks**

- Group Assignment
- 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**

- Students will be able to critically reflect on and apply Organisational Behaviour (OB) theoretical frameworks and research findings to organisational problems and phenomena related to human behaviour within organisations
- Students will be able to critically reflect on and practically apply contingent perspectives of OB theoretical frameworks in exploring organisational problems and phenomena
- Students will be able to critically reflect on and practically apply OB principles and

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

- 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
- Students will be able to understand and lead people with views unlike their own (Global Mindset)

## **Assessment tasks**

- Group Assignment
- 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**

- Students will be able to critically reflect on and apply Organisational Behaviour (OB) theoretical frameworks and research findings to organisational problems and phenomena related to human behaviour within organisations
- Students will be able to critically reflect on and practically apply contingent perspectives of OB theoretical frameworks in exploring organisational problems and phenomena
- Students will be able to critically reflect on and practically apply OB principles and theories within their own work experiences for managing and leading people and organisations successfully
- 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
- Students will be able to understand and lead people with views unlike their own (Global Mindset)

## **Assessment tasks**

- Group Assignment
- 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

- Students will be able to critically reflect on and apply Organisational Behaviour (OB) theoretical frameworks and research findings to organisational problems and phenomena related to human behaviour within organisations
- Students will be able to critically reflect on and practically apply contingent perspectives of OB theoretical frameworks in exploring organisational problems and phenomena
- Students will be able to critically reflect on and practically apply OB principles and theories within their own work experiences for managing and leading people and organisations successfully
- 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
- Students will be able to understand and lead people with views unlike their own (Global Mindset)

## Changes from Previous Offering

**Assessment tasks:** None

**Deliver and resources:** None

**Unit schedule:** None

## 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
19/03/2019	Added a podcast
18/03/2019	Updated readings
18/03/2019	Updated all readings.