

BMA201
Organisational Behaviour

Semester 1, 2008

This unit will be offered in:

Hobart and Launceston

The lecturing team responsible will be:

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<http://www.utas.edu.au/mgmt/student.htm>

Introduction to the Unit

The primary purpose of this unit is to develop an understanding of the factors that influence the way people behave in the working environment. Managers must be able to understand the behaviour of others, predict it and influence it. Such an understanding is essential to the management of modern organisations if managers are going to establish and maintain productive working relationships.

Organisational Behaviour is the study of people in organisations at the levels of the individual, group and organisation. It draws upon concepts, theories and understandings about human behaviour from a diverse range of disciplines, including psychology, social psychology, sociology, anthropology, political science and economics, and applies them in a systematic and integrated way that recognises the contingent nature of management.

The topics set forth in the study schedule begin with a focus on the individual analysis of behaviour looking at factors such as perception, learning, emotions, attitudes, motivation and stress. Next, topics such as teamwork and leadership examine behaviour at the group level. Finally, topics covered at the organisational level of analysis include the distribution of power and influence, conflict management, organisational culture and change, and the relationship between organisational behaviour and performance.

It is hoped that through your active participation in this unit you will gain a rounded appreciation of factors that influence human behaviour in the work environment towards increased productivity, job satisfaction and organisational citizenship.

Enrolment in the unit

Unless there are exceptional circumstances, students should not enrol in BMA units after the end of week two of semester, as the School cannot guarantee that:

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

Learning Outcomes

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

- Develop a knowledge of key concepts and theories relating to human behaviour in organisations.
- Demonstrate an appreciation of the main issues facing managers in the field of organisational behaviour.
- Demonstrate the ability to work independently and cooperatively to identify and develop solutions to organisational behaviour work problems that involve the application of key concepts and theories.

Generic Graduate Attributes

The University has defined a set of generic graduate attributes (GGAs) that can be expected of all graduates (see <http://www.utas.edu.au/tl/policies/index.htm>). By undertaking this unit you should make progress in attaining the following attributes:

Knowledge

- Demonstrate an understanding of key concepts, theories and understandings relating to Organisational Behaviour
- Use a range of skills to research, analyse and evaluate scholarly work within the field of Organisational Behaviour

- Demonstrate the ability to work both independently and cooperatively

Communication Skills

- Demonstrate both verbal and written communication skills
- Present reasoned, coherent arguments in tutorials, essays and examination responses
- Listen to and evaluate the views of others

Problem-Solving Skills

- Conceptualise problems related to Organisational Behaviour issues and present solutions
- Locate and use appropriate information for presentation of coursework
- Work effectively with others

Global Perspective

- Demonstrate a global and cross-cultural perspective in the study of Organisational Behaviour

Prerequisites

Students enrolled in BMA201 must have successfully completed BMA101 Introduction to Management.

Texts

Prescribed Text

Robbins, S.P., Judge, T.A., Millett, B. & Waters-Marsh, T. 2008. *Organisational behaviour* (5th ed.). Frenchs Forest: Pearson Education Australia.

School Publications

Students must obtain the following electronic publications which are available from the School of Management website:

<http://www.utas.edu.au/mgmt/student.htm>

Writing Assignments: A Guide

School of Management Referencing Style

Recommended Reading

The publications listed below are highly recommended for further reading on the topics covered in the unit.

Books

Adler, N. & Gundersen, A. 2008 *International dimensions of organizational behaviour*. Mason: Thomson Southwestern.

Askanasy, N. M., Wildrom, C. P. M. & Peterson, M. F. (Eds.) 2000. *Handbook of organizational culture and climate*. Thousand Oaks, CA: Sage.

- Bratton, J., Callinan, M., Forshaw, C., & Sawchuk, P. 2007. *Work and organizational behaviour*. New York: Palgrave Macmillan.
- Buchanan, D. & Huczynski, A. 2004. *Organizational behaviour: An introductory text* (5th ed.). Harlow: Prentice Hall Financial Times.
- Champoux, J. E. 2006. *Organizational behaviour* (3rd ed.) Southbank, Melbourne: Thomson Learning Australia.
- Daft, R. & Noe, R. 2001. *Organizational behaviour*. Fort Worth, Texas: Harcourt.
- Daft, R. 2007. *Organization theory and design*. (9th ed.) Mason: Thomson Southwestern.
- Dubrin, A. J. 2007. *Fundamentals of organizational behaviour*. Mason: Thomson Southwestern.
- Dubrin, A. J. & Dalglish, C. 2003. *Leadership: An Australian focus*. Brisbane: Wiley.
- Greenberg, J. 2002. *Managing behaviour in organisations* (3rd ed.). Upper Saddle River: Prentice Hall.
- Hellriegel, D., & Slocum, J. W. 2007. *Organizational behavior* (11th ed.). Cincinnati: South Western.
- Kreitner, R. & Kinicki, A. 2001. *Organisational behaviour* (5th ed.). Chicago: Irwin McGraw-Hill.
- McShane, S. & Travaglione, T. 2007. *Organisational behaviour on the Pacific Rim* (2nd ed.). Sydney: McGraw-Hill.
- Mullins, L. J. 2005. *Management and organisational behaviour* (7th ed.). Harlow: Prentice Hall Financial Times.
- Osland, J. S., Kolb, D. A. & Rubin, I. M. 2001. *The organizational behavior reader* (7th ed.). Upper Saddle River, N.J: Prentice Hall.
- Ott, J. S. 1996. *Classic readings in organisational behaviour* (2nd ed.). Belmont: Wadsworth.
- Schein, E.H. 1997. *Organizational culture and leadership*. San Francisco: Jossey-Bass.
- Trice, H. M. & Beyer, J. M. 1993. *The cultures of work organizations*. Englewood Cliffs, NJ: Prentice Hall.
- Waddell, D. M., Cummings, T. & Worley, C. G. 2007 *Organisation development and change* (Asia Pacific 3rd ed.). South Melbourne: Nelson Australia.
- Wood, J., Zeffane, R., Fromholtz, M. & Fitzgerald, J. 2006. *Organisational behaviour*. Brisbane: Wiley.

Journals and Periodicals

Apart from books, you will find it valuable to get into the practice of reading relevant articles from journals and periodicals (including newspapers and magazines).

Academy of Management Executive

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
Journal of Applied Psychology
Journal of Management
Journal of Management and Organisation
Journal of Occupational Psychology
Journal of Organisational Behaviour Management
Journal of Organizational Behaviour
Journal of Personality & Social Psychology
Organizational Behavior & Human Performance
Organizational Dynamics
Personnel Psychology

A number of journal articles relating to this unit have been placed on reserve in the Launceston and Hobart libraries.

Flexible Learning: MyLO

MyLO software has been incorporated into the delivery of this unit to enhance the learning experience by providing access to up to date course materials and by allowing for online discussion through this web-based environment.

To access MyLO from your own computer you will need the appropriate software, and hardware to run that software. See **Learning Online** <http://uconnect.utas.edu.au/> for computer software you will need.

Note: Older computers may not have the hardware to run some of the required software applications. Contact your local IT support person or the Service Desk on 6226 1818 if you experience difficulties. The School of Management has prepared a MyLO Information Sheet which includes access guidelines and contact information. It is available to download as a Word document from the School of Management website: <http://www.utas.edu.au/mgmt/student.htm>

Privacy Policy and Notice

The School of Management takes the utmost care to protect the privacy and security of your personal information and to ensure its accuracy.

If you have any concerns about your privacy in MyLO please contact the lecturer-in-charge of this unit or view the University of Tasmania MyLO Privacy Policy Statement available from the university website on <http://www.utas.edu.au/coursesonline/privacy.htm>.

Assessment

In order to pass this unit you must achieve an overall mark of at least 50 per cent of the total available marks. Details of each item of Coursework are provided in the Assignment Topics section.

Method of Assessment	Value	Due Date	Length*
Coursework			
1. Essay	25	14 th April 2008 by 2.00 pm	2,500 words*
2. Group Presentation	15	As allocated, in Weeks 9, 10,11 or 12	Group presentation (30 minutes; 10 marks) and group effectiveness assessment report (500 words; 5 marks)
3. 2 x Topic Evaluations	10	Weeks 9, 10, 11 or 12	2 x Topic Evaluations (500 words each; 5 marks each)
Examination	50	Exam Period	3 hours
Total Marks	100		

* **Word Limit:** The word count includes such items as headings, in-text references, quotes and executive summaries. It **does not** include the reference list at the end of the assignment.

Study Week

All undergraduate units offered by the School of Management are scheduled to include a Study Week. The dates for this Semester are shown in the attached Study Schedule.

The purpose of the Study Week is to allow students an opportunity to consolidate their studies thus far, and to research coming assignments.

Examination

Format

There will be a three-hour closed-book examination with a value of 50 marks at the completion of the semester. The best preparation for the exam is consistent work throughout the semester.

Scheduled date and place

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 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.

Supplementary Examination

Except in special circumstances and on the recommendation of the lecturer-in-charge or the Head of School, a student who fails will not be granted a supplementary examination.

Special Consideration and Student Difficulties

If a student is experiencing difficulties with their studies or assignments, have personal or life planning issues, disability or illness which may affect their course of study, they are advised to raise these with their lecturer in the first instance. Students may also contact the Catalyst Officer, 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. The Catalyst Officer is located in room 318a in the Commerce Building in Hobart and is contactable by phone on 6226 1916. There is also a range of University-wide support services available including Student Services, International Services and Learning Development. Please refer to the *Current Students* homepage at: <http://www.utas.edu.au/students/index.html>

Should a student require assistance in accessing the Library, visit their website for more information at <http://www.utas.edu.au/library/>

Students who have completed their examinations and who feel that they have been disadvantaged due to illness or other circumstances affecting their study, may fill out a form to request that their lecturer takes this into consideration when marking the examination. Forms should be submitted directly to the relevant school, accompanied by appropriate supporting documentation, as soon as possible after the completion of the examination. Granting of special consideration is at the discretion of the lecturer and school. The relevant form can be found at the following website:

http://www.studentcentre.utas.edu.au/examinations_and_results/forms_files/index.htm#eits

Students with a non-English speaking background may be permitted to take a bilingual dictionary into an exam. This dictionary must not be annotated, that is, must have no notes written in it. In order to use a bilingual dictionary students must request permission from the Student Centre.

Submission of Coursework

Lodging Coursework

All Coursework must have the School of Management Assignment Cover Sheet and Title Page attached, both of which are available as a blank template from the School of Management website:

<http://www.utas.edu.au/mgmt/student.htm>

All assignments must include the tutor's name on the assignment Cover Sheets when they are handed in. If this is not done the assignment will not be accepted and therefore marked.

Please remember that you are responsible for lodging your Coursework on or before the due date. We suggest you keep a copy. Even in the most 'perfect' of systems, items sometimes go astray.

Note that you may also be required to submit an electronic copy of your Coursework. More details of this will be given in Lectures.

Hobart students: Lodge in assignment box at room 316, Commerce & Economics Building.

Launceston students: Lodge in assignment box beside room A170.

All coursework must be handed in at 2.00 pm on the due date.

Late Coursework

Written Work

Extensions will only be granted on medical or compassionate grounds and will not be granted because of work or other commitments. Requests for extensions should be **made in writing** to the lecturer-in-charge prior to the due date. Medical certificates or other evidence must be attached and must contain information which justifies the extension sought.

Late assignments which have **not** been granted an extension will, at the lecturer's discretion, be penalised by deducting ten per cent of total marks for each full day overdue.

Assignments submitted more than six days late will normally not be accepted by the lecturer-in-charge.

Tests

Students who are unable to sit a test on medical or compassionate grounds (work or other commitments are not considered 'compassionate grounds') may request that they be permitted to submit alternative Coursework.

Please do not expect a special test to be held for you if you choose to go on holidays or undertake other activities on the scheduled date. If you do need to request alternative Coursework, you should do so in writing to the lecturer-in-charge prior to the due date. Medical certificates or other evidence must be attached and must contain information which justifies the request. The telephone number of the doctor should also be included.

Return of Coursework

Coursework will be returned during classes or it can be collected from the lecturer's or tutor's room at nominated times; it will not be available from the School's offices.

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; or
- 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, and the academic integrity resources on the web at <http://www.utas.edu.au/tl/supporting/academicintegrity/index.html>.

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. 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/universitycouncil/legislation/ord9.pdf>

The University reserves the right to submit (or to require you to submit) assignments to online plagiarism detection software, and might then retain a copy of the assignment on its database for the purpose of future plagiarism checking.

Occupational Health and Safety (OH&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: http://www.admin.utas.edu.au/hr/ohs/pol_proc/ohs.pdf

Tutorial Program

Tutorial Questions for Discussion

Note that the tutorial program does not start until Week 2 of semester.

Students are expected to attend tutorials. To optimise their exam preparation, students should endeavour to complete all tutorial exercises and readings.

Week 2 *Organisational Behaviour (Text chapter 1)*

1. Introduction to tutorials in OB, and the assessment requirements in the unit.
2. What is OB? What are the main features of the Organisational Behaviour model? Discuss what you think is the single most critical 'people' problem facing managers today? How might the study of OB address that problem?

Week 3 *To be advised*

The lecture and tutorials scheduled for Monday 10th March will not be held in Hobart and Launceston because of the public holiday. Hobart students should note that the scheduled tutorial sessions for Tuesday 11th March in Hobart will also not be held.

Students will be advised at the first lecture if alternative teaching arrangements will be scheduled in this week.

Week 4 *Groups and Teams (Text chapters 9 & 10)*

1. Group and Topic allocations for group presentation/evaluation assessment items. Group development and contract activity.

Week 5 *Group Presentation – Preparation Session*

1. In order to assist you complete the group presentation assessment item, you will be able to work in your groups on your presentation during this tutorial.

Week 6 *Review of Lecture Topics (Weeks 4 & 5)*

Attitudes, Perception, Values, Personality, Emotion (Text chapters 2-5 & 8)

1. 'Behaviour is generally predictable so there is no need to study OB.' In the light of your learning about Attitudes, Perception, Values, Personality, and Emotion, discuss this statement.

Week 7 *Motivation (Text chapters 6 & 7)*

1. Before the tutorial, you must complete the activities included in the Self-Assessment Library component '1. C: What about me?' – Motivation insights 1-10.
2. 'All managers have to do to motivate their workers is pay them more money.' Discuss this statement in the light of your self-assessment results.

Week 8 Study Week

Week 9 Leadership (Text chapters 12 & 13)

Presentation topic 1:

Fiedler's model of leadership, Hersey-Blanchard's situational leadership theory, and the leader-member exchange theory of leadership highlight the importance of contingency factors in implementing specific leadership behaviours. Explain the different approaches each approach takes to contingency in leadership. Using examples, discuss how flexibility can contribute to effective leadership in modern organisations.

Questions for peer evaluation topic (weighting shown in brackets):

- a) What aspects of the three theories were explained most clearly and correctly by the group? What important elements, if any, were not explained clearly or correctly by the group? (20%)
- b) What differences in the contingency factors suggested by each theory were explained clearly and correctly by the group? What differences were not covered by the group? (20%)
- c) In what way did the example/s presented by the group demonstrate most clearly the role of flexibility in leadership of organisations? (60%)

Week 10 – Power and Politics (Text chapter 14)

Presentation topic 2:

Power tactics are used in organisations to apply one or more forms of power to produce behavioural change. Explain the various power tactics and the forms of power they draw on. Using examples, discuss how contingency variables determine the effectiveness of power tactics in organisational politics.

Questions for peer evaluation topic (weighting shown in brackets):

- a) What power tactics were explained most clearly and correctly by the group? What important elements, if any, were not explained clearly or correctly by the group? (20%)
- b) What differences in the forms of power related to the power tactics were explained clearly and correctly by the group? What differences were not covered by the group? (20%)
- c) In what way did the example/s presented by the group demonstrate most clearly the role of contingency in the application of power in an organisation? (60%)

Week 11 – Conflict and Negotiation (Text chapter 15)

Presentation topic 3:

Depending on how the different forms of conflict are handled in an organisation, it can produce positive or negative outcomes. Explain the conflict process model and the forms of conflict within an organisation. Using examples, discuss the effectiveness of the various conflict management techniques.

Questions for peer evaluation topic (weighting shown in brackets):

- a) What aspects of conflict, its sources and possible outcomes, were explained most clearly and correctly by the group? What important elements, if any, were not explained clearly or correctly by the group? (20%)

- b) What differences in the various stages of the conflict process model were explained clearly and correctly by the group? What differences were not covered by the group? (20%)
- c) In what way did the example/s presented by the group demonstrate most clearly the positive and negative outcomes of conflict in organisations? (60%)

Week 12 – Organisational Culture and Change (Text chapters 17 & 19)

Presentation topic 4:

Organisational culture has a significant influence on the attitudes and behaviours of managers and employees. Explain what organisational culture is, what it does, and how a strong culture can be created and managed. Using examples, discuss the positive and negative effects a strong culture can have upon an organisation's development over time.

Questions for peer evaluation topic (weighting shown in brackets):

- a) What aspects of organisational culture and its role were explained most clearly and correctly by the group? What important elements, if any, were not explained clearly or correctly by the group? (20%)
- b) What methods for creating and sustaining a strong culture were explained clearly and correctly by the group? What methods were not covered by the group? (20%)
- c) In what way did the example/s presented by the group demonstrate most clearly the positive and negative effects of a strong organisational culture on an organisation's development over time? (60%)

Week 13 – Organisational Structure (Text chapter 16); Unit and Exam Review

1. Discuss the major considerations in designing or evaluating the suitability of an organisation's structure.
2. Unit and exam review.

Assignment Topics

1. Essay

Due Date: 14th April 2008, 2.00 pm

Length: 2,500 words (+ or – 10%)

Value: 25 marks

You are required to write an essay (2,500 words: + or – 10%) on the following topic.

‘Explain and critically evaluate Equity theory, Expectancy theory, and McClelland’s needs theory of motivation. Discuss the similarities and differences between these theories by explaining the role of job design as a motivator within each theory. Finally, what is the practical relevance of these motivation theories to the processes managers use to manage work performance of employees?’

This assessment item will allow students to demonstrate an in-depth understanding of the relevant theory, that they are familiar with the empirical evidence supporting the theory, and that they understand its practical relevance for managers.

In writing the essay, you must follow proper academic conventions as outlined on the School of Management website. Essays that do not satisfy this requirement will, at the lecturer’s discretion, be returned to students for correction and resubmission. If resubmission has not occurred within 24 hours of the time determined by the lecturer, the essay may not be accepted.

In addressing the topic you are expected to read beyond the prescribed text and other general OB textbooks. In addition to any such texts, you are expected to have read and cited from **at least eight (8) different research articles from scholarly academic journals** relevant to the topic you choose. Where possible you should also try and read an original work of a theorist associated with the topic you have chosen. If using ProQuest or similar academic search engines make sure you limit your searches to scholarly journals only.

The use of general non-academic websites, such as Wikipedia or sites not subject to peer review, is not acceptable in an academic essay in this unit.

Please consult the ‘Checklist for preparing essay assignments’ provided on the following page for tips on academic essay writing.

Checklist for preparing essay assignments

Remember that you are enrolled in an academic course and are expected to meet academic conventions with regard to presentation, literacy, level of analysis, and provision of evidence to support points made in developing a line of reasoning and analysis. It is strongly recommended that you take account of the following

General *Is your essay well organized? Does it have an introduction, a body of argument and evidence, and a conclusion? Have you addressed all aspects of the assignment questions (read the questions carefully)? Have you used the School of Management referencing and citation style and format? Have you correctly listed all references used throughout the body of your essay in the reference list? Have you checked spelling, punctuation, grammar, inclusive language, and sentence and paragraph formation? One sentence does not normally make a paragraph. Good paragraphs will contain transitional sentences which clearly state how you move from one theme to the next.*

Introduction: *The introductory statement or thesis identifies the topic of the essay, indicates a “position” with regard to the question, and suggests the line of reasoning which will be developed in the essay. What is your short answer to the question? The final form of the introduction will probably be written last.*

Body of the essay: *The body of the essay should develop and support your introductory statement by making points which support the statement and providing evidence in support of those points (for example, research findings, expert opinions, data, examples, etc.). The stringing together of quotes is not a line of reasoning nor is listing points under sub-headings. Sub-headings in an essay are useful, but an essay can – and must – be able to be understood without them. As the author, you are responsible for ensuring that your line of reasoning and your evidence is readily comprehensible to the reader; it is not the reader’s responsibility to do your thinking for you.*

To undertake an analysis you have to answer the questions: “So what?”; “What does the evidence I have presented mean in relation to the topic and my point of view?” Based on your analysis you must draw some logical conclusion/s without which your analysis is incomplete. Relying on your own experiences and observations will not satisfy the assessment requirements for this unit. You must use the research literature. Have you carefully selected a wide range of OB texts and academic journal articles for your assignment reading? Have you used the literature to explore the research evidence?

Analysis is not a result of describing the views of the various writers; you must break down the various arguments. You must look for the strengths and weaknesses in each argument. If you have read widely, many of those strengths and weaknesses will have been highlighted in the other papers you have read. The descriptive retelling of source material alone, is insufficient. You are expected to demonstrate your knowledge and understanding of the literature by using the literature to argue a case in support of your point of view. Have you used examples that demonstrate how the theory you are discussing actually works in practice?

Be sure to use your own words to present the ideas you have obtained from the literature and to cite your sources. Direct quotes generally do little to demonstrate your understanding of the source material and are often regarded as very weak evidence. Quotations if used, should be accurately quoted, referenced and interpreted.

Conclusion: *A conclusion draws together and summarises the ideas and line of reasoning presented in the essay and makes some meaningful statement with regard to the thesis as it has been developed in the essay. What should the reader conclude from what you have presented?*

2. Group assessment

Due Date: Weeks 9, 10, 11 or 12

Length: Group presentation (30 minutes max); group effectiveness assessment report (500 words)

Value: Group presentation (10 marks); group effectiveness assessment report (5 marks)

In Week 4 tutorials, students will be allocated to groups (5 members) in their tutorials for the group assessment item.

- ***Group presentation***

Each group will be allocated a topic for their presentation (30 minutes maximum), which will be delivered in either Week 9, 10, 11 or 12. The topics and the dates for the group presentations are shown in the Tutorial Program section.

The effective use of audio-visual aids (e.g. Powerpoint, OHPs) is encouraged to help communicate with the audience; however, proficiency in their use will not be assessed. Students are also encouraged to include learning activities for the class as part of their presentations.

To assist students who may have difficulties finding convenient meeting times, the tutorial session in Week 5 has been designated a time for students to work in their groups on their presentation.

- ***Group effectiveness assessment report***

Each group must complete and submit a typewritten group effectiveness assessment report for which a template will be provided via MyLO.

The report has two sections comprising a group contract and a written assessment of the group's effectiveness.

Section A: Group Contract – must be signed off by all group members, and submitted in typewritten form to the Tutor no later than the Week 5 tutorial session. To assist in this task, a group development activity will be conducted in the Week 4 tutorials.

Section B: Group Effectiveness Assessment Report (500 words) – must be submitted at the conclusion of the actual presentation. The assessment is to cover the group's effectiveness over the duration of the semester (but does not need to include the actual presentation performance).

It is expected that a single report will be submitted by the group for which a group mark will be allocated to the contributing members. However, group members who do not agree with the contents of their group's report, or who simply wish to submit an individual report and receive an individual mark, may submit their own separate assessment of the group's effectiveness.

This group assessment item will provide students with:

- a. an experiential learning opportunity to enhance understanding of the concepts covered in the text and lectures concerning group processes and dynamics, and,
- b. an opportunity, in conjunction with the Topic Evaluation item below, to review and prepare four of the topics that will be included in the final exam.

3. Topic evaluations

Due Date: Weeks 9, 10, 11 or 12

Length: 2 x individual Topic Evaluations (500 words each)

Value: 2 x individual Topic Evaluations (5 marks each)

Students witnessing the group presentations in Weeks 9, 10, 11 and 12 are required to submit **two (2)** topic evaluations in writing, for which a template will be provided via MyLO.

Students **may** choose to do evaluations in the three weeks they are not presenting and have their best two marks counted towards their final score.

As each topic evaluation has to be submitted by the end of the tutorial in which the presentation has occurred, students are likely only to have up to about 20 minutes in which to complete the evaluation. Therefore, students are encouraged to prepare material for the task beforehand, and to bring that material to the tutorial and use it when evaluating the content of the actual group presentation.

When undertaking the evaluation exercise, students must evaluate the presenting group in terms of the questions provided. The topics and the dates for the group presentations, and the evaluation questions with their assessment weighting, are shown in the Tutorial Program section.

This assessment item will provide students with an opportunity, in conjunction with the Group Assessment item above, to review and prepare up to four of the topics that will be included in the final exam.

BMA201 Organisational Behaviour

Relationship of Teaching and Assessment Methods to Learning Outcomes and Graduate Attributes

Lectures							
Tutorials							
Essay	2500 words – 25%						
Group Presentation/Report	30 minutes/500 words – 15%						
Topic Evaluations	2 X 500 words – 10%						
Final Examination	3 hour – 50%						
Learning Outcome 1	Develop a knowledge of key concepts, theories and understandings of human behaviour in organisations	X	X	X	X	X	X
Learning Outcome 2	Demonstrate an appreciation of the main issues facing managers in the field of organisational behaviour	X	X	X	X	X	
Learning Outcome 3	Demonstrate the ability to work independently and co-operatively to identify and develop solutions to organisational behaviour work problems that involve the application of key concepts and theories	X	X	X	X	X	
Graduate Attribute 1	Knowledge	X	X	X	X	X	X
Graduate Attribute 2	Communication Skills	X	X	X	X	X	
Graduate Attribute 3	Problem-solving Skills	X		X	X	X	
Graduate Attribute 4	Global Perspective	X			X	X	X

Note: Primary relationships indicated with an 'X'.

Study Schedule

Semester 1, 2008

Week	Start of Week	Text Chapter	Topic	Due Dates
1	25 February	1	Introduction to Organisational Behaviour	
2	3 March	9 & 10	Groups and Teams	
3	10 March		<i>The lecture and tutorials scheduled for Monday 10th March will not be held because of the Public holiday.</i> <i>Students will be advised at the first lecture of alternative teaching arrangements for this week.</i>	
4	17 March	2, 3 & 5	Individual Behaviour; Attitudes; Perception	
Mid-Semester Break 20—26 March				
5	31 March	4 & 8	Values; Personality; Emotion	Group contract due no later than Week 5 tutorial session.
6	7 April	6 & 7	Motivation	
7	14 April	12 & 13	Leadership	Essay due – Monday 14 April
8	21 April	<i>Study Week 21—25 April</i>		
9	28 April	14	Power and Politics	Group presentation and report & peer evaluations due
10	5 May	15	Conflict and Negotiation	Group presentation and report & peer evaluations due
11	12 May	17 & 19	Organisational Culture and Change	Group presentation and report & peer evaluations due
12	19 May	16	Organisational Structure	Group presentation and report & peer evaluations due
13	26 May		Unit and Exam Review	
A Calendar/Study Planner showing dates is available from School of Management website at http://www.utas.edu.au/mgmt/student.htm .				