MNGT5272
ORGANISATIONAL BEHAVIOUR

Course Outline
Session 1, 2015

Part A: Course-Specific Information

Part B: Key Policies, Student Responsibilities and Support
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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

Lecturer-in-charge: Dr Will Felps
Room: UNSW Business School - 576A
Phone No: +612 9385 8807
Email: willfelps@gmail.com
Consultation Times – by appointment by email

2.1 Teaching Times and Locations
Lectures start in Week 1 (to Week 12). The Time and Location are:

Monday’s: 2:30-5:30pm [April 6th is a National Holiday]

Place: Updated information about class times and locations can be found on the AGSM website and by logging in to the Google Calendar.

2.2 Units of Credit
The course is worth 6 units of credit.

2.3 Summary of Course

MNGT5272 provides you with an introduction to organisational behaviour (OB). Each unit in this course covers a topic that contributes to your understanding of effective management and organising. Topics covered include: effective communication, hiring, negotiation, performance management, politics, change, organisational culture, organisational structure, and career management systems.

2.4 Course Aims and Relationship to Other Courses

The course aims to:

• To improve your ability to interact with and manage people.
• To improve your ability to design effective organisations.
• To share helpful tactics for advancing your career.

This course provides background knowledge that is relevant to several OB-related elective courses within the full-time MBA program, including MNGT5370 (Leadership Concepts and Skills), MNGT5374 (Managerial Decision Making), and MNGT 5388 (Negotiations and Strategy).
2.5 Student Learning Outcomes

By the end of this course, you should be able to:

1. Identify and evaluate OB challenges faced by managers.
2. Define and explain key OB terms and concepts.
3. Facilitate group discussions on issues relevant to organisational behaviour.
4. Analyse workplace behaviours from one or more theoretical perspectives/frames.
5. Evaluate the usefulness of a range of ways of analysing organisational problems.
6. Research and recommend solutions for key OB-related challenges managers face.

MBA Program Graduate Attributes

This course contributes to your development of the following MBA Program Graduate Attributes, which are the qualities, skills and understandings we want you to have by the completion of your degree:

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>MBA Program Graduate Attributes</th>
<th>MBA GA No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,3,4,5,6.</td>
<td>Critical thinking and problem solving</td>
<td>1</td>
</tr>
<tr>
<td>1,3,6.</td>
<td>Communication</td>
<td>2</td>
</tr>
<tr>
<td>3, 6.</td>
<td>Teamwork and leadership</td>
<td>3</td>
</tr>
<tr>
<td>1,2,3,4,5,6.</td>
<td>In-depth engagement with relevant disciplinary knowledge</td>
<td>5</td>
</tr>
<tr>
<td>3,6.</td>
<td>Professional skills</td>
<td>6</td>
</tr>
</tbody>
</table>

The Course Learning Outcomes are what you should be able to DO by the end of this course if you participate fully in learning activities and successfully complete the assessment items.

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all undergraduate postgraduate coursework students in the UNSW Business School. Program Learning Goals are what we want you to BE or HAVE by the time you successfully complete your degree (e.g. 'be an effective team player'). You demonstrate this by achieving specific Program Learning Outcomes - what you are able to DO by the end of your degree (e.g. 'participate collaboratively and responsibly in teams').
**MBA Program Learning Goals and Outcomes**

**Learning Goal 1: Business Management Knowledge**
Students should be able to identify and apply current knowledge of disciplinary and interdisciplinary theory and professional practice to general management and business within diverse situations.

**Learning Goal 2: Critical Thinking**
Students should understand and be able to identify, research and analyse complex issues and problems in business and develop appropriate solutions.

**Learning Goal 3: Communication**
Students should be able to produce written documents and oral presentations that communicate effectively complex disciplinary ideas and information for the intended audience and purpose.

**Learning Goal 4: Teamwork**
Students should be able to participate collaboratively and responsibly in teams and to reflect upon their own contribution to the team and on the necessary processes and knowledge within the team to achieve specified outcomes.

**Learning Goal 5: Responsible Business**
Students should be able to appraise ethical, environmental and sustainability considerations in decision making and in practice in business.

Students should be able to consider the social and cultural implications of management practices and of business activities.

**Learning Goal 6: Leadership**
Students should be able to reflect upon their own personal leadership style and the leadership needs of business and of teams.

**Learning Goal 7: International Perspective**
Students should understand the needs of undertaking business within a global context.

Students should be able to apply business management knowledge to business situations within global markets with due recognition for differences in cultural, legal, commercial and other issues.

**Learning Goal 8: Risk Management**
Students should be able to demonstrate an understanding of the limits in precision and the risks associated with business models.

Students should be able to appraise risk and to develop risk mitigation strategies applicable to business undertaken within uncertain and volatile environments.

For more information on the Postgraduate Coursework Program Learning Goals and Outcomes, see Part B of the course outline.

The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be practised in tutorials and other activities):
### Program Learning Goals and Outcomes

<table>
<thead>
<tr>
<th>Program Learning Goals and Outcomes</th>
<th>Course Learning Outcomes</th>
<th>Course Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course helps you to achieve the following MBA Program Learning Goals</td>
<td>On successful completion of the course, you should be able to:</td>
<td>This learning outcome will be assessed in the following items:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item</th>
<th>Business Management Knowledge</th>
<th>…understand how to manage more effectively.</th>
<th>Final exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Critical Thinking</td>
<td>…link concepts and practice.</td>
<td>Cases</td>
</tr>
<tr>
<td>3</td>
<td>Communication</td>
<td>…present more effectively.</td>
<td>Presentation Battles</td>
</tr>
<tr>
<td>4</td>
<td>Teamwork</td>
<td>…work in a team more effectively.</td>
<td>Peer evaluation</td>
</tr>
<tr>
<td>5</td>
<td>Responsible Business</td>
<td>Not specifically addressed in this course’</td>
<td>Not specifically addressed in this course’</td>
</tr>
<tr>
<td>6</td>
<td>Leadership</td>
<td>…influence others more effectively.</td>
<td>Peer evaluation</td>
</tr>
<tr>
<td>7</td>
<td>International Perspective</td>
<td>Not specifically addressed in this course’</td>
<td>Not specifically addressed in this course’</td>
</tr>
<tr>
<td>8</td>
<td>Risk Management</td>
<td>Not specifically addressed in this course’</td>
<td>Not specifically addressed in this course’</td>
</tr>
</tbody>
</table>

#### 3 LEARNING AND TEACHING ACTIVITIES

#### 3.1 Approach to Learning and Teaching in the Course

This course will utilize a blend of instructional methods and media to encourage both an intellectual understanding and a personal sense of the subject matter. These will include lectures, readings, discussions, case studies, student presentations, films and experiential exercises. The goal will be to use class time to maximum effect. Your contribution towards achieving this goal will be to complete the assigned readings and cases before each class and actively contribute to each session.

#### 4 ASSESSMENT

#### 4.1 Formal Requirements

In order to pass this course, you must:

- achieve a composite mark of at least 50; and
- make a satisfactory attempt at all assessment tasks (see below).
## 4.2 Assessment Details

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Learning Outcomes assessed</th>
<th>MBA Graduate Attributes assessed</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>MC Question Quizzes (9 in total)</td>
<td>18%</td>
<td>1, 2</td>
<td>1, 5</td>
<td>3Qs</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Course citizenship behaviours</td>
<td>Bonus/ Penalty</td>
<td>4, 5, 6</td>
<td>1, 2, 5, 6</td>
<td>N/A</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
<td>1, 2</td>
<td>1, 5</td>
<td>1.5 hrs</td>
<td>Week of May 4th.</td>
</tr>
<tr>
<td>Team: Three written cases</td>
<td>36%</td>
<td>3, 4, 5, 6</td>
<td>1, 2, 3, 5, 6</td>
<td>7 pg max</td>
<td>Per assignment</td>
</tr>
<tr>
<td>Team: Presentation Battle(s)</td>
<td>Bonus</td>
<td>3, 4, 5, 6</td>
<td>1, 2, 3, 5, 6</td>
<td>25 min</td>
<td>Per assignment</td>
</tr>
<tr>
<td>Team: Peer evaluation</td>
<td>16%</td>
<td>3, 4, 5, 6</td>
<td>1, 2, 3, 5, 6</td>
<td>N/A</td>
<td>Due 09-05-2015.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 4.2.1 Two Question Quizzes (9 in total)
On the majority of days, there will be a two-question quiz at the beginning of each class. The format will be multiple-choice and the questions will be drawn from: 1) the reading(s) (not cases) assigned for that day, and 2) the last lecture. In total, the quizzes are worth 18% of your grade. Your score will be a direct function of the percentage correct – i.e., if you get 70% correct, you get a 70 for this portion of your grade. There will be no makeups except for in extreme circumstances.

If you feel there is a mistake with a quiz question, you are encouraged to submit a written explanation of why you believe there was a mistake. This written appeal will be considered. If an error in the question is discovered, then all students’ grades will be corrected.

In addition, to reduce the possibility of cheating, we will use a unique answer response approach that requires you to have the last number of your student ID memorized. So, please memorize your student ID prior to the first quiz.

### 4.2.2 Course Citizenship Behaviours
Attendance in every class is very important. If you do miss class, it is your responsibility to find out what was missed. In addition, it is very important that you come to class ready to contribute your thoughts, impressions, and questions from the cases and readings to the class discussion. You are expected to be prepared for every class meeting. Since I frequently call on people whose hands are not raised, please let me know before the start of class if you are not prepared so that you are not inadvertently embarrassed. Note, however that this should only occur for exceptional reasons. Importantly, what matters is the quality of your contributions more than the
quantity of contributions. At my discretion, one or two individuals per session may be awarded a bonus point of +1 on their final grade for (a) particularly insightful questions during presentations, (b) excellent contributions during discussion. Importantly, quality is rewarded over quantity; and being a great citizen also entails knowing when not to speak. Also, at my discretion, each class day I may penalize individuals, by subtracting 1 point on their final grade for chatting with friends during class (although passing notes is fine). You will know within a week if you have received such a penalty.

4.2.3 Final Exam
30 multiple-choice questions. The exam covers all content from the lectures and readings, but not the cases. Your score will be a direct function of the percentage correct – i.e., if you get 70% correct, you get a 70.

4.2.4 Team: Three written cases.
You will be randomly assigned to one of ten teams for performing presentations and case analyses. Each group will be required to prepare three written case analyses. The cases are linked to through the syllabus.

Each case should not exceed seven (7) double-spaced typed pages (2,5 cm, 12 point font, Times New Roman). This limit does not include appendices, which you are free to use for charts, figures, and other background material not necessary in the main body of your analysis. However, appendices which are not directly referenced in the main text will not be read. For each case, submit through Turnitin sometime before class. For submission instructions, please watch this video: hyperlink. Please do not write your names on your case analysis. Identify yourselves only by your Student ID numbers. You should not discuss the case with any other groups.

Your case analysis will be evaluated equally on the following six criteria:
1) How well (i.e. thoroughly and concisely) you describe the organizational context, the relevant parties, and the factors that are important to the problem.
2) Accurate and thorough use of course concepts from readings, discussions, and lectures.
3) How well you integrate course concepts with information about the situation to illuminate the problem in a way that leads to solutions.
4) Extent to which recommendations are consistent with analysis.
5) Feasibility and specificity of recommendations.
6) Quality of written analysis.

General suggestions for cases:
A classic structure for a case is to first (a) briefly describe the context, (b) analyze the key issues in the case, (c) provide detailed recommendations for the case protagonist addressing the urgent challenges described by the case, and (d) provide broader recommendations (e.g., which are either less urgent or are directed towards non-protagonists). All of the cases in this class can be described as “problem solving” rather than “analysis based”. That is, the final goal is to justify a specific set of actions for particular individuals. The readings and lectures should be employed to the extent that they help accomplish this goal.

Despite the above, it is important to note that case solutions are “equifinal” – i.e., different combinations of analysis and recommendations may be equally effective. As such, there is not one right answer.
So, while there is no simple formula for a strong case, below is some advice students have found helpful in the past.

- Give yourself plenty of time to process the case by getting started as early as possible.
- Your analysis should not summarize the case in detail. I have read the case. Instead, use case facts to support your recommendations.
- In the vast majority of cases, the readings are related to the cases — that is why they were assigned together. Try to figure out the connection.
- You should focus your analysis by applying the concepts from the course. While it is acceptable to incorporate several concepts from the course, please aim from depth rather than breadth.
- Start by observing, even listing what is going on. You can safely assume that those “problems” you listed are really symptoms. Ask yourself: What is causing the symptoms? Do some of the symptoms appear related?
- Ask yourself: What are the rewards — both formal and informal — that are operating in the situation?
- Ask yourself: What are the good things going on you don’t want to disrupt or which you could use to your advantage in implementing a solution?
- Ask yourself: What factors in the situation would be supportive of or facilitate the success of your solution, and what obstacles might there be? (Think about the individuals, the existing reward system, the organization structure, etc.)
- Avoid making recommendations as if you were all-powerful and all-knowing. Instead, provide recommendations that the actors in the case could implement given resource constraints and political realities.
- When thinking about the political dimension, ask yourself: Cui bono — i.e., “who benefits?” From the status quo? From your proposed recommendations? These are politically important factors.
- Ask yourself: Does your solution place too much reliance on other people being “reasonable” — i.e. on what you think is reasonable?
- Ask yourself: Could your solution result in other problems? Is there adequate time and money for your solution? What are the risks facing your solution? Can you plan around some? Do you need a backup plan — i.e., risk mitigation? Think through the implications of your analysis. Don’t end your analysis from A to B with B. What is likely to happen if B is or is not achieved? Recognize the inherent tradeoffs of any line of action.
- In your solution, be specific about the actions that should be taken, rather than relying on broad prescriptions such as “stronger leadership,” “better communication,” or “do more research.”
- Outline your case solution before writing the text.
- Think hard in advance about what you want to get out of these case analyses. If you want to maximize learning and/or the final grade, my advice would be to have everyone involved somehow in each case. However, if you want to maximize the grade to effort ratio, you might assign one or two people to do each case. That could cut the work in half but decrease your grade by a much smaller factor. The point is just to consider up front the tradeoffs associated with different group processes. But please do not choose a work-intensive group process and then complain about workload.
- Related to the last bullet, explicitly use the peer evaluations to make things fair and arbitrage across differences in utility profiles. If certain team-members don’t care very much about their grades or have other obligations, they can let teammates know that it is fine if they are given a low mark on the peer evaluations. This will boost their teammate’s grades, since the peer evaluations are relative (see 4.2.6), and reduce interpersonal conflict.
4.2.5 Team: Presentation Battles
On most days, there will also be a presentation competition on the case assigned for that class. Teams are not required to prepare a written case analysis on the day(s) that they present.

For the Presentation Battle, the procedure is that Group Y sits in the hall while Group X presents; then Group X sits out in the hall while Group Y presents (so neither team gets to observe or ask questions of the other group). The presentations can last for up to 15 minutes. Then the class gets up to 10 minutes to ask questions of the group. At least three group members must somehow be involved in the presentation or question answering. After both teams have presented, the class does an anonymous vote. The team with the most votes wins. In the event of a tie, the instructor will break the tie.

The members of the winning team get +2 on their final grade. There is no penalty for the losing team.

A piece of advice: practice the entire presentation as a group at least once before class.

4.2.6 Team: Peer Evaluation
After turning in the last case, you will be sent a link to a survey software, which will ask you a series of questions about the level of contribution made by team-members to the cases and presentation battles. The questions are provided below. 16% of team-members’ grades for the course will be a function of these peer evaluations. Your evaluations will be kept completely anonymous, although aggregate feedback will be provided to each teammate. In terms of the peer evaluations are calculated, there are several steps. First, for each individual, I will sum their teammates’ ratings on the key dimensions associated with being an excellent teammate – i.e., contributing to the team’s work; interacting with teammates; keeping the team on track; expecting quality; and having related knowledge, skills, and abilities. This score excludes self-ratings, so your self-rating is irrelevant to your peer evaluation score. Next, using these aggregated scores, I calculate the percentage above/below the average teammate in the team. Thus, the peer evaluations are relative to other teammates. So, if there are members in the team who make really big contributions, that can cut into other member’s scores. However, the upside of being in a group full of strong teammates is that your workload is lower and your team gets good evaluations on the cases. Next, I take these relative percent above/below average scores and map it onto a grade. In particular, the average will be set to 70, and the percent above/below score will be added/subtracted. Thus, someone who was rated as an average performer in the team would get a 70. Someone who was rated as performing 15% below average in the team would get a 55 (70-15). Someone who was rated as performing 15% above average would get an 85 (70+15). That is the basics of how the peer evaluation score is reached. However, there are also a few more complicated tweaks I use to take into account rating biases and any attempts to “game” the responses. Please rest assured that experience and rigorous research indicate that the final results are a fair reflection of contributions made by each teammate.
### Comprehensive Assessment of Team Member Effectiveness—Behaviorally Anchored Rating Scale (BARS) Version

<table>
<thead>
<tr>
<th>Your Name</th>
<th></th>
<th></th>
<th>4.3 Assessment Format</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment Format</strong></td>
<td></td>
<td></td>
<td>For general guidelines on formatting and presenting your assignment, see <a href="https://www.business.unsw.edu.au/agsm/students/resources/assessments-and-examinations">https://www.business.unsw.edu.au/agsm/students/resources/assessments-and-examinations</a></td>
</tr>
<tr>
<td><strong>Contributing to the Team’s Work</strong></td>
<td></td>
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<td></td>
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<tr>
<td>5 5 5 5 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 4 4 4 4</td>
<td></td>
<td></td>
<td>Demonstrates behaviors described in both 3 and 5.</td>
</tr>
<tr>
<td>3 3 3 3 3</td>
<td></td>
<td></td>
<td>Completes a fair share of the team’s work with acceptable quality.</td>
</tr>
<tr>
<td>2 2 2 2 2</td>
<td></td>
<td></td>
<td>Demonstrates behaviors described in both 1 and 3.</td>
</tr>
<tr>
<td>1 1 1 1 1</td>
<td></td>
<td></td>
<td>Does not do a fair share of the team’s work. Delivers sloppy or incomplete work.</td>
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<td></td>
<td></td>
<td></td>
<td>Misses deadlines. Is late, unprepared, or absent for team meetings.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Does not assist teammates. Quits if the work becomes difficult.</td>
</tr>
<tr>
<td><strong>Interacting with Teammates</strong></td>
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<td></td>
<td></td>
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<tr>
<td>5 5 5 5 5</td>
<td></td>
<td></td>
<td>Asks for and shows an interest in teammates’ ideas and contributions.</td>
</tr>
<tr>
<td>4 4 4 4 4</td>
<td></td>
<td></td>
<td>Demonstrates behaviors described in both 3 and 5.</td>
</tr>
<tr>
<td>3 3 3 3 3</td>
<td></td>
<td></td>
<td>Listens to teammates and respects their contributions.</td>
</tr>
<tr>
<td>2 2 2 2 2</td>
<td></td>
<td></td>
<td>Demonstrates behaviors described in both 1 and 3.</td>
</tr>
<tr>
<td>1 1 1 1 1</td>
<td></td>
<td></td>
<td>Interrupts, ignores, bosses, or makes fun of teammates.</td>
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<td></td>
<td></td>
<td></td>
<td>Takes actions that affect teammates without their input. Does not share information.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Complains, makes excuses, or does not interact with teammates. Accepts no help or advice.</td>
</tr>
<tr>
<td><strong>Keeping the Team on Track</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 5 5 5 5</td>
<td></td>
<td></td>
<td>Watches conditions affecting the team and monitors the team’s progress.</td>
</tr>
<tr>
<td>4 4 4 4 4</td>
<td></td>
<td></td>
<td>Demonstrates behaviors described in both 3 and 5.</td>
</tr>
<tr>
<td>3 3 3 3 3</td>
<td></td>
<td></td>
<td>Notices changes that influence the team’s success.</td>
</tr>
<tr>
<td>2 2 2 2 2</td>
<td></td>
<td></td>
<td>Demonstrates behaviors described in both 1 and 3.</td>
</tr>
<tr>
<td>1 1 1 1 1</td>
<td></td>
<td></td>
<td>Is unsure of whether the team is meeting its goals.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Does not pay attention to teammates’ progress.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Avoids discussing team problems, even when they are obvious.</td>
</tr>
<tr>
<td><strong>Exercising Quality</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 5 5 5 5</td>
<td></td>
<td></td>
<td>Motivates the team to do excellent work.</td>
</tr>
<tr>
<td>4 4 4 4 4</td>
<td></td>
<td></td>
<td>Demonstrates behaviors described in both 3 and 5.</td>
</tr>
<tr>
<td>3 3 3 3 3</td>
<td></td>
<td></td>
<td>Encourages the team to do good work that meets all requirements.</td>
</tr>
<tr>
<td>2 2 2 2 2</td>
<td></td>
<td></td>
<td>Demonstrates behaviors described in both 1 and 3.</td>
</tr>
<tr>
<td>1 1 1 1 1</td>
<td></td>
<td></td>
<td>Satisfied even if the team does not meet assigned standards.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Wants the team to avoid work, even if it hurts the team.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Disobeys that the team can meet its requirements.</td>
</tr>
<tr>
<td><strong>Having Relevant Knowledge: Skills and Abilities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 5 5 5 5</td>
<td></td>
<td></td>
<td>Demonstrates the knowledge, skills, and abilities to do excellent work.</td>
</tr>
<tr>
<td>4 4 4 4 4</td>
<td></td>
<td></td>
<td>Demonstrates behaviors described in both 3 and 5.</td>
</tr>
<tr>
<td>3 3 3 3 3</td>
<td></td>
<td></td>
<td>Has sufficient knowledge, skills, and abilities to contribute to the team’s work.</td>
</tr>
<tr>
<td>2 2 2 2 2</td>
<td></td>
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<td>Demonstrates behaviors described in both 1 and 3.</td>
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<td>Missing basic qualifications needed to be a member of the team.</td>
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<td>Unable or unwilling to develop knowledge or skills to contribute to the team.</td>
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<td>Unable to perform any of the duties of other team members.</td>
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</table>
4.4 Assignment Submission Procedure
For each case, submit through Turnitin sometime before class. For submission instructions, please watch this video: hyperlink.

4.5 Late Submission
Since we will discuss case solutions in class, turning in team assignments late is unacceptable for this course.

Refer to policy at:
https://www.business.unsw.edu.au/agsm/students/resources/assessments-and-examinations

Quality Assurance
The UNSW Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of UNSW Business School programs. All material used for such processes will be treated as confidential and will not be related to course grades.

5 COURSE RESOURCES
The course website may be used for slides and some assessments. You can access Moodle using your student number and zPass by visiting:
https://moodle.telt.unsw.edu.au/

The readings for this course are available either through Moodle or hyperlinks in this course outline.

6 COURSE EVALUATION AND DEVELOPMENT
Mid- and end-of-Session feedback is sought from students about the courses offered in the AGSM MBA Program, and continual improvements are made based on this feedback. The mid-Session feedback is collected in weeks 3 or 4, and communicated to students in the class following its collection. Significant changes to courses and programs within the Program based on end-of-Session feedback are communicated to subsequent cohorts of students.
7 COURSE SCHEDULE

Lecture Schedule: Lectures start in Week 1 and finish in Week 12.

DAY 1 (09-02-2015): Introduction
   a. IN CLASS: auction; preview course; assign teams; crowd wisdom; sticky ideas.

DAY 2 (16-02-2015): Leading Teams, Part one (guest lecture, Dr. Eliza Byington)
   b. IN CLASS: Quiz 1, guest lecture
   c. DUE: Nothing

DAY 3 (23-02-2015): Leading Teams, Part two
   c. DUE: Nothing

DAY 4: (02-03-2015): Hiring
   c. IN CLASS: Quiz 3; Presentation Battle (T1 & T2); Discuss case; Lecture on hiring.
   d. DUE: First case analysis due for teams not presenting; Send Dr. Felps a recent copy of your resume (willfelps@gmail.com)

DAY 5 (09-03-2015): Resumes & Interviewing (guest lecture; Robyn Gleeson and Barbara Mackie from Career Development Centre)
   b. IN CLASS: guest lecture
   c. DUE: Bring a copy of your resume to class.

DAY 6 (16-03-2015): Negotiation & Landing a Job
   b. READING: Types of Negotiation: Many Paths to a Deal. Harvard Business Press Chapters. Product #:5641BC-PDF-ENG]
   c. IN CLASS: Quiz 4; Presentation Battle (T3 & T4), Case analysis; Negotiation lecture; Practice negotiating
   d. DUE: Second case analysis due for teams not presenting.
DAY 7 (23-03-2015): Performance, Project, (and potentially meeting) Management
   c. IN CLASS: Quiz 5; Presentation Battle (T5 & T6), Case analysis; Lecture
   d. DUE: Third case analysis due for teams not presenting.

DAY 8 (30-03-2015): Power, Politics, and Social influence
   c. IN CLASS: Quiz 6; Presentation Battle (T7 & T8), case discussion, Lecture
   d. DUE: Fourth case analysis due for teams not presenting.

DAY 9 (06-04-2015): National Holiday!

DAY 10 (13-04-2015): Helpfulness
   b. IN CLASS: Quiz 7, How to be helpful

DAY 11 (20-04-2015): Organisational culture (guest lecture by Dr. Julie Cogin)
   b. IN CLASS: Quiz 8

DAY 12 (27-04-2015): Organisational Change & Synthesis (going until 6pm)
   a. READINGS:
   c. DUE: Bring at least one ipad per team to class

FINAL EXAM: Wednesday, Week of May 4th; Room: JBR; Details TBD
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

1 PROGRAM LEARNING GOALS AND OUTCOMES

The UNSW Business School Program Learning Goals reflect what we want all students to BE or HAVE by the time they successfully complete their degree, regardless of their individual majors or specialisations. For example, we want all our graduates to HAVE a high level of business knowledge, and a sound awareness of ethical, social, cultural and environmental implications of business. As well, we want all our graduates to BE effective problem-solvers, communicators and team participants. These are our overall learning goals for you.

You can demonstrate your achievement of these goals by the specific outcomes you achieve by the end of your degree (e.g. be able to analyse and research business problems and propose well-justified solutions). Each course contributes to your development of two or more program learning goals/outcomes by providing opportunities for you to practise these skills and to be assessed and receive feedback.

Program Learning Goals for undergraduate and postgraduate students cover the same key areas (application of business knowledge, critical thinking, communication and teamwork, ethical, social and environmental responsibility), which are key goals for all ASB students and essential for success in a globalised world. However, the specific outcomes reflect different expectations for these levels of study.

We strongly advise you to choose a range of courses which assist your development of these skills, e.g., courses assessing written and oral communication skills, and to keep a record of your achievements against the Program Learning Goals as part of your portfolio.
MBA Program Learning Goals and Outcomes

Learning Goal 1: Business Management Knowledge
Students should be able to identify and apply current knowledge of disciplinary and interdisciplinary theory and professional practice to general management and business within diverse situations.

Learning Goal 2: Critical Thinking
Students should understand and be able to identify, research and analyse complex issues and problems in business and develop appropriate solutions.

Learning Goal 3: Communication
Students should be able to produce written documents and oral presentations that communicate effectively complex disciplinary ideas and information for the intended audience and purpose.

Learning Goal 4: Teamwork
Students should be able to participate collaboratively and responsibly in teams and to reflect upon their own contribution to the team and on the necessary processes and knowledge within the team to achieve specified outcomes.

Learning Goal 5: Responsible Business
Students should be able to appraise ethical, environmental and sustainability considerations in decision making and in practice in business.
Students should be able to consider the social and cultural implications of management practices and of business activities.

Learning Goal 6: Leadership
Students should be able to reflect upon their own personal leadership style and the leadership needs of business and of teams.

Learning Goal 7: International Perspective
Students should understand the needs of undertaking business within a global context.
Students should be able to apply business management knowledge to business situations within global markets with due recognition for differences in cultural, legal, commercial and other issues.

Learning Goal 8: Risk Management
Students should be able to demonstrate an understanding of the limits in precision and the risks associated with business models.
Students should be able to appraise risk and to develop risk mitigation strategies applicable to business undertaken within uncertain and volatile environments.

2 ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW policies, penalties, and information to help you avoid plagiarism see: http://www.lc.unsw.edu.au/plagiarism/index.html as well as the guidelines in the online ELISE and ELISE Plus tutorials for all new UNSW students: http://info.library.unsw.edu.au/skills/tutorials/InfoSkills/index.htm.
To see if you understand plagiarism, do this short quiz: http://www.lc.unsw.edu.au/plagiarism/plagquiz.html
For information on how to acknowledge your sources and reference correctly, see: http://www.lc.unsw.edu.au/onlib/ref.html

For the UNSW Business School Harvard Referencing Guide, see the UNSW Business School Referencing and Plagiarism webpage (UNSW Business School > Learning and Teaching > Student services > Referencing and plagiarism)
3 STUDENT RESPONSIBILITIES AND CONDUCT

Students are expected to be familiar with and adhere to university policies in relation to class attendance and general conduct and behaviour, including maintaining a safe, respectful environment; and to understand their obligations in relation to workload, assessment and keeping informed.

AGSM MBA Programs and UNSW policies
In general, UNSW policies apply to staff and students of AGSM MBA Programs. Where there are additional points or procedures which apply specifically to AGSM MBA Programs they are set out on the AGSM website:
https://www.business.unsw.edu.au/agsm/students/resources/students-rights-responsibilities

If students are in doubt about the policy or procedure relating to a particular matter they should seek advice from the Student Experience.

Information and policies on these topics can be found in the ‘A-Z Student Guide’:

3.1 Workload
It is expected that you will spend at least ten hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

3.2 Attendance
Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment.
https://www.business.unsw.edu.au/students/resources/accept-enrol/agsm-student-enrolments%23class%20attendance

3.3 General Conduct and Behaviour
You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: https://my.unsw.edu.au/student/atoz/BehaviourOfStudents.html
3.4 Occupational Health and Safety
UNSW Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For more information, see http://www.ohs.unsw.edu.au/.

3.5 Keeping Informed
You should take note of all announcements made in lectures, tutorials or on the course web site. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.

4 SPECIAL CONSIDERATION AND SUPPLEMENTARY EXAMINATIONS
You must submit all assignments and attend all examinations scheduled for your course. You should seek assistance early if you suffer illness or misadventure which affects your course progress. For both general and specific information on ‘special considerations’ contact Student Experience and the lecturer-in-charge: Also see https://www.business.unsw.edu.au/agsm/students/resources/assessments-and-examinations - exams
and myUNSW

General Information on Special Consideration:
1. All applications for special consideration must be lodged online through myUNSW within 3 working days of the assessment due date (Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration). You will then need to submit the originals or certified copies of your completed Professional Authority form (pdf - download here) and other supporting documentation to Student Central. For more information, please study carefully the instructions and conditions at: https://my.unsw.edu.au/student/atoz/SpecialConsideration.html.
2. Please note that documentation may be checked for authenticity and the submission of false documentation will be treated as academic misconduct.
3. Applications will not be accepted by teaching staff. Student Experience will be automatically notified when you lodge an online application for special consideration.
4. Decisions and recommendations are only made by Student Experience, not by tutors.
5. Applying for special consideration does not automatically mean that you will be granted a supplementary exam or other concession.
Special Consideration and the Final Exam:
Applications for special consideration in relation to the final exam are considered by an AGSM Student Experience panel to which lecturers-in-charge provide their recommendations for each request.

If you attend the regular final exam, you are extremely unlikely to be granted a supplementary exam. Hence if you are too ill to perform up to your normal standard in the regular final exam, you are strongly advised not to attend. However, granting of a supplementary exam in such cases is not automatic. You would still need to satisfy the criteria stated above.

5 STUDENT RESOURCES AND SUPPORT

The University and the UNSW Business School provide a wide range of support services for students, including:

• **AGSM Student Experience**
  Advice and direction on all aspects of enrolment, timetables and graduation.
  Ground Floor – Red Counter, AGSM Building (G27),
  Phone: (02) 9931 9400
  Email: studentexperience@agsm.edu.au

• **eLearning Support**: For online help using Moodle, follow the links from [http://teaching.unsw.edu.au/moodle](http://teaching.unsw.edu.au/moodle)
  **For login issues**
  Contact the UNSW IT Service Centre:
  - **Hours**: Monday – Friday, 8am – 8pm
    Saturday – Sunday, 11am – 2pm
  - **Email**: ITServiceCentre@unsw.edu.au
  - **Phone**: (02) 9385 1333 - International: +61 2 9385 1333

  **For assistance in using Moodle, including how to upload assessments**
  Contact the AGSM Elearning Coordinator:
  - **Hours**: Monday – Friday, 9am – 5pm
  - **Email**: elearning@agsm.edu.au
  - **Phone**: (02) 9931 9541 - International: +61 2 9931 9541

  **For help with technical issues and problems**
  Contact the External TELT Service Centre:
  - **Hours**: Monday – Friday, 7.30am – 9.30pm
    Saturday – Sunday, 8.30am – 4.30pm
  - **Email**: externalteltsupport@unsw.edu.au
  - **Phone**: (02) 9385 3331 - International: +61 2 9385 3331
• Education Development Unit (EDU)  
https://www.business.unsw.edu.au/students/resources/learning-support/consultations  
Academic writing, study skills and maths support specifically for UNSW Business School students. Services include workshops, online and printed resources, and individual consultations. EDU Office: Level 1, Quadrangle Building; Ph: +61 2 9385 5584; Email: edu@unsw.edu.au  
Visit us on Facebook: www.facebook.com/educationdevelopmentunit

• UNSW Learning Centre (www.lc.unsw.edu.au)  
Academic skills support services, including workshops and resources, for all UNSW students. See website for details.

• Library training and search support services:  
http://info.library.unsw.edu.au/web/services/services.html

• IT Service Centre: Technical support for problems logging in to websites, downloading documents etc. https://www.it.unsw.edu.au/students/index.html  
UNSW Library Annexe (Ground floor)

• UNSW Counselling and Psychological Services  
(http://www.counselling.unsw.edu.au)  
Free, confidential service for problems of a personal or academic nature; and workshops on study issues such as ‘Coping With Stress’ and ‘Procrastination’.  
Office: Level 2, Quadrangle East Wing; Phone: (02) 9385 5418

• Student Equity & Disabilities Unit (http://www.studentequity.unsw.edu.au)  
Advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning. Office: Ground Floor, John Goodsell Building; Phone: (02) 9385 4734.