UNIT OUTLINE
Read this document to learn essential details about your unit. It will also help you to get started with your studies.

BMA247
Organisational Behaviour

Semester 1, 2016

THIS UNIT IS BEING OFFERED IN:

HOBART,
LAUNCESTON
&
BY DISTANCE

Taught by:

Dr Sarah Dawkins

CRICOS Provider Code: 00586B
BMA247, Organisational Behavior

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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.

Prior Knowledge &/or Skills OR Pre-Requisite Unit(s)

BMA101 Introduction to Management.

Enrolment in the Unit

Unless there are exceptional circumstances, students should not enrol in this unit after the end of week two of semester, as the Tasmanian School of Business and Economics (TSBE) cannot guarantee that:

- any extra assistance will be provided by the teaching team in respect of work covered in the period prior to enrolment; and
- penalties will not be applied for late submission of any piece or pieces of assessment that were due during this period.

When does the unit commence?

The unit’s teaching schedule commences in the week beginning 22 February, 2016.
University of Tasmania Graduate Quality Statement

The units in your course, including this unit, have been designed to cumulatively develop the graduate qualities outlined in the University’s Graduate Quality Statement:

*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. Graduates acquire subject and multidisciplinary knowledge and skills and develop critical and creative literacies and skills of inquiry. Our graduates recognise and critically evaluate issues of social responsibility, ethical conduct and sustainability.*
# Intended Learning Outcomes for BMA247

<table>
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<tr>
<th>INTENDED LEARNING OUTCOMES</th>
<th>RELATED ASSESSMENT CRITERIA OR MODULE LEVEL LEARNING OBJECTIVES</th>
<th>ASSESSMENT METHODS</th>
<th>COURSE LEVEL LEARNING OUTCOMES</th>
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<tbody>
<tr>
<td><strong>Learning Outcome 1</strong></td>
<td>Understand and explain key individual, group and organisational level influences on human behaviour in organisations.</td>
<td>Reflective Summaries Self-study questions Argumentative Essay Examination</td>
<td>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 Quality Statement.</td>
</tr>
<tr>
<td><strong>Learning Outcome 2</strong></td>
<td>Knowledge of theories, concepts and models in Organisational Behaviour and the ability to apply them to topical issues</td>
<td>Analyse and evaluate OB issues and apply theories, concepts and models of understanding Identify and discuss strategies to improve work performance based on relevant OB theory.</td>
<td>Reflective Summaries Self-study questions Argumentative Essay Examination</td>
</tr>
<tr>
<td><strong>Learning Outcome 3</strong></td>
<td>Apply current theory and practice to workplace experiences</td>
<td>Analyse and summarise academic literature in OB. Apply a specific aspect of OB theory from the analysis to real world examples.</td>
<td>Argumentative Essay Examination</td>
</tr>
<tr>
<td><strong>Learning Outcome 4</strong></td>
<td>Effectively communicate Organisational Behaviour theory and practice</td>
<td>Communicate in Australian workplace standard language, literacy and formats Write using Australian workplace standard language, literacy and formats</td>
<td>Argumentative Essay Examination</td>
</tr>
</tbody>
</table>
## Learning Expectations and Teaching Strategies/Approach

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.*

These are some of the expectations we have of you as a student enrolled in this unit:

Where Learning Outcomes generally reflect attainment of subject-specific knowledge and skills, this unit places additional emphasis on attainment of generic skills relevant to professional practice in the workplace (achieved via authentic, experiential tasks in tutorials). These aspects of the learning experience are also intended to serve as preparation for third year units.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Assessment benchmarks</th>
<th>Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional skill development.</td>
<td>Engage in a group to complete tasks. Work autonomously following directions. Understand and follow rules, policy and conventions. Use interpersonal skills to achieve goals and complete tasks. Demonstrate effective time management. Be a self-directed learning. Engage in questioning the status quo to promote ethical behaviour.</td>
<td>Workshops, Self-study questions, Reflective Summaries and Argumentative Essay</td>
</tr>
<tr>
<td>Expand self-awareness and awareness of others.</td>
<td>Show subjective comprehension and interpretation of self-assessment. Show objective projection of self-assessment and role formation in groups. Gain insight and/or learn about self through others. Understand the limits of (self-) assessment tools and measures.</td>
<td>Self-study questions Exam</td>
</tr>
<tr>
<td>Develop foundations for critical thinking.</td>
<td>Understand (scholarly) debate on OB topics. Understand conflict points between new and existing paradigms. Objectively weigh the merits of new paradigms.</td>
<td>Workshops and Reflective summaries Essay</td>
</tr>
</tbody>
</table>

### Work, Health and Safety (WH&S)

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 policy at: [www.utas.edu.au/work-health-safety](http://www.utas.edu.au/work-health-safety).
Learning Resources

Prescribed Text/Software
A prescribed text is a resource that you must have access to for the purposes of studying this unit.


Other Recommended Resources

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

In addition to the prescribed text 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
- California Management Review
- Harvard Business Review*
- Human Relations
- Journal of Applied Psychology
- Journal of Management
- Journal of Managerial Psychology
- Journal of Occupational and Organizational Psychology
- Journal of Organizational Behavior Management
- Journal of Organizational Behavior
- Journal of Personality & Social Psychology
- Journal of Management and Organization
- MIT Sloan Management Review
- Organizational Behavior & Human Decision Processes
- Organizational Dynamics
- Organization Studies
- Personnel Psychology
- The Leadership Quarterly

* Note that this is a professional periodical and not an academic journal.

Useful Websites

My Learning Online (MyLO)

Access to the MyLO online learning environment is required for this unit. The unit has its own MyLO site. To log into MyLO and access this unit, go to: http://www.utas.edu.au/mylo. To access the unit, select BMA247. For help using MyLO go to http://www.utas.edu.au/mylo.

Technical requirements for MyLO
MyLO can be accessed via Library computers and in computer labs on campus. See: http://www.utas.edu.au/it/computing-distributed-systems/computer-labs-facilities-and-locations

For further technical information and help, contact the UTAS Service Desk on 6226 1818 or at http://www.utas.edu.au/service-desk during business hours.

Learning to use MyLO

When you log into MyLO, you will see a unit called Getting Started with MyLO. Enter this unit to learn more about MyLO, and to practise using its features.

MyLO Expectations

1. Students are expected to maintain the highest standards of conduct across all modes of communication with staff and other students. Penalties may be imposed if the Unit Coordinator believes that, in any instance or mode of communication, your language or content is inappropriate or offensive. MyLO is a public forum. Due levels of respect, professionalism and high ethical standards are expected of students at all times.

2. Submission of assessment tasks via MyLO presumes that students have read, understood and abide by the requirements relating to academic conduct, and in particular, those requirements relating to plagiarism. All work submitted electronically is presumed to be “signed-off” by the student submitting as their own work. Any breach of this requirement will lead to student misconduct processes.

3. MyLO is an Internet service for teaching and learning provided by the University. It is expected that you check your units in MyLO for updates at least once a day.

Using MyLO for BMA247

IMPORTANT! Before you are provided with access to your unit’s MyLO resources, you must complete the Student Agreement form. To do this:

1. Access the unit’s MyLO site.
2. Locate the Begin Here folder and click on it to open it. You can find the Begin Here folder by scrolling down until you see Content Browser OR by clicking on the Content button.
3. Once you have opened the **Begin Here** folder, click on the **Student Agreement** file.

4. Read the terms, then check the **I agree** box. You should now be able to access all available unit content on MyLO. You only need to do this once in each MyLO unit.

**Other important resources on MyLO**
You are expected to regularly check MyLO for any updates in relation to the unit. MyLO has been incorporated into the delivery of this unit to enhance your learning experience, by providing access to up-to-date course materials, and allowing for online discussion.

In addition to the lecture slides which are uploaded on MyLO on a weekly basis, other unit-related materials such as supplementary readings and assessment guides can also be accessed on MyLO.

You are also expected to engage in active discussion about issues related to the unit through the discussion forums and chat rooms that are available on MyLO: this is particularly helpful for distance students who may utilise the facilities available on MyLO to contact their fellow distance students and form groups to complete any group assessment tasks for this unit. In this regard, MyLO should be treated as the unit’s critical platform for learning and communication.

**Student Feedback via eVALUate**
At the conclusion of this unit, you will be asked to provide online responses to a number of matters relating to the learning and teaching within the unit. You are asked to respond honestly to these questions, as all information received is used to enhance the delivery of future offerings.

**Changes to this Unit Based on Previous Student Feedback**
Based on positive student feedback regarding the content, assessment and delivery of the Unit in 2015, minimal changes have been made for 2016. However, an update of some workshop activities and weekly readings has been undertaken to provide current, evidence-based OB knowledge and learning activities.
Details of Teaching Arrangements

Lectures

A series of pre-recorded weekly lectures will be available on MyLO. Lecture topics are outlined in the study schedule below. All students are required to listen to the online lectures. There will be no face-to-face lectures in this Unit.

Workshops

A series of 12 X 2 hour workshops will run between Weeks 2-13. Workshop topics are outlined in the study schedule below (page 21).

In order for workshops to be worthwhile and enjoyable, students are expected to have read relevant text chapters containing theory and expanded in lectures – this learning and understanding is then applied in workshops. Students are also expected to complete the self-study questions (outlined in the weekly checklists on MyLO) and be prepared to discuss their answers in the weekly workshops.

All students studying on campus are required to enrol in a workshop via MyLO during the first week of semester. Unenrolled students, at the end of week one, will be allocated to a workshop by the Unit Coordinator.

Weekly online forums for students enrolled by Distance mode will be advised during Week 1.

Communication, Consultation and Appointments

TO KEEP UP WITH ANNOUNCEMENTS REGARDING THIS UNIT
Check the MyLO News tool at least once every two days. The unit News will appear when you first enter our unit’s MyLO site. Alternatively, click on the News button (towards the top of the MyLO screen) at any time.

WHEN YOU HAVE A QUESTION
Other students may have the same question that you have. Please go to the Q&A Forum on our course’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.

WHEN YOU HAVE AN ISSUE THAT WILL IMPACT ON YOUR STUDIES OR THE SUBMISSION OF AN ASSESSMENT TASK
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 Q&A 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. Allow at least TWO (2) business days to reply. Staff are not required to respond to emails where students do not directly identify themselves, are threatening or offensive, or come from external (non-UTAS) email accounts.

When you write an email, you must include the following information. This helps teaching staff to determine who you are and which unit you are talking about.

- Family name
- Preferred name
- Student ID
- Unit code (BMA247)
- Questions
- If your question is about an assessment task, please include the assessment task number or name.
**Assessment**

**How Your Final Result Is Determined**

To be eligible to pass this unit you will need to attain an overall mark of 50% and satisfactorily pass each of the intended learning outcomes for the unit. Details of each assessment item are outlined below.

### Assessment Schedule

<table>
<thead>
<tr>
<th>Assessment Items</th>
<th>Due Date</th>
<th>Value/Weighting</th>
<th>Link to Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 x Reflective Summaries</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; reflective summary: Friday 25 March</td>
<td>15 marks (5 marks for each summary)</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; reflective summary: Friday 6 May</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; reflective summary: Friday 27 May</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assessment 2</strong></td>
<td>Weeks 2 - 12</td>
<td>15 marks</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>Workshop Participation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assessment 3</strong></td>
<td>Friday 15 April</td>
<td>30 marks</td>
<td>1, 2, 3 &amp; 4</td>
</tr>
<tr>
<td>Argumentative Essay</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assessment 4</strong></td>
<td>Exam period (4 June – 21 June 2016)</td>
<td>40 marks</td>
<td>1, 2, 3 &amp; 4</td>
</tr>
<tr>
<td>Exam</td>
<td></td>
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</tr>
</tbody>
</table>

### Assessment Item 1 – Reflective Summaries

**Task Description:**
Critical to your development as an independent lifelong learner, is your ability to reflect on, and learn from, your experience. Most organisations recruit their employees on a range of skills, of which reflective practice ranks highly. Consequently, we ask you to engage with the process of critical self-reflection.

You are required to submit three (3) reflective summaries during the semester that focus on the experiential exercises in the workshops. You should submit one (1) reflection that relates to a workshop at the individual (e.g. an activity from one of the workshops in Weeks 3, 4 or 5) group (e.g. an activity from one of the workshops in Weeks 8, 9 or 10) and organisational level analysis of behaviour (e.g. an activity from one of the workshops in Weeks 11 or 12).

Students are required to include at least two academic references in each reflective summary.

**Task Length:** 500 words each (+/-10%)

**Assessment Criteria:** A detailed assessment rubric will be provided on MyLO.

**Link to Unit’s Learning Outcomes:** Learning Outcomes 1 and 2.

**Due Date:** Individual level analysis reflection due Friday 25 March, 2016.
Group level analysis reflection due Friday 6 May, 2016.
Organisational level analysis reflection due Friday 27 May, 2016.

**Value:** 15 marks
Assessment Item 2 – Workshop Participation

Task Description:
This cumulative task is designed to assist students with their understanding of organisational behaviour theory and being able to recognise its relevance to contemporary business practice.

- Students will be assessed on their ability to contribute to in-class discussions and on the preparation they have undertaken towards this contribution. Each week, students will be required to complete self-study questions (via MyLO) and discuss their answers during the weekly workshops.
- The self-study questions relate to the lecture and workshop topic of that week, and will be available via the weekly checklists on MyLO.
- The self-study questions do not require references. They will be reviewed by your tutor. General feedback will be provided to students via MyLO in relation to self study question.

Task Length: See evaluation rubric on MyLO

Assessment Criteria: A detailed assessment rubric will be available on MyLO.

Link to Unit’s Learning Outcomes: 1 & 2

Due Date: Cumulate: Weeks 2 – 12.

Value: 15 marks

Assessment Item 3 – Argumentative Essay

Task Description:
Students are required to read the Point/Counterpoint ‘Managers can create satisfied employees’ on page 74 of the Robbins et al., 2014 textbook.

- Using the theory and concepts relating to attitudes and job satisfaction contained in your text, argue for or against the belief that managers can create satisfied employees.
- The specific stance 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).

Argumentative 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.

Structure
The introduction in an argumentative essay should have links between the topic and an outcome;
could contain a question; should state a counter-argument 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.

**Task Length:** 1500 words (+/- 10%) excluding reference list. A minimum of ten (10) academic references is required.

**Assessment Criteria:** A detailed assessment rubric will be available on MyLO

**Link to Unit’s Learning Outcomes:** 1, 2, 3 & 4

**Due Date:** Friday 15 April 2016

**Value:** 30 marks

**Assessment Item 4 – Final Exam**

**Task Description:** 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 exam will be posted on MyLO during Week 13 so students can familiarise themselves with them before the exam. A practice exam, including practice multiple choice questions, will also be made available in Week 13.

**Task Length:** 2 hours

**Assessment Criteria:** An assessment rubric for expected performance on case study questions at the various grade levels will be provided on MyLO.

**Link to Unit’s Learning Outcomes:** 1, 2, 3 & 4

**Due Date:** Exam period (4 June - 21 June 2016)

**Value:** 40 marks

Your final examination for this unit will be held during the scheduled examination period as indicated by Student Administration in correspondence to you.
Examinations will normally be scheduled Monday to Saturday inclusive. Examinations may be held during the day or evening and students should consult the university information which will be made available towards the end of semester.

You are advised to make any necessary arrangements with employers now for time off during the examination period to sit this examination. Your participation at the scheduled time is not negotiable unless there are exceptional circumstances. Note that you will be expected to sit the examination at your recorded study centre. To find out more go to the Exams Office website: http://www.utas.edu.au/exams/home.

**Submission of Assessment Items**

**Lodging Assessment Items**

Assignments must be submitted electronically through the relevant assignment drop box 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 (Hobart, Launceston or Cradle Coast).

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.

**Late Assessment and Extension Policy**

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.  
5. 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.  
6. Assessment items submitted more than five (5) days late will not be accepted.  
7. Academic staff do NOT have the discretion to waive a late penalty, subject to clause 4 above.
Academic Referencing and Style Guide

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.

Review of Assessment and Results

Review of Internal Assessment

It is expected that students will adhere to the following policy for a review of any piece of continuous/internal assessment. The term continuous/internal assessment includes any assessment task undertaken across the teaching phase of any unit (such as an assignment, a tutorial presentation, and online discussion, and the like), as well as any capstone assignment or take-home exam.

Within five (5) days of release of the assessment result you may request a meeting with the assessor for the purpose of an informal review of your result (in accordance with Academic Assessment Rule No. 2 Clause 22 – www.utas.edu.au/academic-governance/academic-senate/academic-senate-rules. During the meeting, you should be prepared to discuss specifically the marks for the section(s) of the marking criteria you are disputing and why you consider your mark is incorrect. The assessor will provide a response to the request for review within five (5) days of the meeting.

If you are dissatisfied with the response, you may request a formal review of internal assessment by the Head of School, with the request being lodged within five (5) days of the informal review being completed. A Review of Internal Assessment Form is available at the following link: http://www.utas.edu.au/business-and-economics/student-resources/forms. The form must be submitted to the TSBE Office (Hobart or Launceston).

Review of Final Exam/Result

In units with an invigilated exam, you may request a review of your final exam result. You may request to see your exam script after results have been released by completing the Access to Exam Script Form, which is available from the TSBE Office, or at the following link – http://www.utas.edu.au/business-and-economics/student-resources/forms. Your unit coordinator will then contact you by email within five (5) working days of receipt of this form to go through your exam script.
Should you require a review of your final result, a formal request must be made only after completing the review of exam script process list above. To comply with UTAS policy, this request must be made within ten (10) days from the release of the final results (in accordance with Academic Assessment Rule No. 2 Clause 22 – www.utas.edu.au/academic-governance/academic-senate/academic-senate-rules). You will need to complete an Application for Review of Assessment Form, which can be accessed from http://www.utas.edu.au/exams/exam-and-results-forms. Note that if you have passed the unit you will be required to pay $50 for this review.

The TSBE reserves the right to refuse a student request to review final examination scripts should this process not be followed.

Further Support and Assistance

If you are experiencing difficulties with your studies or assessment items, have personal or life-planning issues, disability or illness that may affect your study, then you are advised to raise these with your lecturer or tutor in the first instance.

If you do not feel comfortable contacting one of these people, or you have had discussions with them and are not satisfied, then you are encouraged to contact:

ACADEMIC DIRECTOR – UNDERGRADUATE PROGRAMS
Name: Mr David Kronenberg
Room: Room 301, Centenary Building, Sandy Bay
Email: David.Kronenberg@utas.edu.au

Students are also encouraged to contact their Undergraduate Student Adviser who will be able to help in identifying the issues that need to be addressed, give general advice, assist by liaising with academic staff, as well as referring students to any relevant University-wide support services. Please refer to the Student Adviser listings at www.utas.edu.au/first-year/student-advisers for your adviser’s contact details.

There is also a range of University-wide support services available to students, including Student Centre Administration, Careers and Employment, Disability Services, International and Migrant Support, and Student Learning and Academic Support. Please refer to the Current Students website (available from www.utas.edu.au/students) for further information.

If you wish to pursue any matters further then a Student Advocate may be able to assist. Information about the advocates can be accessed from www.utas.edu.au/governance-legal/student-complaints. The University also has formal policies, and you can find out details about those from that link.

Academic Misconduct and Plagiarism

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. 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 the Ordinance of Student Discipline – Part 3 Academic Misconduct, see http://www.utas.edu.au/university-council/university-governance/ordinances.

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; or
- copying another student’s work.

It also means using one’s own work from previously submitted assessment items if repeating a unit.

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, and the academic integrity resources on the web at http://www.utas.edu.au/academic-integrity/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 www.utas.edu.au/plagiarism/ or follow the link under ‘Policy, Procedures and Feedback’ on the Current Students homepage.
# Study Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Start of Week</th>
<th>Topic/s and activities</th>
<th>Text Chapter/s</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Monday 22 February</td>
<td>Structure, Assessment &amp; Unit overview. Introduction to OB.</td>
<td>Chapter 1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Monday 29 February</td>
<td>Individuals and how they differ: Attitudes and Job Satisfaction</td>
<td>Chapters 2 &amp; 3</td>
<td>Weekly workshops/online forums commence</td>
</tr>
<tr>
<td>3</td>
<td>Monday 7 March</td>
<td>Individuals and how they differ: Personality and Values</td>
<td>Chapter 4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Monday 14 March</td>
<td>Individuals and how they differ: Emotions and Moods</td>
<td>Chapter 5</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Monday 21 March</td>
<td>Individuals and how they differ: Motivation Concepts</td>
<td>Chapter 7</td>
<td>Individual level analysis reflective summary due Friday 25 March 2016.</td>
</tr>
<tr>
<td></td>
<td>Mid-Semester Break</td>
<td>Thursday 24 March – Wednesday 30 March (inclusive)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Monday 4 April</td>
<td>Individuals and how they differ: Motivation Concepts to Application</td>
<td>Chapter 7</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Monday 11 April</td>
<td>Individuals and Group/Team Context: Groups and Teamwork</td>
<td>Chapter 8 &amp; 9</td>
<td>Argumentative Essay due Friday 15 April 2016</td>
</tr>
<tr>
<td>8</td>
<td>Monday 18 April</td>
<td>Individuals and Group/Team Context: Leadership</td>
<td>Chapter 11</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Monday 25 April</td>
<td>Individuals and Group/Team Context: Power and Politics</td>
<td>Chapter 12</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Monday 9 May</td>
<td>Individuals and the Organisational Context: Organisational Culture</td>
<td>Chapter 15</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Monday 16 May</td>
<td>Individuals and the Organisational Context: Change and Stress Management</td>
<td>Chapter 16</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Monday 23 May</td>
<td>Unit Review &amp; Exam Preparation</td>
<td></td>
<td>Organisational level analysis reflective summary due Friday 27 May 2016.</td>
</tr>
</tbody>
</table>

**Examination Period:** Saturday 4 June – Tuesday 21 June
Workshop Schedule

*Please note that the tutorial schedule commences in week 2 of semester.*

All students are required to complete the self-study questions (included in the weekly checklists on MyLO) and submit their answers to these questions via MyLO by Sunday evening during Weeks 2-12. Students should also be prepared to discuss their responses to these questions in the weekly workshops and online forums (distance students).

<table>
<thead>
<tr>
<th>Week</th>
<th>Start of Week</th>
<th>Topic/s and activities</th>
<th>Text Chapter/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Monday 29 February</td>
<td>Intro to OB</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>3</td>
<td>Monday 7 March</td>
<td>Exploring self &amp; individual differences using theory</td>
<td>Chapters 2 &amp; 3</td>
</tr>
<tr>
<td>4</td>
<td>Monday 14 March</td>
<td>Personality &amp; Values</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>5</td>
<td>Monday 21 March</td>
<td>Mood, emotion and affective events theory in group performance</td>
<td>Chapter 5</td>
</tr>
</tbody>
</table>

Semester Break  Thursday 24 March – Wednesday 30 March (inclusive)

<table>
<thead>
<tr>
<th>Week</th>
<th>Start of Week</th>
<th>Topic/s and activities</th>
<th>Text Chapter/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Monday 4 April</td>
<td>Motivation Concepts</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>7</td>
<td>Monday 11 April</td>
<td>Motivation Concepts to Applications</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>8</td>
<td>Monday 18 April</td>
<td>Understanding team role and group and individual problem-solving and decision-making</td>
<td>Chapters 8 &amp; 9</td>
</tr>
<tr>
<td>9</td>
<td>Monday 25 April</td>
<td>Managing leaders and leaders in management</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>10</td>
<td>Monday 2 May</td>
<td>Influence tactics and organisational politics and sources of power in the workplace</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>11</td>
<td>Monday 9 May</td>
<td>The concepts of ‘organisation’ as a social construct</td>
<td>Chapter 14</td>
</tr>
<tr>
<td>12</td>
<td>Monday 16 May</td>
<td>Exploring the influence of culture on behaviour and how organisational culture is transmitted to new employees</td>
<td>Chapter 15</td>
</tr>
<tr>
<td>13</td>
<td>Monday 23 May</td>
<td>Change &amp; Stress Management Unit Review &amp; Exam Preparation</td>
<td>Chapter 16</td>
</tr>
</tbody>
</table>