BMA247
ORGANISATIONAL BEHAVIOUR

12.50 Credit points

Semester 1, 2019

Unit Outline

Unit Coordinator
Sarah Dawkins
## CONTACT DETAILS

### Unit coordinator

<table>
<thead>
<tr>
<th>Unit coordinator:</th>
<th>Dr Sarah Dawkins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus:</td>
<td>Hobart</td>
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<td>Email:</td>
<td><a href="mailto:Sarah.Dawkins@utas.edu.au">Sarah.Dawkins@utas.edu.au</a></td>
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<td>03 6226 2829</td>
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<td>Room 408, Centenary Building</td>
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<tr>
<td>Consultation hours:</td>
<td>By appointment</td>
</tr>
</tbody>
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WHAT IS THE UNIT ABOUT?

Unit description

Organisational behaviour is the study of human behaviour at the individual, group and organisational level. The primary purpose of this unit is to improve the management of organisations through the development of knowledge of human behaviour. An understanding of human behaviour is needed to establish and maintain productive working relationships both within the organisation (supervisors, peers and subordinates) and outside the organisation (customers, unions, suppliers and competitors). In order to establish and maintain these relationships, managers must be able to understand the behaviour of others and attempt to predict and influence it.

Organisational behaviour is a field of study that draws upon a diverse range of disciplines (including psychology, social psychology, sociology, anthropology, political science and economics) for a systematic and integrated approach to the study of human behaviour. While its concepts, theories and understandings about human behaviour draw upon these disciplines, organisational behaviour is unique in that it takes both an integrated and contingency approach to management and has an applied focus and rests on scientific foundations.

The topics in the study schedule begin with a focus on the individual analysis of behaviour, characterised by factors such as individual behaviour, abilities, attitudes, personality, perception, emotions and moods, job satisfaction and motivation. These topics are central to understanding individuals both as employees and as consumers. Next, the analysis of behaviour at the group or team level examines the dynamics of group and team processes, including the distribution of power, the impact of politics, and leadership. Understanding the nature of formal and informal group processes is central to improving organisational efficiency and influences individual decisions. Finally, topics covered at the organisational level of analysis include organisational structure and design, organisational culture, and the processes involved in organisational change and adaptation required to meet the ever-increasing demands of the competitive global marketplace.

Through your active participation in this unit, you will gain an appreciation of organisational behaviour as a field of study, which can be used in the effective management of people and organisations.

Intended Learning Outcomes

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

1. explain and assess concepts and theoretical models of organisational behaviour.
2. apply organisational behaviour concepts and theories.
3. communicate an argument supported by organisational behaviour literature.
**Graduate Quality Statement**

Successful completion of this unit supports your development of course learning outcomes, which describe what a graduate of a course knows, understands and is able to do. Course learning outcomes are available from the Course Coordinator. Course learning outcomes are developed with reference to national discipline standards, Australian Qualifications Framework (AQF), any professional accreditation requirements and the University of Tasmania’s Graduate Statement.

The University of Tasmania experience unlocks the potential of individuals. Our graduates are equipped and inspired to shape and respond to the opportunities and challenges of the future as accomplished communicators, highly regarded professionals and culturally competent citizens in local, national, and global society. University of Tasmania graduates acquire subject and multidisciplinary knowledge and skills, and develop critical and creative literacies and numeracies and skills of inquiry. They demonstrate the ability to apply this knowledge in changing circumstances. Our graduates recognise and critically evaluate issues of social responsibility, ethical conduct and sustainability, are entrepreneurial and creative, and are mindful of their own wellbeing and that of the community. Through respect for diversity and by working in collaborative ways, our graduates reflect the values of the University of Tasmania.

**Alterations to the unit as a result of student feedback**

Based on student feedback received in 2018, minor changes to the facilitation and scheduling of assessment tasks have been incorporated into the unit for 2019.

**Prior knowledge &/or skills**

BMA101 Introduction to Management
## HOW WILL I BE ASSESSED?

### Assessment schedule

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Date due</th>
<th>Percent weighting</th>
<th>Links to Intended Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Weekly Debate Analysis</td>
<td>Weeks 4-12 (On campus students) Months 5-11 (Distance students)</td>
<td>30</td>
<td>LO1, LO2, LO3</td>
</tr>
<tr>
<td>2. Argumentative Essay</td>
<td>Friday 26 April (Week 8)</td>
<td>30</td>
<td>LO1, LO2, LO3</td>
</tr>
<tr>
<td>3. Examination</td>
<td>Exam Period</td>
<td>40</td>
<td>LO1, LO2, LO3</td>
</tr>
</tbody>
</table>

### Assessment details

**Assessment Task 1: Weekly Debate Analysis**

**Task Description**

On campus students:

Students will be allocated into groups of 4 in the Week 3 workshop. Groups will be expected to work together each week in order to be prepared to present a brief in-class group presentation between Weeks 4-12 focusing on the point/counterpoint debate for that week. Each week, two groups will be selected to present in class, one group will focus on the point argument of the debate, the other on the counterpoint argument. The selection of groups presenting will be made at the commencement of each workshop (Weeks 4-12). Any student that does not attend a workshop and who is a member of a group selected to present in that week, will receive 0 marks (please refer to the Late Assessment and Extension Policy on page 11).

The selection of groups to present each week will be random and each group will present at least twice during the semester. Although groups will not know which weeks they are presenting, they will be allocated a position (e.g. point or counterpoint) for each debate summary. Therefore, groups only need to prepare to present on one position for each debate, each week. Time will be allocated in each workshop for groups to discuss the debate summary for the following...
week. However, groups will be required to work collaboratively outside of class time to prepare presentations.

Each week between 4-12 (inclusive) students will be expected to review the point or counterpoint debate summaries for the week. Students are to work in their allocated group to prepare a brief (8 minute) presentation which supports their allocated position in the debate (e.g. point or counterpoint).

Groups are required to use PowerPoint for their presentations. Group presentations should:
- Demonstrate how the group’s position (e.g. point/counterpoint) in the debate relates to relevant concepts covered in the lecture and required reading(s) for that week.
- Draw on relevant organisational behaviour literature to support the group’s position (e.g. point/counterpoint) in the debate.
- Provide a summary of key implications or recommendations for managers based on the group’s position (e.g. point/counterpoint) in the debate.
- Each member of the presenting group will also be required to submit a group presentation evaluation form by midnight on the day of their presentation. A group presentation evaluation template will be provided to students on MyLO.

**See assessment rubric in MyLO for more information.**

Each presentation will then be peer reviewed by randomly selected students in class (= 4 peer reviews). The peer reviews are expected to provide feedback on what the student has learned from the presentations. **See assessment rubric in MyLO for more information.**

Selection of the presenting groups and peer reviewers will be random each week. Therefore, some groups and students may be asked to present or peer review more often than others. Marks will be allocated as an average of your group presentations and peer review across the whole semester (30 marks).

**Distance Students:**
In Week 4 students studying via distance will be allocated into groups of 7 to discuss and consider a weekly point/counterpoint debate between Weeks 5-11 (inclusive). Each week, groups will be required to nominate a group presenter (this should be someone different each week). Groups will be required to provide a schedule detailing the group leader for each week in Week 5. Each group member needs to review the point/counterpoint debate and establish a position regarding the debate (e.g. point or counterpoint) and post a summary (250 words maximum) to support their position. Each
group member need to consider and address the following in their post:

- Highlight how their position (e.g. point or counterpoint) in the debate relates to relevant concepts covered in the lecture and required reading(s) for that week.
- Draw on relevant organisational behaviour literature to support their position (e.g. point or counterpoint) in the debate.
- Suggest key implications or recommendations for managers based on their position (e.g. point/counterpoint) in the debate.

The nominated group presenter is not required to post to the discussion forum for the week. Rather the role of the group leader is to review all the posts from their group members and record a 10-minute oral presentation (i.e. narrated PowerPoint) which summarises the views of their group members, before providing a concluding argument. Presentations also need to include some personal reflections on what the presenter has learned from the debate analysis in that week. Additional presentation guidelines will be provided on MyLO. The presenter is also required to submit a peer evaluation of their group members’ contributions to the debate analysis for that. A peer evaluation template will be provided on MyLO.

Students are expected to post for every weekly debate analysis between Week 5-11 (inclusive), except for in the week that they are the nominated group presenter. Students’ posts will be marked randomly, so expect to receive a grade approximately three times during the semester. Marks for this assessment task will be allocated as an average of students’ weekly discussion board posts and their oral presentation (total = 30 marks). Please note that marks for discussion board posts will in part be informed by the group presenters’ peer evaluations and marks will be deducted if students do not post or present in their nominated week (please refer to the Late Assessment and Extension Policy on page 10).

<table>
<thead>
<tr>
<th>Criterion Number</th>
<th>Criterion Description</th>
<th>Measures ILO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identify and explain key individual-, group- and organisational-level influences on human behaviour at work.</td>
<td>LO1</td>
</tr>
<tr>
<td>2</td>
<td>Consider, assess, and debate organisational behaviour concepts and theories as they relate to issues in the workplace.</td>
<td>LO1</td>
</tr>
<tr>
<td>3</td>
<td>Analyse and apply organisational behaviour concepts and theory to practical situations, and reflect on efficacy and personal growth.</td>
<td>LO2</td>
</tr>
</tbody>
</table>
4 Identify and discuss strategies that managers can use to improve work performance at the individual-, group- and organisational-level. LO2

5 Use organisational behaviour literature to support ideas and arguments. LO3

6 Communicate using organisational behaviour terminology orally and in written scholarly English. LO3

7 Work individually and with others to communicate an argument. LO3

**Task Length**

**On campus students:** 8-minute group presentation/peer review.

**Off campus students:** As outlined above (including narrated PowerPoint presentation 10 minutes).

**Due by date**

**On-campus students:** Weeks 4-12 (inclusive) during class.

**Distance students:** Weeks 5-11 (inclusive); Debate analysis summary to be posted between Sunday and Wednesday midnight each week. Presentation and peer evaluation to be submitted by the group leader by Sunday midnight each week.

### Assessment Task 2: Argumentative Essay

**Task Description**

Students are required to select one of the Point/Counterpoint debates introduced during the semester (see Workshop/Online Discussion Forum Schedule on p.21. A copy of each Point/Counterpoint debate will also be available on MyLO).

- Students are required to investigate the topic under debate, and use relevant theory and concepts relating to the topic, and academic evidence to establish a position (either point or counterpoint) on the topic.
- The specific position that you take must be argued using academic literature and research. You should refer to these sources using the TSBE (Management) adopted referencing style (Harvard system).

An argumentative essay requires you to develop a perspective on a topic, and defend it. Usually there is no right or wrong answer, so the ability to argue your viewpoint becomes critical to your mark. You are required to use research to define what you are arguing about and present the facts in an orderly fashion as you see them - all of which lead to an inevitable conclusion (as you would want the reader to come to).

Essays need to be written in “third person” – to appear objective you need to take yourself, as the author, and also the reader out of the
equation. This means not using “I”, “me” (or first person) and “us”, “we” (or second person). Another reason for following this convention is some readers may so object to being openly co-opted or coerced to your point of view, that in the end they express their displeasure at your presumption by disagreeing with your viewpoint entirely.

**Essay Structure:**
The introduction in an argumentative essay should have links between the topic and an outcome; could contain a question; should state a counterargument to your viewpoint and contain your viewpoint. It should not have supporting evidence for your viewpoint, nor a solution.
The body of the essay should address key issues and provide supporting evidence. Where a key issue and evidence can run over a few paragraphs, one paragraph should not contain more than one issue or provide supporting evidence for more than one issue. It is a good idea to re-state your position throughout the essay as it is easy for readers to forget what you are arguing. The conclusion should mirror the introduction, re-state key issues raised in the body, and offer a solution or suggestion.

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<td>Analyse and apply organisational behaviour concepts and theory to practical situations and reflect on efficacy and personal growth.</td>
<td>LO2</td>
</tr>
<tr>
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<td>Identify and discuss strategies that managers can use to improve work performance at the individual-, group- and organisational-level.</td>
<td>LO2</td>
</tr>
<tr>
<td>5</td>
<td>Use organisational behaviour literature to support ideas and arguments.</td>
<td>LO3</td>
</tr>
<tr>
<td>6</td>
<td>Communicate using organisational behaviour terminology orally and in written scholarly English.</td>
<td>LO3</td>
</tr>
<tr>
<td>7</td>
<td>Work individually and with others to communicate an argument.</td>
<td>LO3</td>
</tr>
</tbody>
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**Task Length**: 1500 words (+/- 10%) excluding reference list. A minimum of ten (10) academic references is required.

**Due by date**: Friday 26 April (5pm)
Assessment Task 3: Examination

<table>
<thead>
<tr>
<th>Task Description</th>
<th>Criterion Description</th>
<th>Measures ILO:</th>
</tr>
</thead>
</table>
| Exam -          | There will be a two (2) hour, closed book examination at the completion of the semester. The exam will be in two parts:  
                   • Part A – TWENTY (20) multiple choice questions worth a maximum of 10 marks.  
                   • Part B – THREE (3) case study questions (compulsory) worth 10 marks each (total marks for this section = 30 marks). The case studies for the exams will be posted on MyLo during Week 13 so students can familiarise themselves with them before the exam. |               |

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<td>7</td>
<td>Work individually and with others to communicate an argument.</td>
<td>LO3</td>
</tr>
</tbody>
</table>

| Task Length      | 2 hours plus 15 minutes reading time                                                  |               |
| Due by date      | Exam Period                                                                           |               |
How your final result is determined

To pass this unit, you need to demonstrate your attainment of each of the Intended Learning Outcomes.

Your grade will be determined in the following way:

Your overall mark in this unit will be determined by combining your results from each assessment task. These marks are combined to reflect the percentage weighting of each task. You need to achieve an overall score of at least 50% to successfully complete this unit. It is expected that you will seek help (from the unit coordinator in the first instance), well before the due date, if you are unclear about the requirements for an assessment task.

- PP (pass) at least 50% of the overall mark but less than 60%
- CR (credit) at least 60% of the overall mark but less than 70%
- DN (distinction) at least 70% of the overall mark but less than 80%
- HD (high distinction) at least 80% of the overall mark

All grades are provisional, until confirmation by the Assessment Board at the end of semester.

Submission of assignments

The act of submitting your assignment will be taken as certification that it is your own work.

Assignments must be submitted electronically through the relevant assignment tab in MyLO. You must ensure that your name, student ID, unit code, tutorial time and tutor’s name (if applicable) are clearly marked on the first page. If this information is missing, the assignment will not be accepted and, therefore, will not be marked.

Where relevant, Unit Coordinators may also request you to submit a paper version of your assignment. You will be advised by the Unit Coordinator of the appropriate process relevant to your campus.

Please remember that you are responsible for lodging your assessment items on or before the due date and time. We suggest you keep a copy. Even in a perfect system, items sometimes go astray.

Requests for extensions

In this Policy:

1. (a) ‘day’ or ‘days’ includes all calendar days, including weekends and public holidays;
(b) ‘late’ means after the due date and time; and
(c) ‘assessment items’ includes all internal non-examination based forms of assessment

2. This Policy applies to all students enrolled in TSBE Units at whatever Campus or geographical location.

3. Students are expected to submit assessment items on or before the due date and time specified in the relevant Unit Outline. The onus is on the student to prove the date and time of submission.

4. Students who have a medical condition or special circumstances may apply for an extension. Requests for extensions should, where possible, be made in writing to the Unit Coordinator on or before the due date. Students will need to provide independent supporting documentation to substantiate their claims.

Penalties

Late submission of assessment items will incur a penalty of 10% of the total marks possible for that piece of assessment for each day the assessment item is late unless an extension had been granted on or before the relevant due date.

Assessment items submitted more than five (5) days late will not be accepted.

Academic staff do NOT have the discretion to waive a late penalty, subject to clause 4 above.

Review of results and appeals

Review of Assessment is available to all students once the University has released the final result for a unit. If you are dissatisfied with your final result, you may apply to have it reviewed. Applications for a review of assessment are due within 10 working days of the release of the final result in the unit. When applying for a review, you must pay a $50 fee.

If you wish to have a piece of internal assessment reviewed as part of the review process, please state this clearly on the application form referred to above and include that assessment item with your application.

Please read and follow the directions provided by the University at:


Academic referencing

Before starting your assignments, you are advised to familiarise yourself with the following electronic resources.

The first is the Harvard Referencing System Style Guide, which can be accessed from the UTAS library: http://utas.libguides.com/content.php?pid=27520&sid=199808. The Harvard style is the appropriate referencing style for this unit and the guide provides
information on presentation of assignments, including referencing styles. In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others and maintain academic integrity.

Failure to appropriately acknowledge the ideas of others constitutes academic dishonesty (plagiarism), a matter considered by the University of Tasmania as a serious offence.

The second is the Tasmanian School of Business and Economics’ Writing Assignments: A Guide, which can be accessed at: http://www.utas.edu.au/business-and-economics/student-resources. This guide provides you with useful information about the structure and style of assignments in the TSBE.

In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others, and how to maintain academic integrity.

The University library provides information on presentation of assignments, including referencing styles and should be referred to when completing tasks in this unit.

Please read the following statement on plagiarism. Should you require clarification please see your unit coordinator or lecturer.

**Plagiarism**

Plagiarism is a form of cheating. It is taking and using someone else’s thoughts, writings or inventions and representing them as your own; for example, using an author’s words without putting them in quotation marks and citing the source, using an author’s ideas without proper acknowledgment and citation, copying another student’s work.

If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines. You may also find the Academic Honesty site on MyLO of assistance.

The intentional copying of someone else’s work as one’s own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University.

The University and any persons authorised by the University may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author’s permission is required before a work within the database can be viewed.
For further information on this statement and general referencing guidelines, see the Plagiarism and Academic Integrity page on the University web site or the Academic Honesty site on MyLO.

**Academic misconduct**

Academic misconduct includes cheating, plagiarism, allowing another student to copy work for an assignment or an examination, and any other conduct by which a student:

a. seeks to gain, for themselves or for any other person, any academic advantage or advancement to which they or that other person are not entitled; or

b. improperly disadvantages any other student.

Students engaging in any form of academic misconduct may be dealt with under the Ordinance of Student Discipline, and this can include imposition of penalties that range from a deduction/cancellation of marks to exclusion from a unit or the University. Details of penalties that can be imposed are available in Ordinance 9: Student Discipline – Part 3 Academic Misconduct.
WHAT LEARNING OPPORTUNITIES ARE THERE?

MyLO

MyLO is the online learning environment at the University of Tasmania. This is the system that will host the online learning materials and activities for this unit.

Getting help with MyLO

It is important that you are able to access and use MyLO as part of your study in this unit. To find out more about the features and functions of MyLO, and to practice using them, visit the Getting Started in MyLO unit. For access to information about MyLO and a range of step-by-step guides in pdf, word and video format, visit the MyLO Student Support page on the University website. If something is not working as it should, contact the Service Desk (Service.Desk@utas.edu.au, phone 6226 1818), or Request IT Help Online.

Resources

Required readings

You will need the following text:

Robbins, S.P, Judge, T.A, Millett, B. & Boyle, M. 2017, Organisational behaviour, 8th edn, Pearson/Prentice Hall, Frenchs Forest, NSW.

Recommended readings

Additional recommended readings will be provided on MyLO for each weekly topic covered in the Unit. These will also be referenced in the lectures.

Reading Lists

Reading Lists provide direct access to all material on unit reading lists in one place. This includes eReadings and items in Reserve. You can access the Reading List for this unit from the link in MyLO, or by going to the Reading Lists page on the University Library website.
Other Required Resources

In addition to the texts/software recommended above, you are also expected to be familiar with the key academic journals in the discipline from which useful insights may be derived. In particular, you are encouraged to review regularly the relevant papers that are published in:

- Academy of Management Perspectives
- Academy of Management Journal
- Academy of Management Review
- Administrative Science Quarterly
- Annual Review of Psychology
- Asia Pacific Journal of Human Resources
- California Management Review
- Harvard Business Review
- Human Relations
- International Journal of Organisational Behaviour
- Journal of Applied Psychology
- Journal of Management
- Journal of Managerial Psychology
- Journal of Occupational and Organizational Psychology
- Journal of Organisational Behaviour Management
- Journal of Organizational Behaviour
- Journal of Personality & Social Psychology
- Journal of Management and Organisation
- MIT Sloan Management Review
- Organizational Behaviour & Human Performance
- Organizational Dynamics
- Organization Studies
Activities

Learning expectations

The University is committed to high standards of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers.

**Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.**

Details of teaching arrangements

**Blended Learning Mode**

This unit comprises weekly recorded lectures which will be uploaded to MyLO, face-to-face workshops (on-campus students) and online interactions (students studying via distance) via MyLO. **There are no face-to-face lectures for this Unit.**

Students are expected to complete the required weekly reading prior to viewing the recorded lecture and attending the workshop (on campus students) or participating in the online discussion forum and other online learning activities (distance students).

On campus workshops will be delivered in Weeks 2-13. These are two-hour classes and it is expected that students will complete the required reading(s) and view the recorded lecture for the week prior to attending the workshop. Students should come to the workshops prepared to present on the point/counterpoint debate in their allocated group during weeks 4-12 (inclusive). Workshops are designed to deepen knowledge covered in the associated readings and lectures and to assist in the development of students’ skills in analysing, debating and presenting evidence-based arguments. In addition, the workshops in Weeks 2 and 3 will specifically focus on developing students’ skills in group work, oral communication and peer review.

Students studying via distance are required to participate in weekly online discussion forums between Weeks 5-11 (inclusive). These online forum discussions will focus on the point/counterpoint debate issues that are included in the on campus workshops. A series of webinars will also be offered across the semester for students studying via distance. These webinars are designed to further develop students' understanding of topics covered in the lectures and associated readings and learning activities.

**Specific attendance/performance requirements**

The University is committed to a high standard of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of...
paramount importance. Likewise, it holds expectations about the responsibilities
students have as they pursue their studies within the special environment the
University offers. The University’s Code of Conduct for Teaching and Learning states:

Students are expected to participate actively and positively in the teaching/learning
environment. They must attend classes when and as required, strive to maintain
steady progress within the subject or unit framework, comply with workload
expectations, and submit required work on time.

During the first four weeks of this semester, your participation and engagement in this
unit will be monitored. If you do not demonstrate evidence of having engaged actively
with this unit by Week 4 of semester, your enrolment may be cancelled or you may be
withdrawn from the unit.

Teaching and learning strategies

The average study time required for this unit is approximately 10 hours per week over
the 14 weeks of semester. Therefore, students can expect to spend approximately 140
hours of their time on this unit over the semester.

Students are expected to work in groups and online during both assessments and
study activities.

Students are also expected to be prepared to be assessed every week between Weeks
4-12 (inclusive).

Work Health and Safety (WHS)

The University is committed to providing a safe and secure teaching and learning
environment. In addition to specific requirements of this unit you should refer to the
University’s Work Health and Safety website and policy.

Communication

KEEPING UP WITH ANNOUNCEMENTS FOR THIS UNIT

Check the MyLO Announcement tool at least once every two days. The unit
Announcement will appear when you first enter our unit’s MyLO site. Alternatively,
click on the Announcement button (towards the top of the MyLO screen) at any time.

IF YOU HAVE A QUESTION

Other students may have the same question that you have. Please go to the Ask the
Class Discussion forum on the unit’s MyLO site. Check the posts that are already there –
someone may have answered your question already. Otherwise, add your question as
a new topic. Students are encouraged to support each other using this forum – if you
can answer someone’s question, please do. We will attempt to respond to questions
within 48 business hours. If your question is related to a personal issue or your
performance in the unit, please contact the appropriate teaching staff member by email instead.

IF YOU HAVE AN ISSUE THAT IMPACTS ON YOUR STUDIES OR SUBMISSION OF AN ASSESSMENT ITEM

If you have a personal question related to your studies or your grades, please contact teaching staff by email.

For general questions about the unit, please add them to the Ask the Class Discussion forum on the unit’s MyLO site. This way, other students can also benefit from the answers.

A NOTE ABOUT EMAIL CORRESPONDENCE

You are expected to check your UTAS email (WebMail) on a regular basis – at least three times per week. To access your WebMail account, login using your UTAS username and password at https://webmail.utas.edu.au/.

You are strongly advised not to forward your UTAS emails to an external email service (such as gmail or Hotmail). In the past, there have been significant issues where this has occurred, resulting in UTAS being blacklisted by these email providers for a period of up to one month. To keep informed, please use your UTAS email as often as possible.

We receive a lot of emails. Be realistic about how long it might take for us to respond.

Concerns and complaints

The University is committed to providing an environment in which any concerns and complaints will be treated seriously, impartially and resolved as quickly as possible. We are also committed to ensuring that a student may lodge a complaint without fear of disadvantage. If you have a concern, information about who to contact for assistance is available on the ‘How to resolve a student complaint’ page.

Further information and assistance

If you are experiencing difficulties with your studies or assignments, have personal or life-planning issues, disability or illness which may affect your course of study, you are advised to raise these with the unit coordinator in the first instance.

There is a range of University-wide support services available to you including Student Learning Support, Student Advisers, Disability Services, and more which can be found on the Student Support and Development page of the University website.

Should you require assistance in accessing the Library, visit their website for more information.
# Unit Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date Beginning</th>
<th>Topic</th>
<th>Text Chapter</th>
<th>Learning and Assessment Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>25 February</td>
<td>Introduction to OB&lt;br&gt;Text Ch: 1</td>
<td>1</td>
<td>No Workshops</td>
</tr>
<tr>
<td>2</td>
<td>4 March</td>
<td>Individual-Level: Attitudes &amp; Job Satisfaction</td>
<td>2 &amp; 3</td>
<td>Workshops &amp; Webinars Commence</td>
</tr>
<tr>
<td>3</td>
<td>11 March</td>
<td>Individual-Level: Personality &amp; Values</td>
<td>4</td>
<td>Debate Analysis</td>
</tr>
<tr>
<td>4</td>
<td>18 March</td>
<td>Individual-Level: Emotions &amp; Moods</td>
<td>5</td>
<td>Debate Analysis</td>
</tr>
<tr>
<td>5</td>
<td>25 March</td>
<td>Individual-Level: Motivation Concepts</td>
<td>7</td>
<td>Debate Analysis</td>
</tr>
<tr>
<td>6</td>
<td>1 April</td>
<td>Individual-Level: Motivation Concepts to Application</td>
<td>7</td>
<td>Debate Analysis</td>
</tr>
<tr>
<td>7</td>
<td>8 April</td>
<td>Group/Team-Level: Groups &amp; Teamwork</td>
<td>8 &amp; 9</td>
<td>Debate Analysis</td>
</tr>
<tr>
<td>8a</td>
<td>15 April</td>
<td>Group/Team-Level: Leadership</td>
<td>11</td>
<td>Debate Analysis</td>
</tr>
</tbody>
</table>

**Mid-semester break 18 April to 24 April (inclusive)**

| 8b   | 25 April | Group/Team-Level: Leadership (continued) | 11 | Debate Analysis<br>Argumentative Essay Due 26 April |
| 9    | 29 April | Group/Team-Level: Power & Politics | 12 | Debate Analysis |
| 10   | 6 May    | Organisation-Level: Organisational Structure | 14 | Debate Analysis |
| 11   | 13 May   | Organisation-Level Context: Organisational Culture | 15 | Debate Analysis |
| 12   | 20 May   | Organisation-Level: Change & Stress Management | 16 | Debate Analysis |
| 13   | 27 May   | Unit Review & Exam Preparation | No debate analysis |

Exam Period 8 – 25 June (inclusive)
### Workshop/Online Discussion Forum Schedule

*Please note workshops (on campus students)/online webinars (distance students) do not commence until Week 2 of semester.*

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE BEGINNING</th>
<th>TOPIC</th>
<th>TEXT CH.</th>
<th>ASSESSMENT ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>4 March</td>
<td>Introduction to OB &amp; Oral Presentation Skills</td>
<td>1</td>
<td>No debate analysis</td>
</tr>
<tr>
<td>3</td>
<td>11 March</td>
<td>Individual differences</td>
<td>2 &amp; 3</td>
<td>No debate analysis</td>
</tr>
<tr>
<td>4</td>
<td>18 March</td>
<td>Personality &amp; Values</td>
<td>4</td>
<td><strong>Debate Topic:</strong> Millennials Are More Narcissistic (p. 98)</td>
</tr>
<tr>
<td>5</td>
<td>25 March</td>
<td>Emotions &amp; Moods</td>
<td>5</td>
<td><strong>Debate Topic:</strong> Sometimes Blowing Your Top is a Good Thing (p. 126)</td>
</tr>
<tr>
<td>6</td>
<td>1 April</td>
<td>Motivation Concepts</td>
<td>7</td>
<td><strong>Debate Topic:</strong> Praise Motivates (available on MyLO)</td>
</tr>
<tr>
<td>7</td>
<td>8 April</td>
<td>Motivation Concepts to Application</td>
<td>7</td>
<td><strong>Debate Topic:</strong> Face Time Matters (p. 192)</td>
</tr>
<tr>
<td>8a</td>
<td>15 April</td>
<td>Team roles &amp; decision making</td>
<td>8 &amp; 9</td>
<td><strong>Debate Topic:</strong> To Get the Most Out of Teams, Empower Them (p. 249)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Mid-semester break 18 April to 24 April (inclusive)</strong></td>
</tr>
<tr>
<td>8b</td>
<td>25 April</td>
<td>Team roles &amp; decision making</td>
<td>8 &amp; 9</td>
<td><strong>Debate Topic:</strong> To Get the Most Out of Teams, Empower Them (p. 249)</td>
</tr>
<tr>
<td>9</td>
<td>29 April</td>
<td>Leadership</td>
<td>11</td>
<td><strong>Debate Topic:</strong> Leaders are Born, Not Made (available on MyLO)</td>
</tr>
<tr>
<td>10</td>
<td>6 May</td>
<td>Influence and Power in Organisations</td>
<td>12</td>
<td><strong>Debate Topic:</strong> Everyone Wants Power (p. 343)</td>
</tr>
<tr>
<td>11</td>
<td>13 May</td>
<td>Organisations as Social Constructs</td>
<td>14</td>
<td><strong>Debate Topic:</strong> The End of Management (p. 402)</td>
</tr>
<tr>
<td>12</td>
<td>20 May</td>
<td>Transmission of Organisational Culture</td>
<td>15</td>
<td><strong>Debate Topic:</strong> Organisations Should Strive to Create a Positive Organisational Culture (p. 431)</td>
</tr>
<tr>
<td>13</td>
<td>27 May</td>
<td>Organisation Change &amp; Stress Management Unit Review &amp; Exam Preparation</td>
<td>16</td>
<td>No debate analysis</td>
</tr>
</tbody>
</table>

**Exam Period 8 – 25 June (inclusive)**
ACCREDITATION

AACSB Accreditation

The Tasmanian School of Business and Economics (TSBE) is currently in the process of applying for business accreditation with the Association to Advance Collegiate Schools of Business (AACSB) – the lead program for accrediting business schools globally. AACSB seeks to connect educators, students, and business to achieve a common goal – to create the next generation of business leaders.

By joining AACSB and going through the accreditation process, TSBE is joining a global alliance committed to improve the quality of business education around the world, and to share the latest innovations in business education. Gaining Business Accreditation with AACSB is a multi-year process involving TSBE demonstrating our performance against the 15 accreditation standards.

Once complete, TSBE will join a select community of accredited business schools, with only 7% of all business schools globally having completed the AACSB process. This will further enhance the reputation of TSBE, and further enhance the global recognition of your qualifications. To find out more about AACSB click here.