Tasmanian School of Business & Economics (TSBE) (School)

College of Business and Economics (College)

BAA111

PEOPLE AND ORGANISATIONS

12.50 Credit points

Semester 2, 2019

Unit Outline

Sarah Dawkins
CONTACT DETAILS

Unit coordinator

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Phone: 03 6226 2829
Room location and number: Room 408, Centenary Building
Consultation hours: By Appointment
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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 managing 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.
Graduate Quality Statement

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

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

Alterations to the unit as a result of student feedback

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.

Prior knowledge &/or skills

N/A
HOW WILL I BE ASSESSED?

Assessment schedule

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Date due</th>
<th>Percent weighting</th>
<th>Links to Intended Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1</td>
<td>Part A:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Friday 2(^{nd}) August</td>
<td>30</td>
<td>LO1, LO2, LO3</td>
</tr>
<tr>
<td></td>
<td>Part B:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Friday 9(^{th}) August</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment 2</td>
<td>Friday 13(^{th}) September</td>
<td>30</td>
<td>LO1, LO2, LO3</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>Weeks 12 &amp; 13</td>
<td>40</td>
<td>LO1, LO2, LO3</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/webinars in Week 2.

Part 1: Group Development Report (10%):

Students are required to work in their group during the workshop (or via an online forum for distance students) 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 and on MyLO 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 Number</th>
<th>Criterion description</th>
<th>Measures ILO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion 2</td>
<td>Use the concepts and language of professional management in context.</td>
<td>ILO1</td>
</tr>
<tr>
<td>Criterion 3</td>
<td>Apply management theories and concepts to practical management contexts</td>
<td>ILO1</td>
</tr>
<tr>
<td>Criterion 4</td>
<td>Identify management theories/models and describe their implications for managing teams in organisations.</td>
<td>ILO2</td>
</tr>
<tr>
<td>Criterion 5</td>
<td>Use judgement to recommend solutions to routine organisational problems.</td>
<td>ILO2</td>
</tr>
<tr>
<td>Criterion 6</td>
<td>Use judgement to identify specific teamwork issues.</td>
<td>ILO3</td>
</tr>
<tr>
<td>Criterion 7</td>
<td>Use written or oral communication to recommend managerial solutions to specific teamwork issues.</td>
<td>ILO3</td>
</tr>
</tbody>
</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 – Friday 2\textsuperscript{nd} August 11.59pm AEST

- **Part 2:** Individual Differences Report
  Week 4 – Friday 9\textsuperscript{th} August 11.59pm AEST
**Assessment task 2: Persuasive Essay**

<table>
<thead>
<tr>
<th>Task description</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

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.
<table>
<thead>
<tr>
<th>Criterion Number</th>
<th>Criterion Description</th>
<th>Measures ILO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion 1</td>
<td>Identify and define theories and concepts related to managing teams of people in organisations.</td>
<td>ILO1</td>
</tr>
<tr>
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<td>Use the concepts and language of professional management in context.</td>
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<td>ILO3</td>
</tr>
</tbody>
</table>

**Task length**

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

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

**Due by date**

Week 8: Friday 13th September 11.59pm AEST
**Assessment task 3: Group Presentation & Individual Reflective Summary**

<table>
<thead>
<tr>
<th>Task Description</th>
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</thead>
</table>
| 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 12 and 13. Groups will be allocated to present in one of these weeks, depending on the make-up of their workshop. Distance students will be required to present in an online format during Weeks 12 and 13, via a live webinar.

**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/webinar.

**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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<td>ILO1</td>
</tr>
</tbody>
</table>
How your final result is determined

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

Your grade will be determined in the following way:

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

- PP (pass) at least 50% of the overall mark but less than 60%
- CR (credit) at least 60% of the overall mark but less than 70%
- DN (distinction) at least 70% of the overall mark but less than 80%
- HD (high distinction) at least 80% of the overall mark
All grades are provisional, until confirmation by the Assessment Board at the end of semester.

**Submission of assignments**

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

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

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

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

**Late Assessment and Extension Policy**

In this Policy:

(a) ‘day’ or ‘days’ includes all calendar days, including weekends and public holidays;

(b) ‘late’ means after the due date and time; and

(c) ‘assessment items’ includes all internal non-examination based forms of assessment

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

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

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

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

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

Academic staff do NOT have discretion to waive a late penalty.

Review of results and appeals

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

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

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


Academic referencing

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

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

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

The second is the Tasmanian School of Business and Economics’ Writing Assignments: A Guide, which can be accessed at: http://www.utas.edu.au/business-and-economics/student-resources. This guide provides you with useful information about the structure and style of assignments in the TSBE.
In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others, and how to maintain academic integrity.

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

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

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**Plagiarism**

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

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

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

The University and any persons authorised by the University may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author’s permission is required before a work within the database can be viewed.

For further information on this statement and general referencing guidelines, see the Plagiarism and Academic Integrity page on the University web site or the Academic Honesty site on MyLO.
**Academic misconduct**

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

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

b. improperly disadvantages any other student.

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

**Student Behaviour**

The University Behaviour Policy sets out behaviour expectations for all members of our University community including students and staff.

The aim in doing so is to ensure that our community members are safe, feel valued and can actively contribute to our University mission.

It is expected that community members behave in a manner that is consistent with our University values – respect, fairness and justice, integrity, trust, responsibility and honesty. There are also certain behaviours that are considered inappropriate, such as unlawful discrimination, bullying and sexual misconduct.

The accompanying University Behaviour Procedure sets out the process and avenues that University community members can access to resolve concerns and complaints regarding inappropriate behaviour by a University community member. Wherever possible, the focus will be on early intervention and a ‘restorative’ approach that creates awareness of inappropriate behaviour and its impact on others. However, in some cases, students who engage in inappropriate behaviour may be subject to disciplinary proceedings, which may impact upon continuation of their studies.

Students can seek support and assistance from the Safe and Fair Community Unit SaFCU@utas.edu.au or ph: 6226 2560.

Matters are dealt with in confidence and with sensitivity.
WHAT LEARNING OPPORTUNITIES ARE THERE?

MyLO

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

Getting help with MyLO

It is important that you are able to access and use MyLO as part of your study in this unit. To find out more about the features and functions of MyLO, and to practice using them, visit the Getting Started in MyLO unit.

For access to information about MyLO and a range of step-by-step guides in pdf, word and video format, visit the MyLO Student Support page on the University website.

If something is not working as it should, contact the Service Desk (Service.Desk@utas.edu.au, phone 6226 1818), or Request IT Help Online.

Resources

Required readings

You will need the following text:


**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
BAA111 People and Organisations

Activities

Learning expectations

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

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

BAA111 will be offered via blended mode delivery. The unit will comprise weekly recorded lectures which will be uploaded to MyLO and a range of online learning activities designed to supplement students’ understanding of topics and associated readings will also be provided on MyLO. All students are expected to engage with the unit content on a weekly basis and be prepared in advance for the relevant workshops.

For students enrolled in the on-campus mode in Hobart and the Cradle Coast, there will be a series of 11 two-hour workshops held weekly (Weeks 2-13*) throughout the semester. For students enrolled in the off-campus mode, there will be a series of 11 online webinars held (and recorded) weekly (also Weeks 2-13*) throughout the semester. More information regarding the scheduling of the weekly webinars will be provided on MyLO in Week 1.

The weekly workshops and webinars are designed to further develop students’ understanding of topics covered in the lectures, associated readings and online learning activities.

*Please note there will no lecture or workshop/webinar in Week 10 as this will be a research week for groups to prepare for their group presentation scheduled in Weeks 12 and 13.

Specific attendance/performance requirements

While it is not compulsory for students to attend the weekly workshops/webinars, it is important to note that 50% of the marks in the unit are associated with workshop (on campus students) and webinar (distance students) interaction. Firstly, the group development report (20%) and group presentations (30%) require students to form groups of 4 and work consistently together across the course of the semester to complete these assessment tasks. Attempting to complete these group-based assessment tasks will be far more difficult if workshops/webinars are not attended regularly.

Secondly, group presentations will be scheduled for delivery during the workshops/webinars in Weeks 12 and 13. It is strongly recommended that students who are unable to attend a workshop/webinar in either Weeks 12 or 13 discuss this with their tutor, and/or the unit coordinator in advance.

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/webinars 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.

**Work Health and Safety (WHS)**

The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit you should refer to the University’s [Work Health and Safety website](https://www.utas.edu.au/whs) and policy.

### Communication

**TO KEEP UP WITH ANNOUNCEMENTS REGARDING THIS UNIT**

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

**WHEN YOU HAVE A QUESTION**

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

**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 Ask the Class Discussion forum on the unit’s MyLO site. This way, other students can also benefit from the answers.

**A NOTE ABOUT EMAIL CORRESPONDENCE**

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

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

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

**Concerns and complaints**

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

**Further information and assistance**

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

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

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

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE BEGINNING</th>
<th>LECTURE</th>
<th>REQUIRED READING</th>
<th>LEARNING ACTIVITIES</th>
</tr>
</thead>
</table>
| 1    | 15 July        | Introduction to People & Organisations | 1 | Face-to-Face Lecture  
No workshop/webinar |
| 2    | 22 July        | Personality & Values | 2 | Recorded Lecture + Workshop/Webinar |
| 3    | 29 July        | Perceiving Self & Others | 3 | Recorded Lecture + Workshop/Webinar |
| 4    | 5 August       | Emotions & Attitudes | 4 | Recorded Lecture + Workshop/Webinar |
| 5    | 12 August      | Employee Motivation | 5 | Recorded Lecture + Workshop/Webinar |
| 6    | 19 August      | Applied Performance Practices | 6 | Recorded Lecture + Workshop/Webinar |
| 7    | 26 August      | Team Dynamics | 8 | Recorded Lecture + Workshop/Webinar |
|      |                |          |                  | Mid-semester break 2 – 8th September |
| 8    | 9 September    | Power & Influence in Teams & Organisations | 10 | Recorded Lecture + Workshop/Webinar |
| 9    | 16 September   | Leading Teams | 12 | Recorded Lecture + Workshop/Webinar |
| 10   | 23 September   | **No Lecture** | | **No Workshop/Webinar** |
| 11   | 30 September   | Team & Organisational Culture | 14 | Recorded Lecture + Workshop/Webinar |
| 12   | 8 October      | Managing Change in Teams & Organisations | 15 | Recorded Lecture + Workshop/Webinar |
| 13   | 14 October     | Unit Review | - | Unit Review Lecture + Final Workshop/Webinar |

**Exam Period: 26 October - 12 November**
### Workshop/Webinar 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>22 July</td>
<td>Introduction to People &amp; Organisations</td>
<td>1</td>
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</tr>
<tr>
<td>3</td>
<td>29 July</td>
<td>Personality &amp; Values</td>
<td>2</td>
<td>Group Development Report</td>
</tr>
<tr>
<td>4</td>
<td>5 August</td>
<td>Perceiving Self &amp; Others</td>
<td>3</td>
<td>Individual Differences Report</td>
</tr>
<tr>
<td>5</td>
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<tr>
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<td>26 August</td>
<td>Applied Performance Practices</td>
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<tr>
<td></td>
<td></td>
<td><strong>Mid-semester break 2 – 8th September</strong></td>
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</tr>
<tr>
<td>8</td>
<td>9 September</td>
<td>Team Dynamics</td>
<td>8</td>
<td>Persuasive Essay</td>
</tr>
<tr>
<td>9</td>
<td>16 September</td>
<td>Power &amp; Influence in Teams &amp; Organisations</td>
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<td>14</td>
<td>Group Presentations &amp; Individual Reflective Summary</td>
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<td>13</td>
<td>14 October</td>
<td>Managing Change in Teams &amp; Organisations</td>
<td>15</td>
<td>Group Presentation &amp; Individual Reflective Summary</td>
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</table>
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.