Tasmanian School of Business and Economics

BAA111

PEOPLE AND ORGANISATIONS

Semester 2, 2018

Unit Outline

Dr Mark Wickham
CONTACT DETAILS

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Unit coordinator: Dr Mark Wickham
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Consultation hours: By appointment
CONTENTS

WHAT IS THE UNIT ABOUT? 2

UNIT DESCRIPTION 2
INTENDED LEARNING OUTCOMES 2

HOW WILL I BE ASSESSED? 3

ASSESSMENT SCHEDULE 3
ASSESSMENT DETAILS 3
BAA111 TEAMWORK REFLECTION REPORT MARK ADJUSTMENT FORM 8

WHAT LEARNING OPPORTUNITIES ARE THERE? 9

RESOURCES 9
ACTIVITIES 10
WORKSHOP PROGRAM 10
UNIT SCHEDULE 16

ACCREDITATION 17

AACSB ACCREDITATION 17
NOTICE
This Unit Outline refers to the Unit Outline Essential Information resource which includes information, policies and requirements relevant to this unit. You must read the Essential Information resource as it is considered part of this Unit Outline.

WHAT IS THE UNIT ABOUT?

Unit description
The purpose of this unit is to introduce you to foundational principles in the management of people in organisations. You will begin to build your skills and knowledge in teamwork, management and leadership, and develop an understanding of the relationship and interconnectedness of intra and interpersonal skills, together with individual and organisational performance. We will explore the reasons why people “organise” and the issues associated with managing diverse groups of people (often with competing needs) to achieve organisational objectives. Some of the topics covered in the unit include teamwork, effective communication, goal setting, time management, task delegation, provision of feedback, professionalism and emotional intelligence. The emphasis is on developing professional skills, which is achieved by the use of the “Classroom as Professional Environment” approach, where learning and assessment in the unit is anchored to simulated workplace environments.

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.
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>Assessment Task 1: Online Tests</td>
<td>Weeks 4, 7, 9, 11 &amp; 13</td>
<td>25%</td>
<td>1</td>
</tr>
<tr>
<td>Assessment Task 2: Workshop Assignments</td>
<td>Randomly in Weeks 2-12</td>
<td>25%</td>
<td>1</td>
</tr>
<tr>
<td>Assignment Task 3: Essay Assignment</td>
<td>24 September at 2pm</td>
<td>25%</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Assignment task 4: Team Agreement Form/Teamwork Reflection Report</td>
<td>21 October by 11:59pm</td>
<td>10% &amp; 15% respectively</td>
<td>1, 2, 3</td>
</tr>
</tbody>
</table>

Assessment details

Assessment task 1: Online Tests

Task description

You are required to attempt FIVE (5) online multiple-choice tests. Each test will be randomly constructed for every student. The online tests must be taken at a time of your choice during the designated week (i.e. between Monday 12am and Sunday 11:59pm of the relevant week).

You will need to log on to MyLO using your University electronic mail username and password. A time limit of 10 minutes will apply.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Measures Intended Learning Outcome:</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>
</tr>
<tr>
<td>Criterion 2</td>
<td>Use the concepts and language of professional management in context.</td>
</tr>
<tr>
<td>Criterion 3</td>
<td>Apply management theories and concepts to practical management contexts.</td>
</tr>
</tbody>
</table>

Task length

10 multiple-choice questions per test.

Due by date

Test 1: Week 4
Topics: The Contemporary Workplace; Environment and Diversity; Information and Decision-Making

**Test 2: Week 7**
Topics: Planning & Goal Setting; Organising & Delegating; Teams & Teamwork

**Test 3: Week 9**
Topics: Ethical Behaviour & Social Responsibility; Leading & Emotional Intelligence

**Test 4: Week 11**
Topics: Communication & Interpersonal Skills; Controlling & Time Management

**Test 5: Week 13**
Topics: Human Resource Management; Motivation & Rewards

### Assessment task 2: Workshop Assignments

<table>
<thead>
<tr>
<th>Task description</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the end of the workshops in Weeks 2-12 of semester inclusive, students will be selected randomly to submit FIVE (5) workshop assignments. You must upload your short answers to the workshop theory questions (detailed on pages 20-23 of this unit outline) to MyLO within TEN (10) minutes of the end of the relevant workshop. <strong>NB:</strong> The instructor will specify the deadline for submission to the relevant students and the unit coordinator; students that do not submit their workshop assignment by the specified deadline will score zero marks for that piece of work.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Measures Intended Learning Outcome:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion 1</td>
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</tr>
<tr>
<td>Criterion 2</td>
<td>Use the concepts and language of professional management in context.</td>
</tr>
<tr>
<td>Criterion 3</td>
<td>Apply management theories and concepts to practical management contexts.</td>
</tr>
<tr>
<td>Task length</td>
<td>600 words (maximum) – no 10% leeway!</td>
</tr>
<tr>
<td>Due by date</td>
<td>Randomly at the end of workshops in Weeks 2-12 inclusive</td>
</tr>
</tbody>
</table>
Assessment task 3: Essay Assignment

The purpose of this assessment task is to assess your research skills and related knowledge of a key team/team-management issue. You are expected to cite at least TWO (2) articles from professional management publications and FIVE (5) academic journal articles in your assignment.

Requirements:

This assignment requires you to construct an essay response to ONE (1) of the following topics:

**Topic 1: Ethics and Social Responsibility**

Using an academic journal article as your source, identify and define the ‘social responsibility’ concept as it applies to an industry context of your choice (e.g. mining, finance, government etc.). Using examples, describe factors that can undermine social responsibility performance in your chosen industry context. Using examples, describe the tactics a manager can use to avoid the factors you have identified.

**OR**

**Topic 2: Emotional Intelligence**

Using an academic journal article as your source, define what is meant by the term Emotional Intelligence. Using examples, identify how inadequate levels of emotional intelligence can undermine managerial performance in an industry context of your choosing. Also using examples, describe what tactics a manager can employ to improve their emotional intelligence.

Completing the assignment

Before you begin your essay, download and complete the self-paced learning activity “Completing your Essay Assignment checklist” which is available through MyLO. This will ensure you have addressed the tasks you need to complete your essay.

Submitting the assignment

You must submit an electronic copy only of your essay through the Assignment link on MyLO. The essay must be submitted by 2pm on the due date.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Measures Intended Learning Outcome:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criterion 1</strong></td>
<td>Identify and define theories and concepts related to managing teams of people in organisations.</td>
</tr>
<tr>
<td><strong>Criterion 2</strong></td>
<td>Use the concepts and language of professional management in context.</td>
</tr>
<tr>
<td>Criterion 3</td>
<td>Apply management theories and concepts to practical management contexts.</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Criterion 4</td>
<td>Identify management theories/models and describe their implications for managing teams in organisations.</td>
</tr>
<tr>
<td>Criterion 5</td>
<td>Use judgement to recommend solutions to routine organisational problems.</td>
</tr>
<tr>
<td>Criterion 6</td>
<td>Use judgement to identify specific teamwork issues</td>
</tr>
<tr>
<td>Criterion 7</td>
<td>Use written or oral communication to recommend managerial solutions to specific teamwork issues</td>
</tr>
<tr>
<td>Task length</td>
<td>1500 words (maximum) – no 10% leeway! NB: Your word limit includes everything in your essay answer except for the list of references.</td>
</tr>
<tr>
<td>Due by date</td>
<td>Monday, September 24 at 2pm.</td>
</tr>
</tbody>
</table>

**Assignment Task 4: Teamwork Agreement Form/Teamwork Reflection Report**

**Description / conditions**

Students are required to form teams of no more than 4 people and generate a report on their teamwork experience in the unit. **This assessment requires TWO (2) separate documents to be submitted by each team:** (1) a Team Agreement Form – available on MyLO; (2) a Teamwork Reflection Report.

The **Team Agreement Form** component requires each team to formally establish the team procedures and expectations of its members, and to specify the consequences of failing to deliver on agreed contributions.

The **Teamwork Reflection Report** component may either be written (e.g. essay or report) or presented orally (e.g. voiced-over PowerPoint presentation, YouTube video etc.) and provide a reflection on a teamwork issue that was experienced by the team.

The teamwork reflection report should (a) detail a specific teamwork issue experienced by the students in terms of any relevant topic/theory included in the unit, and (b) present a range of tactics they believe will help them overcome the specific teamwork issue in the future (NB: be sure to use academic references to address this aspect of the report).

Only **ONE** member of the team needs to submit the team’s work electronically via the MyLO Assignment drop-box.
<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
<th>Measures Intended Learning Outcome</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>1</td>
</tr>
<tr>
<td>Criterion 2</td>
<td>Use the concepts and language of professional management in context.</td>
<td>1</td>
</tr>
<tr>
<td>Criterion 3</td>
<td>Apply management theories and concepts to practical management contexts.</td>
<td>1</td>
</tr>
<tr>
<td>Criterion 4</td>
<td>Identify management theories/models and describe their implications for managing teams in organisations.</td>
<td>2</td>
</tr>
<tr>
<td>Criterion 5</td>
<td>Use judgement to recommend solutions to routine organisational problems.</td>
<td>2</td>
</tr>
<tr>
<td>Criterion 6</td>
<td>Use judgement to identify specific teamwork issues</td>
<td>3</td>
</tr>
<tr>
<td>Criterion 7</td>
<td>Use written or oral communication to recommend managerial solutions to specific teamwork issues</td>
<td>3</td>
</tr>
<tr>
<td>Task length</td>
<td>Teamwork Agreement Form: 1000 words maximum – no 10% leeway.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teamwork Reflection Report: 15 minutes OR 1500 words maximum – no 10% leeway.</td>
<td></td>
</tr>
<tr>
<td>Due date</td>
<td>Sunday, 21 October at 11:59pm</td>
<td></td>
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</tbody>
</table>

**NOTE:** There is NO POSSIBILITY for extensions to be granted for this assessment task FOR ANY REASON. If you are unable to submit the assessment task for a medical or compassionate reason ONLY, you may apply for a deferred assessment task.
BAA111 Teamwork Reflection Report Mark Adjustment Form

The Teamwork Reflection Report component of the final assessment will be marked out of a score of 15. In conjunction with the Teamwork Agreement Form (available on MyLO), this document enables you to provide guidance as to what percentage of the mark you believe individual members of your team should receive given their contribution. NB: If this form is NOT submitted, all members will receive the team’s designated mark.

If you feel that a team member has not contributed as detailed in the Teamwork Agreement Form, please place a value of between 0% and 100% next to that team member’s name that reflects their level of input. **NB: You DO NOT need to include the signatures(s) of the team member(s) whose mark you are requesting be adjusted downward.**

The mark that students receive from their group’s presentation will equal: (The team’s overall score) multiplied by (the individual’s “agreed contribution”).

For example: Team A consists of John, Adam, Mary, and Jane. Their instructor awarded the team a score of 10/15 for their report. Because John and Jane did not contribute as agreed, Adam and Mary both filled in the Mark Adjustment form. After speaking to John and Jane about their input, the unit coordinator altered the marks allocated as follows:

<table>
<thead>
<tr>
<th>Name</th>
<th>Individual Score</th>
<th>Team’s Overall Score</th>
<th>“Agreed Contribution”</th>
<th>Individual Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>John</td>
<td>10</td>
<td>x</td>
<td>50%</td>
<td>5</td>
</tr>
<tr>
<td>Adam</td>
<td>10</td>
<td>x</td>
<td>100%</td>
<td>10</td>
</tr>
<tr>
<td>Mary</td>
<td>10</td>
<td>x</td>
<td>100%</td>
<td>10</td>
</tr>
<tr>
<td>Jane</td>
<td>10</td>
<td>x</td>
<td>75%</td>
<td>7.5</td>
</tr>
</tbody>
</table>

In the section provided below, please write the names of your fellow group members and **the percentage of the score you believe that team member deserves.**

<table>
<thead>
<tr>
<th>Team Members’ Names</th>
<th>% of Agreed Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>

Signed: ____________________________
WHAT LEARNING OPPORTUNITIES ARE THERE?

**Resources**

**Required readings**

You will need the following text:


**Recommended readings (Academic publications)**


**Recommended readings (Professional publications)**

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

- HRM Magazine
- Professional Manager Magazine
- Australian Financial Review

**Reading Lists**

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

Details of teaching arrangements

The unit’s teaching schedule commences in the week beginning 16 July, 2018.

All unit content will be delivered electronically through MyLO (via the e-text, video and audio links and podcasts etc.). 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, Launceston and the Cradle Coast, there will be a series of 12 two-hour workshops held weekly (Weeks 1-12) throughout the semester. For students enrolled in the off-campus mode, there will be a series of 12 two-hour online workshops held (and recorded) weekly (also Weeks 1-12) throughout the semester.

Specific attendance/performance requirements

Whilst it is not compulsory for students to attend the weekly workshops, it is important to note that 50% of the marks in the unit are associated with workshop interaction – firstly: the random workshop assignments (25 marks) will be called for at the end of each workshop – it is strongly recommended that students that are not able to attend a workshop submit their workshop assignment in advance to secure the marks available if their names are called. Secondly, the teamwork agreement form (10 marks) and the teamwork reflection report (15 marks) require students to form into groups of 2, 3 or 4 to complete the assessment task – attempting to form groups will be far more difficult if workshops are not attended regularly.

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

1. Attendance at weekly workshops
2. Completion of online tests
3. Submission of random workshop assignments

If you do not demonstrate evidence of having engaged actively with this unit by completing these three activities by Week 4 of semester, your enrolment may be cancelled or you may be withdrawn from the unit.

Workshop Program

Engagement in the workshop program is an important component of the unit, as it will expose you to teamwork processes and roles that are the basis for: (a) your Workshop Assignments [25 marks], and (b) your Teamwork Reflection Report [25 marks].

Week 1: The Contemporary Organisation/Classroom as a Professional Environment

THEORY QUESTIONS:

1. What is an ‘organisation’ and why are managers important to an organisation’s success?
2. What are the benefits of viewing an organisation as a ‘system’? What difference can this view make to you in terms of your managerial effectiveness and efficiency?
ACTIVITY 1: The instructor will organise students into teams of approximately 5 people. Each team will visit THIS WEBSITE and agree on the roles and responsibilities of all participants in the unit’s workshop program. Each team will nominate a spokesperson to discuss their team’s thoughts.

ACTIVITY 2: In different teams designated by your instructor, use the Systems Theory perspective to identify the inputs, structure and outputs of the University of Tasmania. Each team will nominate a spokesperson to discuss their team’s thoughts.

Week 2: Environment & Diversity

THEORY QUESTIONS:
1. What elements comprise an organisation’s General and Specific Environments? Use examples to illustrate your answer.
2. What is meant by the term ‘diversity’ as it relates organisational teams?

ACTIVITY 1: Visit THIS WEBSITE and discuss the diversity that exists in your designated workshop team. Each team will nominate a spokesperson to discuss their team’s thoughts.

ACTIVITY 2: Identify the ways that you can improve your skills in managing team diversity. Each team will nominate a spokesperson to discuss their team’s thoughts.

ACTIVITY 3: In your teams, reflect on your contribution to Activities 1 & 2 and how you could improve your contribution in future team-based activities.

Week 3: Information & Decision-Making

THEORY QUESTIONS:
1. Using examples, list the advantages and disadvantages of team decision-making.
2. What tactics can a manager use to maximise the effectiveness of team decision-making?

ACTIVITY 1: Your instructor will provide you with a Decision-Making Scenario. Attempt the “Decision-Making Scenario” individually, and then as part of a designated team. Each team will nominate a spokesperson to discuss their team’s thoughts.

ACTIVITY 2: In your teams, reflect on your contribution to Activity 1 and how you could improve your contribution in future team-based activities.

Week 4: Planning & Goal Setting

THEORY QUESTIONS:
1. Identify and describe the steps in the five-stage planning process. Use examples to illustrate your answer.
2. What is a SWOT analysis? Discuss the types of issues and questions that should be dealt with when conducting a SWOT analysis.
ACTIVITY 1: Visit THIS WEBSITE and conduct a personal SWOT as it relates to a desirable career choice (NB: you only need to be as accurate as the industry you want to work in).

ACTIVITY 2: Visit THIS WEBSITE and generate SMART Goals for your team mates according to their personal SWOT items (examples of excellent SMART goals can be FOUND HERE).

ACTIVITY 3: Reflection on team membership and role management in Activities 1 and 2.

Week 5: Organising & Delegating

THEORY QUESTIONS:
1. What is the organising function? Why is it important? How does it relate to the other management functions?
2. Explain the concepts of formal structure and informal structure. Why must a manager understand and work with both the formal structure and the informal structure of an organisation?

ACTIVITY 1: Workshop participants will form into random teams on criteria defined by the instructor. Each team will be given some details about a new organisation, and using this information, construct an organisational chart (with the assumption that the team are also the new organisation’s employees). Each team will nominate a spokesperson to discuss their team’s thoughts.

ACTIVITY 2: As a team, make a list of the types of managerial tasks that could reasonably be delegated to non-managerial employees in your new organisation. Make another list of the managerial tasks that should never be reasonably delegated to non-managerial employees. From your team’s perspective, what are the fundamental differences between the two lists? Each team will nominate a spokesperson to discuss their team’s thoughts.

ACTIVITY 3: Reflection on team membership and role management in Activities 1 and 2.

Week 6: Teams & Teamwork

THEORY QUESTIONS:
1. Define what is meant by the term ‘team’ as it relates to the organisational setting.
2. What are the stages of team development, and what are the implications for the effective management of teams in an organisational setting?

ACTIVITY 1: Visit THIS WEBSITE and take the “Team Roles Test” (NB: make sure to check the ‘individual use’ box) and take note of the free results page (NB: do not purchase any detailed results). Students will then form into random groups and
discuss with their team what skills and abilities they could contribute based on their results.

**ACTIVITY 2:** Teams must nominate a spokesperson to report back to the workshop class what roles are present and absent in their team, and what the implications might be for managing team effectiveness.

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**Week 7: Ethical Behaviour & Social Responsibility**

**THEORY QUESTIONS:**
1. What is meant by the term ‘corporate social responsibility’? In your opinion, should businesses be socially responsible? Support your answer with examples.
2. Identify the alternative views of ethical behaviour and briefly describe the main emphasis of each view.

**ACTIVITY 1:** Visit [THIS WEBSITE](#) and take the moral development quiz (results to be reported anonymously back to your team). What are the implications of the results for effective management of your team?

**ACTIVITY 2:** Visit [THIS WEBSITE](#) and discuss with your team the extent to which the team agree or disagree with the “10 myths about business ethics”. Each team will nominate a spokesperson to report back to the workshop their answer to the following question: What you believe the essential elements of effectively managing ethics in a team environment?

**ACTIVITY 3:** Reflection on team membership and role management in Activities 1 and 2.

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**Week 8: Leading & Emotional Intelligence**

**THEORY QUESTIONS:**
1. Define the terms ‘leadership’ and ‘power’. Using examples to illustrate your answer, explain how leadership and power are related to each other in the management context.
2. Define the term ‘emotional intelligence’. How might a manager’s level of emotional intelligence influence his/her effectiveness as a leader?

**ACTIVITY 1:** Visit [THIS WEBSITE](#) and take the ‘Leadership Legacy?’ quiz – please record your result. Students will join teams based on their leadership style and discuss situations (a) where it would be an asset for your team, and (b) where it would be a liability for your team.

**ACTIVITY 2:** Visit [THIS WEBSITE](#) and take the Emotional Intelligence test – please record your result. Students will join teams based on their EI result and discuss (a) situations where their result would be an asset for your team, and (b) what training and development might be useful.

**ACTIVITY 3:** Reflection on team membership and role management in Activities 1 and 2.
Week 9: Communication & Interpersonal Skills

THEORY QUESTIONS:
1. Identify and define the components of the communication process. Describe what managers need to know in order to communicate effectively in the workplace.
2. Identify and define the barriers to effective communication. What can a manager do to overcome these barriers?

ACTIVITY 1: Visit THIS WEBSITE and take the ‘What kind of Communicator and I?’ quiz – please record your result. Visit THIS WEBSITE and take the ‘Listening Skills’ quiz – please record your result. Visit THIS WEBSITE and take the Conflict Resolution Questionnaire – please record your result.

ACTIVITY 2: Students will join into randomised teams, and discuss the range of communication styles, listening styles and conflict resolution styles present in their team. Each team will discuss the implications for the effective management of communication in their team; each team will nominate a spokesperson to report back on their team’s discussions.

Week 10: Controlling & Time Management

THEORY QUESTIONS:
1. Identify and define the four steps in the control process. Use examples to illustrate your answer.
2. Identify and define the three types of control managers need to be aware of. Use examples to illustrate your answer.

ACTIVITY 1: What is meant by the term ‘time management’ when it is applied to team management? In what ways can a manager become a more effective and efficient time manager for their team?

ACTIVITY 2: Visit THIS WEBSITE and take the Personal Productivity Style Questionnaire. Find students with the same profile result and discuss what the implications are for your strengths and weaknesses as a manager and colleague.

ACTIVITY 3: Reflection on team membership and role management in Activities 1 and 2.

Week 11: Human Resource Management

THEORY QUESTIONS:
1. What is ‘human resource management’ and what role does it play in organisational settings? Why do most organisations employ ‘human resource specialists’?
2. What options do managers have in recruiting, maintaining and developing a qualified workforce?

**ACTIVITY 1:** In teams, consider the role of the HR department in terms of the Systems Theory perspective, and report what you believe are its 5 most important functions for supporting effective teamwork. On what basis did your teams decide the 5 most important functions?

**ACTIVITY 2:** Students will be provided with an overview of a fictitious organisation. This fictitious organisation currently employs 20 people, and is seeking to recruit a further 10 of the highest qualified people available. Explain how your team would go about recruiting and selecting these new team members.

**Week 12: Motivation & Rewards**

**THEORY QUESTIONS:**
1. What is meant by the term ‘motivation’ as it relates to the organisational setting?
2. What role does reward and reinforcement play in motivation?

**ACTIVITY 1:** Students will join into groups of no more than 10 people and create a compensation and benefits scheme for a fictitious organisation (details to be provided on the day). How would your team design a scheme so that all of the following are achieved?
   - maximised sales,
   - reduced costs,
   - increased profitability,
   - ensured ethical practices, and
   - ensured legal compliance.

Teams must then report back their ideas to the workshop and debate the relative merits of their ideas.

**ACTIVITY 2:** In your teams, reflect on your contribution to Activity 1 and how you could improve your contribution in future team-based activities.

**Week 13: Teamwork Agreement Form/Teamwork Reflection Report Preparation**
(No workshop in Week 13)
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE BEGINNING</th>
<th>TOPIC/ MODULE/ FOCUS AREA</th>
<th>ACTIVITIES</th>
<th>DUE DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>16 July</td>
<td>The Contemporary Organisation &amp; Classroom as a Professional Environment</td>
<td>e-Text Chapter 2 Lecture Slides 1.1 Video 1.1 &amp; 1.2 Required Reading 1.1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>23 July</td>
<td>Environment &amp; Diversity</td>
<td>e-Text Chapter 3 Video 2.1, 2.2 &amp; 2.3 Audio 2.1</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>30 July</td>
<td>Information &amp; Decision-Making</td>
<td>e-Text Chapter 7 Video 3.1, 3.2 &amp; 3.3 Audio 3.1</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>6 August</td>
<td>Planning &amp; Goal Setting</td>
<td>e-Text Chapter 8 Video 4.1 &amp; 4.2 Audio 4.1 Required Reading 4.1</td>
<td>Online Test #1</td>
</tr>
<tr>
<td>5</td>
<td>13 August</td>
<td>Organising &amp; Delegating</td>
<td>e-Text Chapter 10 Video 5.1 &amp; 5.2 Audio 5.1</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>20 August</td>
<td>Teams &amp; Teamwork</td>
<td>e-Text Chapter 17 Video 6.1, 6.2 &amp; 6.3</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>27 August</td>
<td>Ethical Behaviour &amp; Social Responsibility</td>
<td>e-Text Chapter 5 Video 7.1 &amp; 7.2 Audio 7.1</td>
<td>Online Test #2</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Mid-semester break: 3 - 7 September (inclusive)</strong></td>
<td></td>
<td></td>
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<tr>
<td>8</td>
<td>10 September</td>
<td>Leading &amp; Emotional Intelligence</td>
<td>e-Text Chapter 13 Video 8.1, 8.2 &amp; 8.3 Audio 8.1 Required Reading 8.1</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>17 September</td>
<td>Communication &amp; Interpersonal Skills</td>
<td>e-Text Chapter 14 Video 9.1 Audio 9.1</td>
<td>Online Test #3</td>
</tr>
<tr>
<td>10</td>
<td>24 September</td>
<td>Controlling &amp; Time Management</td>
<td>e-Text Chapter 11 Video 10.1 &amp; 10.2 Audio 10.1</td>
<td>Essay Assignment</td>
</tr>
<tr>
<td>11</td>
<td>1 October</td>
<td>Human Resource Management</td>
<td>e-Text Chapter 12 Video 11.1 Audio 11.1</td>
<td>Online Test #4</td>
</tr>
<tr>
<td>12</td>
<td>8 October</td>
<td>Motivation &amp; Rewards</td>
<td>e-Text Chapter 16 Video 12.1, 12.2, 12.3 &amp; 12.4</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>15 October</td>
<td>Teamwork Agreement Form/Teamwork Reflection Report Preparation (no workshop this week)</td>
<td>None</td>
<td>Online Test #5.Teamwork Agreement Form/Team Reflection Report</td>
</tr>
</tbody>
</table>
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.