Tasmanian School of Business and Economics

BAA111
PEOPLE & ORGANISATIONS

Accelerated Study Period 2, 2019

Unit Outline

Unit Coordinator

Susie Bower
CONTACT DETAILS

Unit coordinator

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Consultation hours: Thursdays 9am-10am
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WHAT IS THE UNIT ABOUT?

Unit description

Organisations are composed of people. The study of human behaviour is, therefore, fundamental to understand organisations and organisational effectiveness. The primary purpose of this unit is to improve the management of organisations through the development of knowledge of human behaviour.

The unit will draw upon concepts and theories from 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 in organisations (i.e. organisational behaviour).

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. 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, students will understand, integrate, and apply knowledge on why people act the way they do in organisations and learn how this knowledge 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 the principles associated with teams of people in organisations.
2. Apply knowledge to the management of team performance.
3. Communicate a logical argument within a group or team context.
Alterations to the unit as a result of student feedback

Changes have been made to the unit content, learning activities and assessment tasks in order to align the unit with the unit-level and course-level intended learning outcomes for students.
HOW WILL I BE ASSESSED?

Assessment schedule

<table>
<thead>
<tr>
<th>Assessment task (AT)</th>
<th>Date due</th>
<th>Percent weighting</th>
<th>Links to Intended Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Group development &amp; individual differences reports</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part A:</td>
<td>Part B:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday 12(^{th}) June</td>
<td>Wednesday 19(^{th}) June</td>
<td>30%</td>
<td>1, 2, 3</td>
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<td></td>
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<tr>
<td>2. Persuasive Essay</td>
<td>Wednesday 24(^{th}) July</td>
<td>30%</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td></td>
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<td></td>
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<tr>
<td>3. Group Presentation &amp; Individual Reflective Summary</td>
<td>Weeks 11 &amp; 12</td>
<td>40%</td>
<td>1, 2, 3</td>
</tr>
</tbody>
</table>

Assessment details

Assessment task 1: Group development & individual differences reports

Task description

This assessment task commences the group work component for this unit. Students will be allocated into groups of 3-4 students by the end of Week 2. Students will remain working in these groups throughout the semester for Assessment Task 3 (see below).

To prepare for Assessment Task 1 students will be required to individually complete two self-assessments related to their personality and work style preferences during Week 2. The self-assessments will be provided to students via MyLO. Background to the self-assessments and information regarding the scoring and interpretation of the assessments will be reviewed in the lecture and workshops in Week 2.
Part 1: Group Development Report (10%):
Students are required to work in their group during the workshop in Week 3 to produce a Group Development Report. This report should:

- Include a matrix of the personality and work style preferences of the members in their group. A matrix template will be provided to students in the workshops in Week 3.
- Summarise the main differences and similarities in personality and work style preferences within the group and explain how these may affect the groups’ interpersonal relationships and effectiveness as they work together throughout the semester (approximately 200 words).
- Identify at least 3 potential difficulties/conflicts that might arise in their group based on the matrix and outline strategies the group could employ to manage difficulties/conflicts as a group, should they arise (approximately 300 words).

Groups will be required to submit their Group Development Report via MyLO during Week 3. Only one report needs to be submitted for each group.

Part 2: Individual Differences Report (20%):
In addition, each student will be required to submit an individual reflection drawing on their group’s discussion, as well as relevant organisational behaviour literature. The report should:

- Describe your initial reaction to your self-assessment profile results
- Draw on relevant organisational behaviour and management literature to explain the strengths your personality and work style profile may contribute in work group and organisational contexts.
- Draw on relevant organisational behaviour and management literature to explain the challenges and difficulties related to your personality and work style profile in work group and organisational contexts.
Outline at least 2 strategies that you could employ to maximise the strengths related to your preferences profile within an organisational context.

A minimum of 4 academic sources are to be included in your report. These sources should be referenced using the UTAS Harvard Referencing style.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Measures Intended Learning Outcome:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criterion 2</strong></td>
<td>Use the concepts and language of professional management in context.</td>
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<tr>
<td><strong>Criterion 3</strong></td>
<td>Apply management theories and concepts to practical management contexts</td>
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<td>Use judgement to recommend solutions to routine organisational problems.</td>
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<td><strong>Criterion 6</strong></td>
<td>Use judgement to identify specific team work issues.</td>
</tr>
<tr>
<td><strong>Criterion 7</strong></td>
<td>Use written or oral communication to recommend managerial solutions to specific teamwork issues.</td>
</tr>
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</table>

**Task length**

**Part 1:** Group Report 500 words (+/- 10%), excluding preferences matrix.

*NB. Only one report is submitted per group.*

**Part 2:** Individual Report 1000 words (+/- 10%), excluding references.

**Due by date**

**Part 1: Group Development Report**

Week 3 - Wednesday 12th June 11.59pm AEST

**Part 2: Individual Differences Report**

Week 4 - Wednesday 19th June 11.59pm AEST
Assessment task 2: Persuasive Essay

Students are required to write a persuasive essay addressing the debate outlined in the point/counterpoint “To Get the Most Out of Teams, Empower Them” provided on MyLO.

Using the above point/counterpoint as the basis, along with relevant theory and concepts related to motivation and team dynamics in other articles/texts, students are to write a persuasive essay arguing for or against the belief that teams should be empowered for more effective performance.

A persuasive essay requires you to develop a perspective on the 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). The specific stance you take must be supported with references to academic literature and research. A minimum of 8 academic sources are required. You should refer to these sources using the UTAS Harvard Referencing style.

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 a persuasive essay should have links between the topic and an outcome; could contain a question; should state a counter-position 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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<thead>
<tr>
<th>Criterion</th>
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<td>Criterion 1</td>
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**Task length**

1500 words (+/- 10%) excluding reference list.

*NB. A minimum of eight (8) academic references is required.*

**Due by date**

Week 8: Wednesday 24th July 11.59pm AEST

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**Assessment task 3: Group Presentation & Individual Reflective Summary**

For this assessment task students will work in groups of 3 or 4, which will be formed in Week 2. Each group needs to identify ONE job that most of the group members have some knowledge. It could be a job a group member does (or has done) or it may be one that no group member has done (try to choose a job where there is plenty of scope to offer improvements!). No two groups can profile the same job, hence once a selection is made, groups must immediately inform their tutor and classmates, and commit to their choice.

Presentations will be scheduled during workshops in Weeks 11 and 12. Groups will be allocated to present in one of these weeks, depending on the make-up of their workshop.

**Part 1: Group Presentation (30%)**

The task is to consider the different ways in which the work motivation of people doing the selected job can be improved so to increase job satisfaction and work performance. Your analysis must be theoretically driven using a range of theories that have been covered throughout the unit relating to the individual, the group and the organisation.
In conducting the analysis, groups need to:

- Provide a brief description of the job and the context (i.e. industry/organisation) you are analysing that job within.
- Draw on relevant theories and concepts to analyse and evaluate the different ways to increase the motivation of people working in that job.
- Outline your group's choice of the preferred changes and provide justification of your choice based on (a) the ability of the job holders to change, (b) the opportunity for the change to occur in the organisation and (c) consideration for cost/return of investment
- Describe the expected consequences of the change for the job holders, team members and the organisation
- Outline an implementation plan and how you would overcome potential resistors to the changes.

**Presentation Format:**

For the oral presentation, groups are expected to prepare visual materials such as a PowerPoint or Prezi presentation. Academic sources must be acknowledged according to the UTAS Harvard Referencing Style.

Each group’s presentation must be no more than 15 minutes (marks will be deducted if your presentation is longer). Following each presentation, there will be a 3-minute Q&A session by other students in the workshop.

**Group Processes:**

All group members are expected to contribute equally to the preparation and delivery of the oral presentation. Groups to use their group development plans (from Assessment Task 1) and their knowledge of group processes to foster productive and positive group communication throughout this task.

All students within a group will receive the same mark/grade for the group presentation unless there is a case where extenuating circumstances have resulted in a clearly documented case of unequal contribution/s. The unit coordinator will make the final decision under such circumstances.

Groups are expected to be proactive in managing any conflict or extenuating circumstances, and only consult with their tutor or unit coordinator when necessary. Students are reminded to listen to others, respect diversity, and work in a collaborative way that reflects the values of our university.
Part 2: Individual Reflective Summary (10%)

In addition to your presentation, each group member is to prepare an individual reflection of your personal group work practices and experiences. Your reflection should draw on both your self-assessments from Week 2 and your own self-evaluations to:

- Critically appraise your individual strengths AND areas for improvement in relation to your contribution to the group presentation, in terms of research and analysis as well as to group processes and organisation.
- Outline how you will aim to continue to improve your individual collaborative practices, with an emphasis on your future roles within organisational context(s).

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Task Length

Part 1: Group Presentation 15 minutes
Part 2: Individual Reflection 500 words (+/- 10%)

Due by Date

Part 1: Group Presentations will be scheduled in the workshops in Weeks 11 & 12
Part 2: Individual Reflection Reports will be due at 11.59pm on the day that your group presents.
WHAT LEARNING OPPORTUNITIES ARE THERE?

Resources

Required readings
You will need the following text:


**Please note an e-version of this text is also available.

Recommended readings
Additional recommended readings will be provided via a reading list. 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 Recommended Resources:
In addition to the text and recommended readings above, you are also expected to be
familiar with the key academic journals in the discipline. 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
• Harvard Business Review
• Human Relations
• 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
Activities

Details of teaching arrangements

BAA111 will be offered via blended mode delivery. The unit will comprise weekly recorded* lectures which will be uploaded to MyLO (Weeks 2-12), and 2-hour face-to-face workshops (Weeks 2-12) that students are expected to attend. A range of online learning activities designed to supplement students’ understanding of topics and associated readings will also be provided on MyLO.

*Please note that the lecture in Week 1 will be delivered as a face-to-face lecture. All students are expected to attend this lecture. The lecture in Week 12 will be a unit review lecture only, no new content will be provided in this lecture.

All classes will be offered on the ground floor of Enterprize, 24 Patterson Street, Launceston. No lectures/workshops for this unit will be taught at the Newnham campus.

Specific attendance/performance requirements

In this unit, your active engagement will be monitored in the following way:

1. Participation in weekly on campus/online learning activities, including attendance at the face-to-face lecture in Week 1 and the workshops in Weeks 2 and 3.

2. Completion of assessment Task 1 (Part 1 and 2).

If you do not demonstrate evidence of having engaged actively with this unit by completing these two activities by Week 4 of semester, your enrolment may be cancelled, or you may be withdrawn from the unit.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE BEGINNING</th>
<th>LECTURE TOPIC</th>
<th>REQUIRED READING</th>
<th>LEARNING ACTIVITIES</th>
</tr>
</thead>
</table>
| 1    | 27 May         | Introduction to People & Organisations | 1 | Face-to-Face Lecture  
|     |                |               |                  | No workshop         |
| 2    | 3 June         | Personality & Values | 2 | Recorded Lecture + Workshops |
| 3    | 10 June        | Perceiving Self & Others | 3 | Recorded Lecture + Workshops |
| 4    | 17 June        | Emotions & Attitudes | 4 | Recorded Lecture + Workshops |
| 5    | 24 June        | Employee Motivation | 5 | Recorded Lecture + Workshop |
| 6    | 1 July         | Applied Performance Practices | 6 | Recorded Lecture + Workshop |

**Mid-semester break (8-12 July)**

| 7    | 15 July       | Team Dynamics | 8 | Recorded Lecture + Workshop |
| 8    | 22 July       | Power & Influence in Teams & Organisations | 10 | Recorded Lecture + Workshop |
| 9    | 29 July       | Leading Teams | 12 | Recorded Lecture + Workshop |
| 10   | 5 August      | Team & Organisational Culture | 14 | Recorded Lecture + Workshop |
| 11   | 12 August     | Managing Change in Teams & Organisations | 15 | Recorded Lecture + Workshop |
| 12   | 19 August     | Unit Review | - | Unit Review Lecture + Final Workshop |
## Workshop Schedule

**PLEASE NOTE WORKSHOPS DO NOT COMMENCE UNTIL WEEK 2**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE BEGINNING</th>
<th>WORKSHOP TOPIC</th>
<th>REQUIRED READING</th>
<th>ASSESSMENT ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3 June</td>
<td>Introduction to People &amp; Organisations</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>10 June</td>
<td>Personality &amp; Values</td>
<td>2</td>
<td><em>Group Development Report</em></td>
</tr>
<tr>
<td>4</td>
<td>17 June</td>
<td>Perceiving Self &amp; Others</td>
<td>3</td>
<td><em>Individual Differences Report</em></td>
</tr>
<tr>
<td>5</td>
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<td>4</td>
<td></td>
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<td>8</td>
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<td>Team Dynamics</td>
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<td><em>Persuasive Essay</em></td>
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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.