Students in this unit should read this unit outline carefully at the start of semester. It contains important information about the unit. If anything in it is unclear, please consult one of the teaching staff in the unit.

ABOUT THIS UNIT

- The unit provides an overview of major topics in organisational behaviour, including: theories of organisations and their structure and function; the organisation as a socio-technical system and new forms of work organisation; organisational change; social processes and organisation communication; the politics of organisations; power, influence, negotiation; contractual relations between the individual and the organisation; organisational climate and culture; ethics, work and family/lifestyle issues; work motivation and loyalty to the organisation; and well-being in the workplace.

- Dr Peter Langford is taking over the unit from another chair, and will be changing the course content from that of previous years. The course is being designed with a highly practical focus, with the primary aim of teaching students how to change behaviour at both an individual and organisational level.
**TEACHING STAFF**

- **Convenor:** Dr Peter Langford, +61 2 8875 2801, peter.langford@mq.edu.au
- **Tutors:**
  - Melissa Peretz, melissa.peretz@students.mq.edu.au
  - Daniel Townsend, daniel.townsend@efs.mq.edu.au
  - Ariadne Katsouras, ariadne.katsouras@students.mq.edu.au
  - Alfred Presbitero, alfredo-jr.presbitero@students.mq.edu.au

Dr Peter Langford’s office is on Level 2, 4 Research Park Drive, BD Building, Macquarie University. This office is down in the corporate Research Park section of campus. However, my lecturing role is part-time and cannot guarantee that I will be on campus or available without notice, so if you wish to meet face-to-face, please email or call to arrange a meeting.

Please note, with hundreds of students in the course, I am not able to respond quickly to student enquiries whether they be via email, phone or face-to-face. The order through which you should direct enquiries is:

1) Your first point of contact for any questions should be your tutor.
2) Pose your question on the discussion board available via the course website.
3) Only after seeking help from your tutor should you contact me directly.

**CLASSES**

**LECTURES**

There will be one 2-hour lecture per week, given on Monday 4-6pm, in W5B Macquarie Theatre. Lectures will start at 5 minutes past the hour and run for approximately 1.5 hours with no break. Lectures will be available as a digital download via iLecture. I have also volunteered to be part of the video capture pilot program, so video files of the computer screen with audio content will be available, as well as the standard iLecture audio files.

Because the course is being redesigned, not all lecture materials will be available at the start of the course. I will aim to make lecture notes available at least one week prior to delivery. You are expected to bring along copies of the lecture notes to each lecture to aid note-taking.
<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Lectures</th>
<th>Tutorials</th>
<th>Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3 Aug</td>
<td>Introduction to course</td>
<td>No tutorials</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>10 Aug</td>
<td>Behaviour drivers &amp; derailers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>17 Aug</td>
<td>Values, goals &amp; action planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>24 Aug</td>
<td>Power, influence &amp; inspiration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>31 Aug</td>
<td>Communication, trust &amp; cooperation</td>
<td></td>
<td>Consent form due no later than the lecture in week 5 (Mon 31 Aug)</td>
</tr>
<tr>
<td>6</td>
<td>7 Sep</td>
<td>Correction, conflict &amp; negotiation</td>
<td></td>
<td>Data for assignment due 5pm Fri 11 Sep</td>
</tr>
<tr>
<td>7</td>
<td>14 Sep</td>
<td>Job, process &amp; organisation design</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>MID SEMESTER BREAK</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>5 Oct</td>
<td>Public holiday – No lecture</td>
<td>No tutorials</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>12 Oct</td>
<td>Problem-solving &amp; decision-making</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>19 Oct</td>
<td>Creativity &amp; innovation</td>
<td></td>
<td>Report due Mon 19 Oct Wk 10</td>
</tr>
<tr>
<td>11</td>
<td>26 Oct</td>
<td>Learning &amp; development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>2 Nov</td>
<td>Engagement &amp; wellbeing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>9 Nov</td>
<td>Review of course and exam preparation</td>
<td>Discussion of assignment and exam preparation</td>
<td></td>
</tr>
</tbody>
</table>
TUTORIALS

<table>
<thead>
<tr>
<th>Official Tute No</th>
<th>Day</th>
<th>Time</th>
<th>Room</th>
<th>Tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mon</td>
<td>11</td>
<td>W5C334</td>
<td>Melissa Peretz</td>
</tr>
<tr>
<td>2</td>
<td>Mon</td>
<td>12</td>
<td>W5C334</td>
<td>Melissa Peretz</td>
</tr>
<tr>
<td>3</td>
<td>Mon</td>
<td>13</td>
<td>W5C311</td>
<td>Melissa Peretz</td>
</tr>
<tr>
<td>4</td>
<td>Mon</td>
<td>13</td>
<td>W5C309</td>
<td>Ariadne Katsouras</td>
</tr>
<tr>
<td>5</td>
<td>Mon</td>
<td>14</td>
<td>C5A404</td>
<td>Daniel Townsend</td>
</tr>
<tr>
<td>6</td>
<td>Mon</td>
<td>14</td>
<td>W5A202</td>
<td>Ariadne Katsouras</td>
</tr>
<tr>
<td>7</td>
<td>Mon</td>
<td>15</td>
<td>C5A404</td>
<td>Daniel Townsend</td>
</tr>
<tr>
<td>8</td>
<td>Mon</td>
<td>15</td>
<td>E8A188</td>
<td>Ariadne Katsouras</td>
</tr>
<tr>
<td>9</td>
<td>Mon</td>
<td>18</td>
<td>W5A202</td>
<td>Ariadne Katsouras</td>
</tr>
<tr>
<td>10</td>
<td>Mon</td>
<td>18</td>
<td>C5A307</td>
<td>Daniel Townsend</td>
</tr>
<tr>
<td>11</td>
<td>Thu</td>
<td>15</td>
<td>W5C211</td>
<td>Alfred Presbitero</td>
</tr>
<tr>
<td>12</td>
<td>Thu</td>
<td>16</td>
<td>W5C302</td>
<td>Alfred Presbitero</td>
</tr>
<tr>
<td>14</td>
<td>Thu</td>
<td>17</td>
<td>W5C211</td>
<td>Alfred Presbitero</td>
</tr>
</tbody>
</table>

Tutorials will be held in weeks 2 to 13, and students will attend a single 1-hour tutorial each week. Please note that there will be no tutorials in week 8 because of the public holiday on the Monday.

Students were allocated to tutorials when they enrolled and should stay in enrolled tutorials. Class sizes are large, and in order to maximise the learning experience for students I must keep a cap on class sizes. The likelihood of being able to change tutorials is low, and if a class is showing as full on the online enrolment database then you will not be able to transfer to that class. Requests for changing tutorials MUST be done via eStudent within 2 weeks of start of semester – lecturers and tutors will not make changes to tutorial enrolment details. After 2 weeks no further changes will be possible.

REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

REQUIRED TEXT


RECOMMENDED MEMBERSHIP

I also recommend becoming a student member of the Australian Human Resources Institute (AHRI). If you are a full-time student AHRI provides membership free for one
year, including subscription to an online version of their monthly magazine. See www.ahri.com.au for details.

UNIT WEB PAGE

The course website is available via Online Units through the Macquarie University website. This course outline, all lecture notes, readings, etc will be available from this website. If you have difficulties logging on to this website please contact the university’s technical support staff. Do not contact the course chair or tutors if you have technical difficulties – we are not able to solve them.

Students are expected to bring along copies of the lecture notes to each lecture.

All important announcements will be made on the course website and students are expected to view the announcements page of the course website at least once per week.

LEARNING OBJECTIVES AND OUTCOMES

The central objective of the course is to develop students’ ability to plan and implement behaviour change within an organisational context.

As an outcome, students completing the course will be able to:

- Analyse development needs for an organisation
- Develop a plan for changing organisational behaviour
- Implement and monitor sustained behaviour change

The course has also been designed to develop a range of generic skills as outlined in the table below.

<table>
<thead>
<tr>
<th>Generic skill</th>
<th>How developed in the course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written communication skills</td>
<td>Students are required to submit a written report for the individual assignment. One of the marking criteria for these reports will be quality of writing.</td>
</tr>
<tr>
<td>Presentation skills</td>
<td>Students will be required to deliver one presentation in their tutorials during the course.</td>
</tr>
<tr>
<td>Information technology skills</td>
<td>The course relies heavily upon information technology. All course materials are available electronically. Successful completion of assignments will require searches of the internet, electronic databases of management journals.</td>
</tr>
<tr>
<td>Teleworking/virtual workplace skills</td>
<td>The course has been designed to make all course materials available electronically. Face-to-face lectures and tutorials will be conducted, and attendance is expected, but students who are unable to attend some of the classes will hopefully experience minimal inconvenience.</td>
</tr>
<tr>
<td>Generic skill</td>
<td>How developed in the course</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Hands-on experience</td>
<td>For the major assignment students are required to collect data from an organisation, interpret the computer-generated report, and draw conclusions about the performance of the individual and organisation.</td>
</tr>
<tr>
<td>Critical analysis and problem-solving skills</td>
<td>Problem-solving is required during completion of the major assignment. The major assignment requires students to critically analyse data about an existing individual and organisation and extract learnings that could be applied elsewhere.</td>
</tr>
<tr>
<td>Creative thinking skills</td>
<td>The demonstration of creative thinking will be a marking criterion for the written assignment and tutorial presentation.</td>
</tr>
</tbody>
</table>

**TEACHING AND LEARNING STRATEGY**

The course is designed to provide up-to-date and interesting learning experiences for students. The core objective of the course will be achieved through three broad strategies:

1) Using a “self-study project”, students will choose, analyse and implement personal behaviour change,

2) Using a “leader behaviour project” students will analyse a case study of successful leadership behaviour in an organisational setting,

3) Use lectures and the textbook to develop fundamental knowledge associated with organisational behaviour change.

The tutorials are being designed as a supportive environment in which students can discuss their own projects, and learn from others’ projects.
### RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOMES

#### ASSESSMENT WEIGHTING

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-semester examination (completed online during the mid-semester break)</td>
<td>10%</td>
</tr>
<tr>
<td>Tutorial presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Written assignment: Behaviour change report (Consent form due no later than the lecture in week 5, Mon 31 Aug; data due 5pm Fri 11 Sep, end of week 6, which gives you almost 6 weeks after the first lecture to complete data collection; report due Mon 19 Oct Wk 10 either at your tutorial or at BESS before the office closes)</td>
<td>40%</td>
</tr>
<tr>
<td>Final examination (120 minutes, multiple choice)</td>
<td>40%</td>
</tr>
</tbody>
</table>

The assessment tasks have been designed with the following intentions:

- To complete an assessment task (the mid-semester exam) and receive marks by Week 8, to encourage early study, and provide early feedback and practice for the final exam.
- To assess using multiple methods – written assignment, presentation and multiple choice examination, and ensure no single method comprises more than half of the final course marks.

#### MID-SEMESTER EXAMINATION

The learning outcome aim of the mid-semester exam is to encourage students to undertake some study of the topics covered during the first half of the course, and receive feedback and experience that may help students study more effectively for the final exam.

In order to provide early feedback, all students will be required to complete an online multiple choice test during the mid-semester break. The test will be completed by students at their own time and location, based on textbook material up to and including Week 7.

Given the mid-semester exam will not be conducted under strict supervision, only a relatively small percentage of the final course mark is allocated to the mid-semester exam. The mid-semester exam can be completed individually or in a group.
FINAL EXAMINATION

The learning outcome for the final examination is for students to have a broad knowledge of all the topics covered throughout the course.

The exam will be based equally on the textbook and lectures. The exam will be 120 minutes in length and the format will be multiple choice. A multiple choice exam has been chosen to enable a large number of questions to be asked about a broad range of topics and to enable efficient marking of many questions across hundreds of students.

Dictionaries can be taken into the exam to assist students who do not have English as a first language. To arrange this, follow the standard university processes regarding use of dictionaries.

You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in Draft form approximately eight weeks before the commencement of the examinations and in Final form approximately four weeks before the commencement of the examinations. See http://www.timetables.mq.edu.au/exam

The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. Information about unavoidable disruption and the special consideration process is available at http://www.reg.mq.edu.au/Forms/APSCon.pdf

If a Supplementary Examination is granted as a result of the Special Consideration process the examination will be scheduled after the conclusion of the official examination period.

You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester (that is, the final day of the official examination period).

WRITTEN ASSIGNMENT

The learning outcome of the written assignment is to develop insight into successful behaviour change, and to build skills in collecting practically useful data, interpreting quantitative reports, and delivering a written report.

The written assignment will be submitted as one document, but will comprise two parts: 1) your “self-study project”, and 2) your “leader behaviour project”. Both parts are similar in content and must be submitted on the provided PowerPoint template. The “self-study project” involves you analysing, planning and implementing change in your own behaviour, and the “leader behaviour project” involves you surveying and analysing leadership behaviour of a manager of your choosing.
For the leader behaviour project, every student will be required to approach a chosen manager, get the manager to complete the “Managers Survey” (which grants consent for participation in the project), and arrange the collection of a minimum of 5 completed versions of the online “Employee Survey” from work colleagues of the manager (at least 2 must be subordinates who report directly to the manager, but others can include peers and managers). A minimum of 5 responses is necessary to maximise anonymity of respondents.

This project has been approved by the Macquarie University Ethics Committee. A core requirement of ethics approval is that we obtain written consent from participating managers.

Guidelines for Collecting Survey Data

Identify several possible managers that you will approach. Unless you are particularly confident of getting permission from one particular manager, it would be wise to approach a few managers even though you will only end up collecting data from one of them. Sometimes it can take a while to get permission, so if you are seeking permission from only one manager and they eventually say “no” you will have lost a lot of time.

Call to arrange a meeting with the manager. Show them the Manager’s Survey, the Employee Survey, and the Frequently Asked Questions sheet. Answer any questions they may have. Discuss timelines that you need to meet for getting permission and collecting the data.

If a manager grants permission, get them to complete the Manager’s Survey, give them the “Manager’s Copy” of the consent form (front page), and discuss the best way to distribute the emailed invitation to their work colleagues. The most likely way is that the manager will identify a number of work colleagues and he or she will distribute an email to those colleagues inviting them to complete the survey.

Remember that the manager will probably not achieve 100% response rate from his/her work colleagues who are invited to complete the survey. Your manager may choose to invite more colleagues to complete the survey in order to get at least 5 responses. If only 5 work colleagues are invited to complete the survey, then greater effort will be needed to communicate to colleagues and regularly request them to complete the survey.

The Managers Survey MUST be completed using the paper version of the survey, and the Employee Survey MUST be completed online.

The online Employee Survey will be live from Mon 10 Aug and will close on Fri 11 Sep. While the survey is live, you and the manager will be sent a weekly update of responses received. Monitor the progress of responses carefully and stay in contact at least weekly with the manager to ensure the minimum of 5 responses is achieved. You have limited time to ensure the data is collected so you cannot afford weeks to be lost in the process of data collection.
Do not approach any student or staff member of Macquarie University to complete the survey without first checking with Dr Peter Langford.

Students can join together to collect data from multiple managers within a single organisation, but the number of surveys completed must equal a minimum of 5 respondents per manager.

**Hand in your consent form AND the Managers Survey to Dr Peter Langford in lectures as soon as it is completed. Consent forms must be submitted no later than Mon 31 Aug, in week 5. KEEP A COPY OF THE CONSENT FORM AND MANAGERS SURVEY for your own records until the end of semester.**

At some point during the mid-semester break we will send you and the manager a graphical report providing detailed quantitative results, and benchmarking performance against other participating managers.

**Guidelines for Writing Your Assignment**

You will use the provided PowerPoint template for both the self-study project and leader behaviour project. That is, your combined assignment will contain two sets of the PowerPoint slides in the template. You will complete the PowerPoint slides in the manner discussed in the lectures.

The report must use the exact slides in the PowerPoint template (with the exception of the two instructions slides), using 10pt Arial font. Tutors will not read additional material or smaller font.

Write your report more in the style of a consultant’s report, not an academic report, but maintain academic and scientific rigour when writing the report.

Complete all slides for each project. Remember that for the self-study project you are identifying behaviours to improve, whereas for the leader behaviour project you are identifying successful behaviour, and trying to understand the specific behaviours, attitudes, abilities and environment that contribute to that success.

For the self-study project, use the “changes” slide in the template to document measures of your behaviour or results at the start of this course and when you submit your assignment. The “changes” slide is optional for the leader behaviour project given that evidence of changes in the leader’s behaviour may not be easily available, and you are not expected to track the leader’s behaviour over time.

For both projects, use a broad range of input including discussions with people (including the manager in the case of the leader behaviour project), survey results (in the case of the leader behaviour project), books, articles, websites, other assessment tools, etc. Document all of these sources in the “references” page of the template.

**Guidelines for Submitting Your Assignment**

When you submit your written report, attach a copy of the survey report so that your tutor can reference the survey results if needed to better understand your analyses.
Staple or bind the final printed report – DO NOT use any fancy form of folder or cover for the report.

Finally, email your tutor a copy of your PowerPoint slides (combined together as one PowerPoint or pdf file) as a backup and evidence of submission.

Your assignment will be marked against the following equally weighted criteria:

- Correct grammar, punctuation and spelling
- Thoroughness and appropriateness of background research
- Logical flow and reading ease of report
- Understanding of the major theoretical and empirical issues associated with the assignment
- Originality and creativity in the choice of behaviours, analysis and writing of your assignment

If you wish to challenge the mark you are given for your assignment, please take the following two steps: 1) raise your concern with your tutor, and then, if still unsatisfied with the outcome, 2) follow the formal university channels for requesting a remark (you must do this within 2 weeks of reports being returned to your class). Please remember that an official remark may result in the final mark being lower than the original mark.

“On-time” assignments are to be submitted on or before Mon 19 Oct in week 10, either directly to your tutor (if you have a tutorial that day) or through BESS (Business and Economics Student Services; formerly ERIC). Late assignments will be penalised at the rate of one mark out of 40 per day including weekends.

Late assignments must NOT be submitted to your tutor and should instead be submitted in the drop box at BESS. Late assignments may be marked and returned later than “on-time” assignments.

No assignments will be accepted after two weeks beyond the due date.

Your tutor will aim to mark all “on-time” assignments so they can be returned in the last tutorial in Week 13, so that you will know your mark prior to study break. Late assignments, however, may be returned at a later date.

TUTORIAL PRESENTATION

In the first tutorial, students will be assigned a week in which they will present their progress on either their self-study project or leader behaviour project.

The presentation should be no longer than 15 minutes in total, which should include at least 5 minutes for question time. The presentation should be structured around: (1) discussion of progress of the project and analyses completed as of the date of the presentation, and (2) posing questions to the other tutorial students in order to encourage participation and return questions.
Your presentation will be marked against the following equally weighted criteria:

- Logical structure and adherence to time
- Learning value for students
- Level of interaction and engagement of other students in the class
- Originality and creativity in delivering your presentation

**PLAGIARISM**

The University defines plagiarism in its rules: "Plagiarism involves using the work of another person and presenting it as one's own." Plagiarism is a serious breach of the University's rules and carries significant penalties. You must read the University's practices and procedures on plagiarism. These can be found in the *Handbook of Undergraduate Studies* or on the web at: [http://www.student.mq.edu.au/plagiarism/](http://www.student.mq.edu.au/plagiarism/)

The policies and procedures explain what plagiarism is, how to avoid it, the procedures that will be taken in cases of suspected plagiarism, and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee.

**STUDENT SUPPORT SERVICES**

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at [http://www.student.mq.edu.au](http://www.student.mq.edu.au)

Further support for students within the Faculty of Business and Economics can be found at [http://businessandeconomics.mq.edu.au/information_for/new_and_current_students/undergraduate/bess](http://businessandeconomics.mq.edu.au/information_for/new_and_current_students/undergraduate/bess)