Unit Outline

MGMT5022 Organisational Behaviour for Managers
Trimester 1, 2017

Unit study package code: MGMT5022
Mode of study: Fully Online
Tuition pattern summary: This unit does not have a fieldwork component.
Credit Value: 25.0
Pre-requisite units: Nil
Co-requisite units: Nil
Anti-requisite units: Nil
Result type: Grade/Mark
Approved incidental fees: Information about approved incidental fees can be obtained from our website. Visit fees.curtin.edu.au/incidental_fees.cfm for details.

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Learning Management System: Blackboard (lms.curtin.edu.au)

Acknowledgement of Country
We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present. The Centre for Aboriginal Studies aspires to contribute to positive social change for Indigenous Australians through higher education and research.

Syllabus
Focuses on organisational behaviour at an individual, group and organisational level, encompassing issues that are changing the way work is conducted, organised and managed. Improving organisational effectiveness. Analysis of local and international case studies. Practical and theoretical approaches adopted by organisations to improve and enhance the quality of leadership and management in the workplace. Academic writing and research skills required at postgraduate level in business.
Introduction

Welcome to Organisational Behaviour for Managers (MGMT5022). This unit focuses on understanding and influencing behaviour at the individual and group level within organisations. The unit examines important intrapersonal, interpersonal and organisational influences on individual and collective behaviour in organisations. Intrapersonal influences include perception, learning, motivation, emotion and attitudes, whereas interpersonal influences include team dynamics, conflict, communication and leadership. Organisational level influences include structure, culture and change. Learners will develop organisational behaviour competencies through discussion forums, reflective questionnaires, case analysis and team work. Learners will also develop business research, writing and presenting skills.

Unit Learning Outcomes

All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating we can say you will have achieved all of Curtin’s Graduate Attributes through the assurance of learning process in each unit.

On successful completion of this unit students can:

1. Synthesise major Organisational Behaviour (OB) concepts, models and theories to enhance organisational effectiveness
2. Analyse case studies and scenarios encompassing global perspectives
3. Evaluate performance in a diverse team
4. Analyse and evaluate literature relevant to the business and management theories

Curtin’s Graduate Attributes

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Thinking skills</th>
<th>Information skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply discipline knowledge</td>
<td>(use analytical skills to solve problems)</td>
<td>(confidence to investigate new ideas)</td>
</tr>
<tr>
<td>Communication skills</td>
<td>Technology skills</td>
<td>Learning how to learn</td>
</tr>
<tr>
<td>International perspective</td>
<td>Cultural understanding</td>
<td>(apply principles learnt to new situations)</td>
</tr>
<tr>
<td>(value the perspectives of others)</td>
<td>(value the perspectives of others)</td>
<td>(confidence to tackle unfamiliar problems)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Professional Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(work independently and as a team)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(plan own work)</td>
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</tbody>
</table>

Find out more about Curtin’s Graduate attributes at the Office of Teaching & Learning website: ctl.curtin.edu.au

Learning Activities

This is a fully online unit that comprises of lectures, group activities and topic discussions; as well as engaging in these online activities, students will be required to submit both individual and group written assignments. The online tuition pattern will follow the format delineated in the unit outline and engage students in quality interactive experiences that draw constructively on the diversity of student involvement in organisational behaviour processes and issues.

How to Access Your Online Unit

It is recommended that you access your online unit in Blackboard through OASIS (your student portal at Curtin), where it is located under “My Studies” tab.
You can also use a direct link:

http://www.lms.curtin.edu.au/

If you use a direct link, you will have to use your login and password, which are exactly the same as for OASIS.

If you have not activated your OASIS logon, please go to

http://www.oasis.curtin.edu.au

and follow the prompts. If you are a new student, please note that to activate OASIS logon you have to know your student number, which is to be found on your letter of offer.

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**Learning Resources**

**Essential texts**

The required textbook(s) for this unit are:

  (ISBN/ISSN: 9781292092881)

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**Assessment**

**Assessment schedule**

<table>
<thead>
<tr>
<th>Task</th>
<th>Value %</th>
<th>Date Due</th>
<th>Unit LearningOutcome(s) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group case study</td>
<td>20 percent</td>
<td>Week: See Program calendar</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Written assessment</td>
<td>40 percent</td>
<td>Week: Week 6</td>
<td>1,2</td>
</tr>
<tr>
<td>Analytical written paper</td>
<td>40 percent</td>
<td>Week: Week 10 &amp; 11</td>
<td>1,2,4</td>
</tr>
</tbody>
</table>

**Detailed information on assessment tasks**

1. **Assessment 1: Group discussion and Student Home Journal (20%)**

   Assessment 1 is designed to enable all students to engage with the breadth of material covered within organisational behaviour in a way that deepens their understanding of the material and their ability to apply the theories and concepts into the workplace. There are two parts to Assessment 1:

   **Part 1: Student Home Journal**

   You will find the details of what is required in the Student Home Journal section of your Blackboard unit and the instructions on how to do it in The Learning Hub section. (If the Student Home Journal is not completed by midnight 22 January 5% will be deducted from the overall mark for Assessment 1).

   **Assessment 1: Part 2: Contribution to online discussion**

   There is one assessable discussion forum over the course of the unit. Details of the discussion topic and further guidance regarding the discussion are provided within the Assessment section of the unit’s Blackboard.
The discussion forum will open on a Monday and close virtually two weeks later at midnight on a Sunday (see the Unit Outline’s program calendar for relevant dates). You are required to make one original contribution by the end of the first week of the discussion. You need to submit your contribution into Turnitin as well posting it into the discussion forum. For each discussion room topic, you are also required to comment on an original contribution of at least two other students. This should be completed in the second week of the discussion once everyone has entered their original contribution. All responses need to be made well in time for the closing of the discussion forum at midnight on the second Sunday for that particular forum.

Due dates for Part 1 and Part 2 of Assessment 1 are detailed in the Unit Outline’s program calendar.

(Nota: Assessment 1 for Organisational Behaviour for Managers online is not a Group Case Study; due to the requirements of the unit outline software, the Task information listed above is drawn from the internal face-to-face mode of this unit)

2. Assessment 2: (40%) Individual Analysis: Assessing and Developing Yourself as a Manager

This assignment focuses on some of the tools that are available for self-assessment of individual behaviours, preferences and preferred roles in an organisational setting. This assessment is comprised of three (3) parts.

Due Date: The due date for Assessment 2 is 26 February (to be uploaded onto Blackboard by midnight). You will need to upload Assessment 2 into Turnitin through the appropriate link on Blackboard Assessments. The file name of your Word Document for Assessment 2 should follow this format: Surname_FirstName_student number_OB Ass2.docx. For example: Zhang_Wei_12465976_OB Ass2.docx

Assessment 2 Part 1: Self-Assessment using Self-Assessment Exercises

In Part 1 you are asked to examine a range of self-assessment tools available online and to undertake a six self-assessment exercises (references to these tests must be included with your assignment). These may be taken from relevant online sources, or others that you have completed through work within the past two years (Examples of online self-assessments will be provided on Blackboard).

The six self-assessments must comprise:

- Two ‘individual behaviour and processes’ self-assessments.
- Two ‘team processes’ self-assessment.
- Two ‘organisational processes’ self-assessments.

Having completed the required assessments (copies of which are to be handed in as an Appendix but the tests themselves are not included in the word count) you are required to address the following in this section of the assignment:

- Why you chose the particular assessments you completed - were there particular areas of your behaviour you were trying to understand?
- What do the self-assessments that you have completed tell you about yourself as a manager?
- Based on an increased understanding of yourself, what is likely to be challenging for you as you move through your course of study? What is likely to be easy for you?
- Were there any surprises in the assessments you completed? That is, were the results different to what you expected?
- If there were no surprises in the assessments you completed, why?

Assessment 2 Part 2: Overview of Relevant Literature

In Part 2 you are asked to relate one of the areas you have explored via the self-assessments to the relevant theoretical models and concepts covered in the OB course and to relevant current academic literature (journal articles published in the past 3-5 years). Specifically you are asked to review six (6) journal articles and to discuss the key points that are being made by the authors including the application of theory or OB concepts. You are expected to draw primarily on three or four different journals from amongst the list of relevant journals presented in Blackboard under Unit Resources (Textbook, References, Case Analysis Coach and other useful resources).
The aim is to connect what you have learned about yourself in Part 1 to the relevant literature. You are trying to understand more about the current debates/discussion relating to your area of interest. For example, if you have chosen a number of self-assessments that relate to leadership you should examine current academic literature that explores one area or aspect of leadership that is of most interest to you. For instance, you might want to focus on leadership effectiveness, or characteristics of effective leaders, or the impact of leadership styles etc.

As a conclusion you should comment on any additional insights you have gained as a result of the articles you have read and relate it to areas that you want to develop in order to increase your effectiveness as a manager.

Assessment 2 Part 3: Applications and Limitations

In Part 3 you are expected to provide comment on the application and limitation of self-assessment tools such as those you have used and to link your comments back to the literature you have reviewed in Part 2 and other relevant academic literature (e.g. your textbook). You should comment on the following areas:

- Limitations of self-assessment tools in general.
- Cultural implications regarding the self-assessment tools.
- How and when you might use these tools in your organisation.
- The usefulness of the self-assessments you have completed with respect to your own development.
- What you will do differently (if anything) as a result of these self-assessments and how you might monitor if the changes you want to make are working.
- Any reservations you have about the particular tools you used.
- Anything else that you feel is relevant.

Structure, Assessment Criteria and Word Limit: The assignment should be structured so that it includes a brief introduction that outlines what is covered in each section. Relevant headings and sub-heading should be used in each section. The assessment criteria (marking rubric) for Assessment 2 are available under My Grades, View Rubric in the unit’s Blackboard site. While all 3 main parts of the assignment allow you to demonstrate Critical Thinking, Parts 2 and 3 provide greater scope to demonstrate Discipline Knowledge and Skills, so ensure you devote an adequate amount of the assignment to these parts. (A suggested word count for each part is 600 words for Part 1; 1100 words for Part 2; and 800 words for Part 3). The assignment should include a conclusion that brings together what has been covered in the assignment. As indicated in the Assessment marking rubric, you will also be assessed on the Written Communication Skills that you demonstrate in the assignment (logically structured argument, grammar, spelling, etc.). Referencing must follow the Chicago-Curtin 16 referencing guidelines (see Library website for referencing guidelines). The total word limit for Assessment 2 is 3,000 words (+ or – 10% is acceptable. Assignments that are more than 10% over the word limit will be penalised. The word limit excludes self-assessment instruments included as appendices).

3. Assessment 3: Group Case Study and Team Processes (40%)

This assessment is comprised of two (2) parts. The first part focuses on the case study whilst the second part focuses on your own experience in your OB team. You are expected to apply the concepts and theories you have learnt during the unit to specific organisational issues in the case study and your team experience. The total word limit for Assessment 3 is 2,500 words (+ or – 10% is acceptable. Assignments that are more than 10% over the word limit will be penalised).

Assessment 3 Part 1: Group Case Study Review (20%)

This part of the assessment will be completed in teams. The teams will be invited by the lecturer early in the Unit to choose team members. On or before the due date, one of the team members will submit the assignment via Turnitin. The due date and time are specified in the Unit Outline’s program calendar (at the back of the Unit Outline). The file name of your Word Document for Assessment 3 Part 1 should follow this format: Surname_FirstName_student number_OB Ass3.docx. For example: Jones_Bob_12465976_OB Ass3_Part1.docx

A brief case study and associated questions that will form the basis of this assessment will be provided by the instructor via Blackboard in Week 8. You will be asked to review the case study in the context of the relevant OB concepts and theories studied during the unit and answer the questions relating to the case study. You are
asked to read and analyse the case study and then answer Two (2) of Three (3) questions. Q 3 of the 3 questions is mandatory.

When reviewing your written responses to the questions you should reflect on the following areas:

- Is your diagnosis and recommended action practical to implement and/or a good fit for the context presented in the case study?
- Is the diagnosis and recommended action you put forward based on a sound theoretical basis?
- Have you demonstrated critical thinking skills in responding to these issues, i.e. have you gone beyond description and demonstrated deep, critical analysis to arrive at their recommendations/solutions?
- Have you used appropriate academic writing style and referencing?

Structure, Assessment Criteria and Word Limit: At the beginning of Part 2 you must list the names of each of the team members and their student numbers. Each question must be numbered according to the question number on the question sheet. (You can also write the question out in full, before answering; this is not included in your word count). Each answer must include 2 parts, an analysis and recommendations. Each question is worth 10 marks. Your answers will be assessed on the basis of the assessment criteria listed in this assessment’s rubric marking (available under My Grades, View Rubric). These cover Discipline Knowledge and Skills Standard and Written Communication Skills Standard Skills. As the review questions above indicate, the Discipline Knowledge and Skills Standard are of primary importance. Each answer should be a maximum of 750 words in length (+/- 10%. The word count does not include references). At the end of the question you must provide a word count for your answer and provide references you have used (at least 3 per answer) in Chicago 16 referencing format.

Assessment 3 Part 2: Individual Reflection on group and team processes (20%)

This section of the assignment will be completed and submitted individually by students. It will be uploaded into Turnitin by the date and time indicated on the Unit Outline’s program calendar (at the back of the Unit Outline). The file name of your Word Document for Assessment 3 Part 2 should follow this format: Surname_FirstName_ student number_OB Ass3.docx. For example: Jones_Bob_12465976_OB Ass3_Part2.docx

In this section of the assignment you will be asked to provide reflection and critical analysis on your own experience as a member of a team during your OB unit. The following questions should help to guide your reflection regarding your experience within a diverse team:

- Did your team perform well? If so, why? If not, why not? (Refer to relevant OB theory to support your observation and analysis; provide evidence based, for example, on the group’s principle forms of communication).
- What role did you play in helping the team reach its goal (a successful case study analysis, productive group discussions, learning from each other etc.)? (Refer to relevant OB theory to support your observation and analysis)
- What were the strengths and weaknesses of your team’s output (i.e. online discussions and activities and the case study analysis - what worked particularly well, what could have been done differently?) (Refer to relevant OB theory to support your observation and analysis)
- What have you learnt about yourself during this unit that will be useful in future group work (either in a study or work setting)? (Refer specifically to relevant OB theory to support your observation and analysis and specifically to Kolb’s experiential learning cycle model).
- Anything else you have learned about working in diverse teams?

When reviewing the analysis of your experience in Part 2 you should consider the following:

- Have you demonstrated critical thinking skills in analysing your team experience? That is, have you gone beyond description and have shown that you have critically analysed your team’s performance and their role within the team via reference to relevant OB theory/concepts?
- Have you demonstrated discipline knowledge skills in identifying what they have learnt in the unit that is relevant to your analysis?
- Have you demonstrated appropriate academic writing and referencing skills?
Structure, Assessment Criteria and Word Limit: Given that this is a reflective piece of academic writing it is acceptable to write in the first person; however, you are expected to use an academic style of writing and to refer to the relevant academic literature to support your reflections / critical analysis and to reference your assignment correctly in line with Chicago 16 protocols. Part 2 is worth 20 marks and will be assessed using the same rubric marking as used for Part 1 (available under My Grades, View Rubric). **Your answer should be a maximum of 1000 words in length** (+/- 10%. The word count does not include references). Your word count will need to be included at the end.

**Pass requirements**

To pass this unit, you must:

- Attempt all assessments;
- Receive an overall grade of 5 or above (i.e. a mark equal to or greater than 50%).

**Fair assessment through moderation**

Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment and Student Progression Manual, available from policies.curtin.edu.au/policies/teachingandlearning.cfm

**Late assessment policy**

This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.

1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (eg a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment **more than seven calendar days overdue will not be marked and will receive a mark of 0**.

**Assessment extension**

A student unable to complete an assessment task by/on the original published date/time (eg examinations, tests) or due date/time (eg assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student’s control that prevent them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners’ meeting.

**Deferred assessments**

If your results show that you have been granted a deferred assessment you should immediately check OASIS for details.
Supplementary assessments
Supplementary assessments are not available in this unit.

Reasonable adjustments for students with disabilities/health circumstances likely to impact on studies
A Curtin Access Plan (CAP) is a document that outlines the type and level of support required by a student with a disability or health condition to have equitable access to their studies at Curtin. This support can include alternative exam or test arrangements, study materials in accessible formats, access to Curtin’s facilities and services or other support as discussed with an advisor from Disability Services (disability.curtin.edu.au). Documentation is required from your treating Health Professional to confirm your health circumstances.

If you think you may be eligible for a CAP, please contact Disability Services. If you already have a CAP please provide it to the Unit Coordinator at the beginning of each semester.

Referencing style
The referencing style for this unit is Chicago.

More information can be found on this style from the Library web site: http://libguides.library.curtin.edu.au/referencing.

Copyright
© Curtin University. The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites.

Academic Integrity (including plagiarism and cheating)
Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course.

Plagiarism occurs when work or property of another person is presented as one’s own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.

Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.

From Semester 1, 2016, all incoming coursework students are required to complete Curtin’s Academic Integrity Program (AIP). If a student does not pass the program by the end of their first study period of enrolment at Curtin, their marks will be withheld until they pass. More information about the AIP can be found at: https://academicintegrity.curtin.edu.au/students/AIP.cfm

Refer to the Academic Integrity tab in Blackboard or academicintegrity.curtin.edu.au for more information, including student guidelines for avoiding plagiarism.
Information and Communications Technology (ICT) Expectations

Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

For general ICT assistance, in the first instance please contact OASIS Student Support: oasisapps.curtin.edu.au/help/general/support.cfm

For specific assistance with any of the items listed below, please contact The Learning Centre: life.curtin.edu.au/learning-support/learning_centre.htm

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel
Additional information

How to Access Your Online Unit

This unit is delivered to you using the Blackboard web-based learning management system. Blackboard is used as the platform to deliver all fully online units and to supplement our face to face and intensive units. If you are new to the online environment, we encourage you to look at the CBS Online section of the website at http://business.curtin.edu.au/schools/cgsp/current_students/studying_online/index.cfm

This website provides useful information about Blackboard. Should you require assistance of any kind, please make sure you direct your queries to the appropriate area in order to get the result you need quickly. For content-related issues, contact your Lecturer. For technical issues relating to your online unit, please fill in the online help form available from the above website.

Access to your online unit on Blackboard will become available once the study period has started. It is recommended that you access your online Blackboard unit through OASIS, your student portal at Curtin. You will find the Blackboard option located under the ‘My Studies’ tab.

You can also use the direct link: http://www.lms.curtin.edu.au/. Should you choose to use this link, you will need to use your login and password which are exactly the same as for OASIS.

If you have not activated your OASIS logon, please go to http://www.oasis.curtin.edu.au and follow the prompts.

Online Participation

Student Home Journal

Building your Student Home Journal is an important part of your online unit as it creates your ‘identity’ within the unit and enables your peers to get to know you and work with you. You will find detailed instructions on what is required in the initial discussion in your online unit and instructions on how to build your Student Home Journal in The Learning Hub section. Please ensure you have the following information in your Student Home Journal:

- **Photograph of yourself**
- **Introduction**: who you are, where you work, background education and experience, city where you live.
- **Personal Information**: anything you feel you might like to share about yourself (hobbies, interests, languages spoken, special skills).
- **Favourite Links**: web sites you enjoy and would like to share with other students. You may also wish to include a link to your LinkedIn profile, Twitter account or other relevant personal web site or blog.

Completion of the Student Home Journal is **ESSENTIAL** for your participation in this unit. Failure to complete the individual Student Home Journal will result in the deduction of 5% of your overall grade. Please complete it by the due date outlined in the Program Calendar (located on the back page/s of your Unit Outline).

Blackboard Collaborate – Live Chat

Your unit will have at least one live virtual class led by your instructor. Details on this will be provided to you by the instructor and/or noted in your Unit Outline. Prior to participating in a Blackboard Collaborate live chat session, you will need to familiarise yourself with some of the basic features of the Blackboard Collaborate tool in The Learning Hub section. Once done, you may then proceed to click on the Blackboard Collaborate Live Chat link on the left hand menu in Blackboard. To participate in any scheduled session, click on the Sessions tab follow by the session link. To playback a recorded session, click on the Recordings tab.

Scheduled CITS outages

Scheduled Maintenance occurs when Curtin Information Technology Services (CITS) takes one or more University systems offline for up to 12 hours to complete routine repairs. During these Scheduled Maintenance windows major maintenance may take place and may affect multiple systems. You should plan for limited or no access to Curtin systems and network, including the possible absence of internet connectivity.

You will be notified two weeks prior to the Scheduled Maintenance window with a detailed list of affected IT services and their associated outage windows. Notices about scheduled maintenance periods are posted in OASIS and will indicate which systems will be affected. When Blackboard is affected specifically, notices about upcoming outages will also be posted on the Blackboard login page. **Please pay attention to these notices as they will affect your access to the system (thus your assessment submission!).**
You may also refer to the following link for updates on maintenance work (scroll to the bottom of the screen for “Blackboard Maintenance”): [http://cits.curtin.edu.au/support/scheduled_maintenance_service_availability.cfm](http://cits.curtin.edu.au/support/scheduled_maintenance_service_availability.cfm)

**Submission of all Written Assignments through Turnitin**

The majority of your written assessments will be submitted through Turnitin via Blackboard. Submission upload links are located in the ‘Assessment’ section on Blackboard within their respective assessment ‘folder’ (in most units). You will also be given the option to upload a draft copy of each assessment to Turnitin prior to your final submission. If you choose to upload a draft (referred to in Turnitin as a “Revision”), Turnitin will generate an Originality Report to help you pinpoint any referencing issues. Make good use of this feedback to improve your writing before uploading your final submission.

If you require further information about how to reference correctly, please visit the Library website ([http://libguides.library.curtin.edu.au/content.php?pid=141214](http://libguides.library.curtin.edu.au/content.php?pid=141214)), book in to a Library workshop, or access the online Referencing module in the SUCCESS for CGSB Students Blackboard site (this link to the SUCCESS site appears alongside the other Blackboard sites you have access to).

**Assessment Guidelines**

Marks for each assignment are posted into the Blackboard Grade Centre which is the University’s official repository for all grades. Whilst Grade Centre access is restricted to Curtin staff only (UC, Lecturers and LMS support personnel), students can view their grades via My Grades. The My Grades option is accessible off the main menu in all CGSB Blackboard units.

This policy, taken from the University’s Assessment and Student Progression Policy, ensures requirements for submission of assignments (and other work) to be assessed are fair, transparent, equitable and that penalties are consistently applied.

**Referencing Style**

Students must use the Chicago author-date 16th edition referencing style when preparing assignments. More information can be found on this style from the Curtin Library website: [http://libguides.library.curtin.edu.au/referencing](http://libguides.library.curtin.edu.au/referencing)

When using EndNote, the style system that should be used is Chicago 16th B Curtin.

**Important Information for Students:**

Please read the Current Students section of the CGSB website ([http://business.curtin.edu.au/schools/cgsb/current_students/index.cfm](http://business.curtin.edu.au/schools/cgsb/current_students/index.cfm)) for further information on the following:

- unit availability
- timetables
- re-enrolment procedures
- fee information
- the CGSB Alumni Chapter, and
- Emergency Procedures

Any enquiries concerning your enrolment can be sent to currentstudents@gsb.curtin.edu.au

**Enrolment**

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.
Student Rights and Responsibilities

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- Values and Signature Behaviours
- the University’s policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University’s policies on appropriate use of software and computer facilities

Information on all these things is available through the University’s “Student Rights and Responsibilities” website at: students.curtin.edu.au/rights.

Student Equity

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesi@curtin.edu.au or go to http://eesi.curtin.edu.au/student_equity/index.cfm for more information.

You can also contact Counselling and Disability services: http://www.disability.curtin.edu.au or the Multi-faith services: http://life.curtin.edu.au/health-and-wellbeing/about_multifaith_services.htm for further information.

It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin's Student Wellbeing Advisory Service at: http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm

Recent unit changes

Students are encouraged to provide unit feedback through eVALUate, Curtin’s online student feedback system. For more information about eVALUate, please refer to evaluate.curtin.edu.au/info/.

To view previous student feedback about this unit, search for the Unit Summary Report at https://evaluate.curtin.edu.au/student/unit_search.cfm. See https://evaluate.curtin.edu.au/info/dates.cfm to find out when you can eVALUate this unit.

Recent changes to this unit include:

- New online course material.
- Students are divided into smaller class rooms to facilitate discussion and learning.
- Number of discussion forums reduced to support greater time for assessments.
<table>
<thead>
<tr>
<th>Week</th>
<th>Week Beginning</th>
<th>Module Topic</th>
<th>Readings</th>
<th>Assessment Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9 January</td>
<td>Blackboard site will open</td>
<td>Unit outline</td>
<td><strong>Assessment 1 Part 1.</strong> Set up Student Home Journal in BlackBoard (due no later than midnight, Sunday 22 January)</td>
</tr>
<tr>
<td>2</td>
<td>16 January</td>
<td>Introduction to Organisational Behaviour for Managers 5022</td>
<td>Ch. 1</td>
<td></td>
</tr>
</tbody>
</table>
| 2    | 23 January    | Group and Teams | Ch. 10, 11 | **Collaborate online review sessions**  
– How to engage effectively in an academic online discussion. |
<p>| 3    | 30 January    | Culture | Ch. 4 | <strong>Assessment 1 Part 2: Graded discussion.</strong> Opens Monday 30 January and closes at midnight on Sunday 12 February (2 weeks). The initial discussion must be submitted by the end of the first week: midnight Sunday 5 February. Secondary posts must be submitted by midnight, Sunday 12 February. |
| 4    | 6 February    | Personality | Ch. 6 |  |
| 5    | 13 February   | Communication | Ch. 7 | Formation of Groups for Assessment 3, Part 1; Group Case Study Analysis/Review. Your lecturer will issue instructions on how to form groups and group size. Your lecturer will set up private group discussion forums. |
| 6    | 20 February   | Learning and Perception | Ch. 5, 8 | <strong>Assessment 2:</strong> due by midnight, Sunday 26 February (via Turnitin). |
| 7    | 27 February   | Motivation | Ch. 9 |  |
| 8    | 6 March       | Leadership | Ch. 19 | Case study for Assessment 3 available on Blackboard on Monday 6 March |
| 9    | 13 March      | Conflict | Ch. 21 |  |
| 10   | 20 March      | Decision making | Ch. 20 | <strong>Assessment 3, Part 1.</strong> Group case study analysis/review is due by midnight, Sunday 26 March (via Turnitin). |
| 11   | 27 March      | Power and Politics | Ch. 22 | <strong>Assessment 3, Part 2.</strong> Individual |</p>
<table>
<thead>
<tr>
<th></th>
<th>3 April</th>
<th>Traditional work design and elements of structure</th>
<th>Ch. 14, 15</th>
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</thead>
<tbody>
<tr>
<td>12</td>
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<tr>
<th></th>
<th>10 April</th>
<th>Unit evaluation</th>
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<tbody>
<tr>
<td>13</td>
<td></td>
<td></td>
<td>eVALUate open April 3rd to 23rd April.</td>
</tr>
</tbody>
</table>

Reflection on Group Processes: is due by midnight, Sunday 2 April (via Turnitin)