



# MGSM871

## Managerial Psychology

Term 4 Hong Kong 2018

*MGSM Degree Programs*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Lecturer

Steven Segal

[steven.segal@mqsm.edu.au](mailto:steven.segal@mqsm.edu.au)

by appointment

Credit points

4

Prerequisites

Admission to MBA or MMgmt or PGCertMBAExt or GradCertMgtPostMBA or GradDipMgt

Corequisites

Co-badged status

Unit description

This unit aims to promote an understanding of diverse psychological perspectives and research findings on the practice of management. Human behaviour in the Australian workplace is analysed by comparing and contrasting four psychological perspectives: psychoanalysis, behaviourism, dispositionalism and existentialism. Topics include personality, motivation, occupational stress, mental health and counselling. Of special relevance is an analysis of individual differences which includes a critical evaluation of the role and use of psychological tests in management.

## 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 the psychology of management from contrasting perspectives in order to better lead, motivate and communicate effectively across diverse teams.

Critically analyse the cross-cultural differences in managerial psychology, and the diverse cultural mindsets that underpin them, while recognising their own cultural bias.

Critically reflect on the ethical implications of the practice of psychology and what that means for its practice in the workplace.

Critically evaluate the role and use of psychological tests in management and whether

they create any sustainable value to an organisation.

Understanding mental health at work

## General Assessment Information

Students will be required to:

1. prepare for and participate in seminars;
2. conduct a syndicate presentation at the end of the first block weekend (20% of course mark);
3. write a second syndicate presentation due at the end of the second block weekend (20% of the course mark);
4. complete two individual essay questions (60% of total mark).

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#"><u>Group Presentation 1</u></a>	20%	No	Starting session 5
<a href="#"><u>Group Presentation 2</u></a>	20%	No	Starting session 10
<a href="#"><u>Individual Essay Questions</u></a>	60%	No	3pm (Syd Time) of 12 Nov 2018

### Group Presentation 1

Due: **Starting session 5**

Weighting: **20%**

**Duration:** 20 minutes + 10 minutes for questions

**Format:** Role plays, discussion, commentaries underpinned by theories

#### Description

Each group will be allocated a case study on a mental health issue with reference to work. The aim of the assignment is to present the features of the mental health issue, its implications for work and suggestions as to ways of managing the mental health issue at work. Draw on an organisational experience to exemplify the mental health issue.

#### Assessment of presentation

Overall assessment of presentations will be based on a group mark component (50%) and an individual mark component (50%).

The group mark component is a mark awarded to the group and is based on an evaluation of the content and delivery of the presentation. Information about the process and criteria for evaluation of presentations will be provided by the lecturer in the first class.

The individual mark component of the presentation assignment will be based on group member's rating of the contribution of other members of the group (in an anonymous survey). If others in your group rate you as having made a satisfactory contribution (relatively equal contribution) this will equate to you receiving the group mark. A rating of having made less than a satisfactory contribution may result in individual deductions up to 50% of the obtained group's mark. It will also be possible to judge a group member as having made an exceptional contribution and this will lead to consideration of additional marks to the final subject's mark. All group member assessments of individual contribution will be reviewed and considered by the lecturer in determining the final presentation assessment.

**No extensions will be granted.**

On successful completion you will be able to:

- Critically reflect on the psychology of management from contrasting perspectives in order to better lead, motivate and communicate effectively across diverse teams.
- Critically analyse the cross-cultural differences in managerial psychology, and the diverse cultural mindsets that underpin them, while recognising their own cultural bias.
- Understanding mental health at work

## Group Presentation 2

Due: **Starting session 10**

Weighting: **20%**

**Duration:** 20 minutes + 10 minutes for questions

**Format:** Role plays, discussion, commentaries underpinned by theories

Each group will be allocated a psychological framework. The aim of the assignment is to present the features of the framework, its implications for work and suggestions that it provides for working with toxic dimensions of work. Draw on an organisational experience to exemplify the framework.

### **Assessment of presentation**

Overall assessment of presentations will be based on a group mark component (50%) and an individual mark component (50%).

The group mark component is a mark awarded to the group and is based on an evaluation of the content and delivery of the presentation. Information about the process and criteria for evaluation of presentations will be provided by the lecturer in the first class.

The individual mark component of the presentation assignment will be based on group member's rating of the contribution of other members of the group (in an anonymous survey). If others in your group rate you as having made a satisfactory contribution (relatively equal contribution) this will equate to you receiving the group mark. A rating of having made less than a satisfactory contribution may result in individual deductions up to 50% of the obtained group's mark. It will also be possible to judge a group member as having made an exceptional contribution and this

will lead to consideration of additional marks to the final subject's mark. All group member assessments of individual contribution will be reviewed and considered by the lecturer in determining the final presentation assessment.

**No extensions will be granted.**

On successful completion you will be able to:

- Critically reflect on the psychology of management from contrasting perspectives in order to better lead, motivate and communicate effectively across diverse teams.
- Critically analyse the cross-cultural differences in managerial psychology, and the diverse cultural mindsets that underpin them, while recognising their own cultural bias.
- Critically reflect on the ethical implications of the practice of psychology and what that means for its practice in the workplace.

## Individual Essay Questions

Due: **3pm (Syd Time) of 12 Nov 2018**

Weighting: **60%**

**Length:** 2500 words per essay question

Students will need to answer two (2) essay questions out of a list of topic questions that will be discussed and handed out in class.

### Submission details

Students are to **submit 1 x soft-copy** of their individual essay answers in the class iLearn page on or before the due date listed above. The soft-copy submission will be submitted to Turnitin via the MGSM iLearn portal, a program used to ensure the originality of the work undertaken by the submitter. *Please note that the due date is presented in Sydney Time.* The onus will be on the student to understand the time difference in which ever location they are in and submit their assessment within the specified due time and date.

Students are to do the following when submitting this assessment:

- Submit only **1 x Microsoft word document** (.docx or .doc format) containing answer to the two essay questions
- Ensure your **full name, student number, unit code** (MGSM871), **unit name** (Managerial Psychology), and **lecturer** (Dr Steven Segal) is clearly visible on the front page of your assignment.
- Ensure your submitted file name is in the following format: **871-IEQ-  
Lastname\_Firstname.docx**

### Extensions and penalties:

No extensions will be granted. There will be a deduction of 10% of the total available marks

made from the total awarded mark for each 24 hour period or part thereof that the submission is late (for example, 25 hours late in submission – 20% penalty). This penalty does not apply for cases in which an application for disruption of studies is made and approved.

On successful completion you will be able to:

- Critically reflect on the ethical implications of the practice of psychology and what that means for its practice in the workplace.
- Critically evaluate the role and use of psychological tests in management and whether they create any sustainable value to an organisation.

## **Delivery and Resources**

### **Required text**

There is no required text for this unit.

### **Recommended text**

Hill, L. (2003) Becoming a Manager: How New Managers Master the Challenges of Leadership. Harvard Business School Publishing.

### **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.

## **Unit Schedule**

**Students are required to attend all classes.**

The unit will be presented over 2 BLOCK weekends as follows:

**Date of class:**

- **BLOCK weekend 1:** 12 - 14 October 2018
- **BLOCK weekend 2:** 19 - 21 October 2018

Session schedule	Session topics and allocated readings
<p>1</p> <p>6pm to 10pm of Friday, 12 October 2018</p>	<p><b>Mental Health and Toxicity at Work</b></p> <p><b>Essential readings: (Provided in unit folder and iLearn)</b></p> <ul style="list-style-type: none"> <li>• Deutschman, A. (2005). Is Your Boss A Psychopath? FastCompany. Issue 96 July 2005, <a href="http://pf.fastcompany.com/magazine/96/open_boss.html">http://pf.fastcompany.com/magazine/96/open_boss.html</a></li> <li>• Fast Company Staff (2005). Is Your Boss A Psychopath? – Quiz. FastCompany. Issue 96 July 2005, <a href="http://pf.fastcompany.com/magazine/96/open_boss-quiz.html">http://pf.fastcompany.com/magazine/96/open_boss-quiz.html</a></li> </ul> <p><b>Recommended readings: (Provided only on iLearn)</b></p> <ul style="list-style-type: none"> <li>• Kleiner, A. (2010). The Thought Leaders Interview: Manfred F.R. Kets de Vries. Strategy+Business, Summer 2010(59), pp.1-9.</li> <li>• Hill, L. (2004). New Manager Development for the 21st Century. Academy of Management Executive, 18(3), pp.121-126.</li> <li>• May, R. (1950). Chapter 6 - Summary and Synthesis of Theories of Anxiety. In: R. May, ed., The Meaning of Anxiety, 1st ed. Thesis--Columbia University, pp.190-234.</li> </ul>
<p>2</p> <p>2pm to 6pm of Saturday, 13 October 2018</p>	<p><b>Psychoanalytic Dynamics at Work</b></p> <p><b>Essential readings: (Provided in unit folder and iLearn)</b></p> <ul style="list-style-type: none"> <li>• Israelstam, K. (2007). Creativity and Dialectical Phenomena - From Dialectical Edge to Dialectical Space. International Journal of Psychoanalysis, 88, pp.591-607.</li> </ul> <p><b>Recommended readings: (Provided only on iLearn)</b></p> <ul style="list-style-type: none"> <li>• Brown, A. and Starkey, K. (2000). Organizational Identity and Learning: A Psychodynamic Perspective. The Academy of Management Review, 25(1), pp.102-120.</li> </ul>
<p>3</p> <p>6pm to 10pm of Saturday, 13 October 2018</p>	<p><b>Cognitive Behavioural Approaches to Psychology at Work</b></p> <p><b>Essential readings: (Provided in unit folder and iLearn)</b></p> <ul style="list-style-type: none"> <li>• Padesky, C. and Mooney, K. (2012). Strengths-Based Cognitive-Behavioural Therapy: A Four-Step Model to Build Resilience. Clinical Psychology and Psychotherapy, 19, pp.283-290.</li> </ul>
<p>4</p> <p>9am to 1pm of Sunday, 14 October 2018</p>	<p><b>Dialectical Therapy at Work</b></p> <p><b>Essential readings: (Provided in unit folder and iLearn)</b></p> <ul style="list-style-type: none"> <li>• Swales, M. and Heard, H. ed., (2009). Chapter 3 - Dialectical Principles. In: Dialectical Behaviour Therapy : Distinctive Features, 1st ed. London, United Kingdom: Taylor &amp; Francis Ltd, pp.15-21.</li> </ul>

Session schedule	Session topics and allocated readings
<p>5</p> <p>1pm to 5pm of Sunday, 14 October 2018</p>	<p><b>Acceptance Commitment Therapy</b></p> <p><b>Essential readings: (Provided in unit folder and iLearn)</b></p> <ul style="list-style-type: none"> <li>• <b>Harris R.</b> (2009) "<i>ACT made simple</i>", Exisle Publishing</li> <li>• <b>Harris R</b> (2006) "<i>Embracing Your Demons: An Overview of Acceptance and Commitment Therapy</i>" in <i>Psychotherapy in Australia</i>, 12</li> </ul>
<p>6</p> <p>6pm to 10pm of Friday, 19 October 2018</p>	<p><b>Sociol-Philosophical Dimensions of the Psychology of Work</b></p> <p><b>Essential readings: (Provided in unit folder and iLearn)</b></p> <ul style="list-style-type: none"> <li>• O'Donohue, W. and Nelson, L. (2014). Alienation: An Old Concept with Contemporary Relevance for Human Resource Management. <i>International Journal of Organizational Analysis</i>, 22(3), pp.301-316.</li> </ul> <p><b>Recommended readings: (Provided only on iLearn)</b></p> <ul style="list-style-type: none"> <li>• Drucker, P. ed., (2006). Chapter 13 - The Spirit of an Organization. In: <i>The Practice of Management</i>, 1st ed. Harper Business, pp.144-160.</li> <li>• Kotler, S. ed., (2016). Chapter 1 - The Way of Flow. In: <i>The Rise of Superman: Decoding the Science of Ultimate Human Performance</i>, 1st ed. New Harvest, pp.3-22.</li> </ul>
<p>7</p> <p>2pm to 6pm of Saturday, 20 October 2018</p>	<p><b>Flow and Bureaucracy of Work</b></p> <p><b>Essential readings: (Provided in unit folder and iLearn)</b></p> <ul style="list-style-type: none"> <li>• Kalberg, S. (2005). The Modern World as a Monolithic Iron Cage? Utilizing Max Weber to Define the Internal Dynamics of American Political Culture Today. <i>Studi di Sociologia</i>, 43(1), pp.19-34.</li> </ul>
<p>8</p> <p>6pm to 10pm of Saturday, 20 October 2018</p>	<p><b>Therapeutic Philosophy at Work: The Case of Brad</b></p> <p><b>Essential readings: (Provided in unit folder and iLearn)</b></p> <ul style="list-style-type: none"> <li>• Existential Questioning as Critical Performativity/Critical Knowing: An Exploration of Power, Epistemic Virtue and Emancipation in PM's Practice</li> <li>• Meyerson, M. (1996). Everything I Thought I Knew About Leadership Is Wrong. <i>Fast Company</i>, April 30.</li> </ul> <p><b>Recommended readings: (Provided only on iLearn)</b></p> <ul style="list-style-type: none"> <li>• Spinelli, E. (2009). Chapter 6 - Existential Coaching. In: E. Cox, T. Bachkirova and D. Clutterback, ed., <i>The Complete Handbook of Coaching</i>, 1st ed. SAGE Publication Ltd, pp.94-106.</li> <li>• Mood, J. (1970). Leadbelly on Angst-Heidegger on the Blues. <i>Philosophy Today</i>, 14(3), pp.161-167.</li> <li>• Moustakas, C. (1981). Chapter 18 - Heuristic Research. In: P. Reason and J. Rowan, ed., <i>Human Inquiry: A Sourcebook of New Paradigm Research</i>, 1st ed. John Wiley &amp; Sons, pp.207-217.</li> </ul>



Session schedule	Session topics and allocated readings
<p>9</p> <p>9am to 1pm of Sunday, 21 October 2018</p>	<p><b>Existential Psychology for the Workplace</b></p> <p><b>Essential readings: (Provided in unit folder and iLearn)</b></p> <ul style="list-style-type: none"> <li>• Segal, S. (2010). A Heideggerian Approach to Practice-Based Reflexivity. <i>Management Learning</i>, 41(4), pp.379-389.</li> <li>• Segal, S. (2014). <i>The Paradox of Creative Destruction: How to Lead in a World where there is no 'Business as Usual'</i>. Putney: Trend Business Publishing.</li> </ul>
<p>10</p> <p>1pm to 5pm of Sunday, 21 October 2018</p>	<p><b>Syndicate Presentations</b></p> <p><b>Essential readings: (Provided in unit folder and iLearn)</b></p> <p>No allocated readings</p>

## Policies and Procedures

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

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

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

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

## Student Code of Conduct

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

## Results

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

## Student Support

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

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](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)

## 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

- Critically reflect on the psychology of management from contrasting perspectives in order to better lead, motivate and communicate effectively across diverse teams.
- Critically reflect on the ethical implications of the practice of psychology and what that means for its practice in the workplace.
- Understanding mental health at work

## Assessment task

- Individual Essay Questions

## 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 the psychology of management from contrasting perspectives in order to better lead, motivate and communicate effectively across diverse teams.
- Critically evaluate the role and use of psychological tests in management and whether they create any sustainable value to an organisation.
- Understanding mental health at work

## Assessment tasks

- Group Presentation 1
- Individual Essay Questions

## 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 analyse the cross-cultural differences in managerial psychology, and the diverse cultural mindsets that underpin them, while recognising their own cultural bias.
- Critically evaluate the role and use of psychological tests in management and whether

they create any sustainable value to an organisation.

## **Assessment tasks**

- Group Presentation 1
- Group Presentation 2
- Individual Essay Questions

## **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 outcome**

- Critically analyse the cross-cultural differences in managerial psychology, and the diverse cultural mindsets that underpin them, while recognising their own cultural bias.

## **Assessment tasks**

- Group Presentation 1
- Group Presentation 2
- Individual Essay Questions

## **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 the psychology of management from contrasting perspectives in order to better lead, motivate and communicate effectively across diverse teams.
- Critically analyse the cross-cultural differences in managerial psychology, and the diverse cultural mindsets that underpin them, while recognising their own cultural bias.

## **Assessment task**

- Group Presentation 2

## 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 the psychology of management from contrasting perspectives in order to better lead, motivate and communicate effectively across diverse teams.
- Critically reflect on the ethical implications of the practice of psychology and what that means for its practice in the workplace.
- Critically evaluate the role and use of psychological tests in management and whether they create any sustainable value to an organisation.

## 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 psychology of management and leadership are discussed.
- **Global mindset:** Cross-cultural differences in managerial psychology are discussed.
- **Citizenship:** The ethical implications of the practice of psychology are discussed.
- **Creating sustainable value:** Values are analysed from various psychological perspectives.

## 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.