



Gold Coast, Australia

**Faculty of Business, Technology &
Sustainable Development**

School of Business

MGMT 71-104
“Managing People”

Subject Packet

January 2009 Semester
Dr. Amy L. Kenworthy
Associate Professor of Management



School of Business
Faculty of Business, Technology and Sustainable Development

Our Mission is to develop uniquely identifiable global leaders who exemplify entrepreneurship, moral responsibility, life long learning and a spirit of collaboration and innovation.

MGMT 71-104 "Managing People"

INSTRUCTOR:	Dr. Amy L. Kenworthy Office: Room 3_02 School of Business Phone: 5595-2241 (office) Email: Amy_Kenworthy@bond.edu.au
SEMESTER:	January 2009
CLASS TIMES:	Monday 10:00am-1:00pm
OFFICE HOURS:	Mondays 9:00-10:00am and 1:00-2:00pm; Thursday 12:00-2:00pm; Thursday/Friday 9:00-10:00am and by appointment
PRE-REQUISITES:	None

SUBJECT AIMS:

The Managing People subject provides an introduction to the field of organisational behaviour. The subject emphasises understanding, predicting, and influencing behaviour in organisations using insights gained from theory, empirical research, and sharing of practical experience. The facet that differentiates this subject from traditional organisational behaviour modules is the focus on self-assessment, self-insight, and self-management. There is also a semester-long, hands-on, service-based consulting project that every student will be involved in as a part of this subject.

Topics discussed include:

- Work group dynamics and team decision making
- Individual differences: Understanding how perceptions and attitudes affect behaviour at work
- Motivation: Current models of motivation and job design
- Conflict management and Negotiation
- Leadership effectiveness & Ethics
- Organisational and national culture effects on individual and organisational behaviour

Our Faculty's Mission: To develop uniquely identifiable global leaders who exemplify entrepreneurship, moral responsibility, life long learning and a spirit of collaboration and innovation.

Methods used throughout the semester include lecture and readings, experiential exercises, self-assessment instruments, written and verbal assignments, video critiques, case discussions, and group discourse.

LEARNING OBJECTIVES:

At the conclusion of this subject, you should be able to:

1. Describe your self-assessment strengths and areas to work on in terms of your short- and long-term personal and professional development.
2. Understand the problems and practice of management in a way that is not possible through traditional classroom format as applied through your group consulting project.
3. Reflect upon your personal learning experiences and how these experiences relate to the formal theories of organisational and human behaviour (i.e., reflect upon how do the theories relate to you and your experiences both past as well as your expectations of the future).

GRADUATE ATTRIBUTES

All subjects at Bond University are designed to develop students' graduate attributes. The attributes that will be developed as part of this subject include:

Knowledge and Critical thinking Graduates have acquired a sound knowledge of their discipline and the ability to critically evaluate, manage, reflect on, integrate and apply it.

Through the lectures, textbook, and additional readings, you will be exposed to up-to-date knowledge and research in organisational behaviour. Through the experiences you will have in your consulting project, you will have the opportunity to apply and experiment with this knowledge as you strive to challenge yourselves with real-world critical thinking situations as well as the knowledge and skills required to create and support an effective team. Additionally, class exercises, discussions, and cases require idea generation and critical thinking/problem solving.

Leadership, Initiative and Teamwork: Graduates have the skills to contribute to their discipline or profession as an effective leader and as a member of collaborative, cooperative and successful teams.

Your consulting project will require close coordination among group members. Some members will be designated leaders, other members will need to practice informal leadership at various points during the project. All members will have to be effective followers. As the group works together over time, you will have the opportunity to practice giving tactful feedback to your colleagues on their contributions and behaviour with respect to the project. Your consulting project will also require you to be entrepreneurial and creative in the design and realization of your consulting opportunity. Finally, in terms of teamwork, the consulting project requires effective teamwork as you make the many decisions required to plan and complete the project. Failing to mobilise the potential of each and every team member is likely to reduce the ultimate success of the project. If you are having difficulties in your team, please feel free to consult me for advice.

Communication Skills: Graduates have the skills to communicate effectively with their profession, their peers and the wider community.

Every class session will involve a great deal of discourse – meaning, I am not the only one who will contribute to the discussion in our classes, you will be engaged as fully contributory members which will require a high level of thoughtful and skillful oral communication. Your consulting project will require written communication skills, as will any other documentation required to execute the project (agreements with other organisations, etc.). Oral skills may be needed to persuade others to work with you or to

Our Faculty's Mission: To develop uniquely identifiable global leaders who exemplify entrepreneurship, moral responsibility, life long learning and a spirit of collaboration and innovation.

assist your group with your project. Case discussions, negotiating with others to facilitate and run your consulting project, and the final oral report in class also provide opportunities to practice oral presentation skills.

Responsibility: Graduates are aware of the standards, ethics and values of their discipline, in both the local and global context.

Your consulting group is likely to be made up of students from a variety of countries, requiring you to learn to work with those from different cultures. Class discussions will enable you to benefit from the insights other individuals have experienced with regard to cultural issues. It is very possible that your consulting project will raise ethical issues among participants. Issues may involve the organization you contact, the service you agree to work on for the organization, interactions with clients and/or sensitive information related to the company or its services, and how to give accurate feedback to problematic team members. You will need to act in highly ethical and professional ways as you work to obtain cooperation from the other organisations and each other to complete your project.

REQUIRED READINGS & MATERIALS:

1. Johns, G. & Saks, A.M. *Organizational Behaviour: Understanding and Managing Life at Work*, 7th edition, Pearson Prentice Hall, 2008.
2. Package of readings and notes available for purchase from Varsity Printing.

LEARNING ENHANCEMENT ACTIVITIES & ASSESSMENT:

Developmental Activities: In this subject, you will participate in the following activities designed to enhance your learning throughout the subject.

1. Reflection on your own behaviours and the behaviours of others through the submission of a self-reflection paper due towards the end of the semester.
2. Individual and group in-class activities that provide practical opportunities to discuss and increase understanding of organisational behaviour theories and concepts.
3. Involvement in a semester long consulting project will enable you to experience organisational behaviour in practice, complementing the traditional teaching methods utilised within the course.

Summative (i.e., graded) Assessment: In this subject, you will have a number of summative assessment activities that will be graded and will determine your final grade for this subject. Please note: where possible, these summative assessment activities will be used in a developmental way to further enhance your learning in this subject.

1. Self-assessment paper due in week 10 of the semester (worth 35% of your grade)
2. A final examination that takes place during examination week (date and time to be announced by central administration) (worth 35% of your grade)
3. A consulting project (written proposal and summary as well as oral presentation and peer and client assessments) (worth 25% of your grade)
4. A “class contribution” grade, based on my records of respectful, thoughtful, and contributory additions to our classroom discussions (worth 5% of your grade).

NOTES ABOUT ASSESSMENT:

Please note that members of this Faculty actively enforce all Bond University academic policies. For a detailed description of these policies, see:

<http://www.bond.edu.au/students/manage/policies/index.html>

CLASS PROCEDURES:

Attendance:

Punctual attendance at ALL class sessions is required. This means that you are expected to turn up for class on time, having prepared all required work and are in attendance until class is over. You will be given time in each class session to work with your consulting project team members; your colleagues will find it very difficult to function when a number of members are absent from a class session in which relevant issues are discussed. Consistent with motivation theories, superior attendance and contribution will be rewarded and poor attendance and disruptive activities will be penalised. At each class session, a sign-in sheet will be circulated at the beginning of class. It is your responsibility to ensure that you arrive to class on time to sign the sheet and remain until class finishes. You will note the 5% portion of your grade based on class contributions – you can't contribute if you are not there.

Classroom Behaviour:

- Mobile phones may not be used during class and must be turned off before class starts; if you have an urgent call coming through during class, sit in a corner seat near the door and put your phone on vibrate to minimize disruption for others.
- Laptop computers will be permitted for subject-related note taking purposes only. Please do not abuse this by surfing the web or checking email as it will easily disrupt those around you.
- Please come to class prepared to discuss the readings assigned for that day, ask questions, offer insights and examples from your experience.
- Please be on time to class and refrain from behaving in ways which could be distracting or disruptive to others in the class.
- Please respect your fellow classmates and the classroom environment. When one person is talking, listen to their ideas and don't interrupt. You will be given ample opportunity to comment and add to their ideas once they have finished.

Assignments:

Your assignments are listed in the subject schedule, with “materials due” written in boldface. All assignments must be submitted by their due date. The final consulting project report as well as your self-assessment paper must be submitted both on paper (to the assignment drop box in the Business Faculty reception) and electronically via the **Turnitin.com** website. This system is designed to protect you from unethical and unfair behaviour (plagiarism) by other students. I will not mark papers that are not submitted both on paper and through turnitin.com. Assignments submitted by email will not be accepted.

Self-Assessment Paper (35%)

The goal of the Reflection & Self-Assessment paper is for you to reflect upon, actively work on, and write about the skills necessary for you to become a better manager and organisational citizen. We all have personal differences with respect to our personalities, perceptions, experiences, skills, and lessons to be learned. That said, this paper is a chance for you to describe your self-assessment work to date as well as your thoughts on how you have worked on (and will continue to work on) these developing needed skills and competencies over the remainder of your MBA program and, ideally, beyond.

There are three components of the grade for this paper:

- (1) Depth and degree of personal insight (show me that you have spent ample time thinking about not only what your **current skills and competencies** are and why they are that way but also **what skills you want to develop and how you have developed these skills** over the course of the past 10 weeks {also, please add how you will continue to develop these skills in the future – this list must be SMART in terms of goals you will set for yourself and ways of achieving those goals})(50%)

- (2) Number and quality of examples related to identifying needed skills and working on improving these skills (describe examples, from both in-class and external interpersonal interactions, of your thoughts, actions, and outcomes as you work on developing your skill set) (25%)
- (3) Applicability and breadth of research incorporated into your paper (this includes materials we've discussed in this class as well as others you have sourced) (25%).

Note: Self-assessment papers must be typed, double-spaced, 10 pages maximum (excluding appendices), and formatted in 12-point Times New Roman font. They are due in to me in hardcopy as well as electronically submitted to our Turnitin.com subject webpage. *Once again, late submissions will incur a penalty of 10 points per day.* NO email-based submissions will be accepted.

Final Examination (35%)

The final exam will consist of short answer responses and essays. Questions on the exam will focus on integration. You will be asked to integrate concepts from the text, class discussion, articles, videos, and exercises in most of your responses. A thorough understanding of the theories, concepts, and ideas discussed in class is essential to passing this exam. Your final exam will be held during the centrally timetabled examination period (date and time to be released on or before week 10). There will be no exceptions to this schedule (i.e., no one will be allowed to take the exam early).

Consulting Project Written and Oral Components and Peer/Client Assessments (25%)

The Consulting Project. A group service-based consulting project will be completed in teams of about 3-5 students. Teams will be formed early in the semester following a procedure agreed by the class. Teams will discuss members' interests, career goals, and development needs as identified in our early self-assessment work. Teams will then arrange a community-based consulting project opportunity that will assist in building some of the business or interpersonal skills team members have identified as important to their personal and professional development. Teams will generally work closely with an external not-for-profit organization on one or more activities that have benefits for the organization as well as learning benefits for the team.

While all members will participate fully in the service activity/event, members may perform differentiated roles in the pre-project planning and post-project reporting stages. Roles should be allocated based on their developmental value and match to members' needs. For instance, a member who wishes to improve his or her writing skills may take the lead on the first draft of the proposal or summary report, while a member who writes well but wishes to build coaching skills serves as a mentor. Another member may lead team meetings (and seek peer feedback after each meeting), while yet another negotiates with external agencies or creatively scripts the final oral report. One criterion for the project is that it must address a need that is real for a real-world non-profit organization – this project is real-world and real-time to allow you to have real pressure, real goals, and real insights. Teams are responsible for anticipating and looking after any logistic, financial, or legal/insurance issues that may arise as part of their consulting project.

The scope of the project may be considered in assigning marks. An excellent proposal, summary, and oral presentation of a relatively undemanding project is likely to receive a lower mark than an excellent proposal, summary, and oral presentation of a larger scale, more demanding, or more impactful project. I will ask for brief oral updates on each group's progress from time to time during class.

The Proposal. A brief statement of the team's consulting plan and its expected relationship to member development goals and organizational benefit must be turned in for approval no later than the end of week 6 (earlier submission is fine if a project opportunity occurs sooner in the semester). The proposal should be no more than 4 pages, double-spaced, Times New Roman 12 point font and should be turned in both on paper and as an e-mail attachment.

Our Faculty's Mission: To develop uniquely identifiable global leaders who exemplify entrepreneurship, moral responsibility, life long learning and a spirit of collaboration and innovation.

The Final Written Summary. A written summary of the service-learning project is due at the end of week 12. This report must be double-spaced and no longer than 5 pages long (Times New Roman 12 point font). The report will:

- (1) Briefly summarise and document the project (what was actually done, when, for how long, for whom, how successfully). Quantify if possible. Please supply this section of the report to me as an e-mail attachment as well, for use by Bond's Corporate Communications staff.
- (2) Assess the performance and contribution of each member of the team. Each group should design its own rating and feedback system for doing this. Results should be compiled and a recommendation made as to whether all members have contributed satisfactorily enough to earn the mark earned by the team project. If a team recommends that a member be penalised for lack of contribution, additional written justification explaining the poor performance and the team's efforts to correct it should be provided. The appraisal system should be developed early in the project, to clarify members' mutual expectations of appropriate behaviour and contribution. The appraisal system should be used midway through the project to generate feedback and allow for mid-course corrections should they be required. There should also be feedback and contact information for the organization or agency representative included. You need to provide evidence that what you did made a difference.

Final Oral Presentation. Each team will make a final oral presentation to the class late in the semester. The presentation will be interesting, informative, entertaining, and last not longer than 20 minutes. The purposes are to discuss the skill development that eventuated from the project as well as the benefit to the host organisation, and to relate your team experiences to the theories and concepts discussed during the semester. You may use any method of presentation you like, including videotapes, skits, games, slides, narratives, or whatever seems to best convey your learning. Creativity is highly prized, as is depth of insight. Think of this oral report as your team's final product, and make it a good one that is entertaining as well as educational. Specifically, address the following issues in the presentation:

- (1) Summarise and if possible document the skill development that eventuated for team members from the consulting project process. Explain how the team creatively planned for and carried out development opportunities for specific people or skills. Some learning/development may have been serendipitous – mention this too. Beware of exaggerated claims of development that don't seem to follow from the actual activity. You will not have time to detail how each person developed on all their skills, so you may choose to highlight a subset of people or a subset of skills, or some particularly creative ways you came up with to assure that specific development needs were met.
- (2) Comment on selected course concepts that you observed in action in the team. These may include aspects of group dynamics, decision-making, leadership, perception, cultural issues, motivation, etc. in the team. Choose a subset of topics that are most relevant to what went on in YOUR team and strive for deep insights rather than many superficial ones. What did all of you learn from this attempt to work together? What did you do well or not so well as a team? What lessons will you take away from the team experience to apply again in the future?

The grade for this component of your class will be a compilation of the quality of the work demonstrated both in your proposal, final written summary, and final presentation (incorporating your peer and client assessment ratings).

Assignments handed in late will lose 10% of their total value per day including weekends.

The way to avoid late penalties is to plan to finish ahead of time, not in the nick of time when

Our Faculty's Mission: To develop uniquely identifiable global leaders who exemplify entrepreneurship, moral responsibility, life long learning and a spirit of collaboration and innovation.

you are at risk of last minute illness, equipment problems, unreliable group members, etc. All assignments should be free of errors such as spelling and grammar mistakes.

Each company's consulting project report should be submitted **only once**, on behalf of the group. You should be able to access your paper's originality report after turning it in. If you submit your paper early and notice a problem with the originality report, you can modify your paper and resubmit before the assignment due date has passed. Only the report from the last version will be considered. Be sure that the paper version you give me to mark is the very latest version as well.

CLASS REPRESENTATIVE:

At a point during weeks 1 or 2, students in the class will be asked to choose a class representative. The role of a class representative is to serve as a communication channel between students enrolled in a subject and the subject's faculty member. Ideally, all students will communicate with faculty members directly; however, given the multicultural student body at Bond, there may be students who require non-direct communication channels. The class representative position is a leadership position requiring high levels of interpersonal communication skill.

TEACHING PHILOSOPHY:

My teaching philosophy is grounded in the belief that people learn through doing – that concrete experience coupled with active reflection is one of the best approaches to learning. I believe that we learn from failures as much as success, and that the classroom experience is not restricted to the classroom environment. I'll ask you to contribute to this process in equal, albeit different, ways to the contributions that I make. My overall goal is to stimulate passion and excitement in you about this subject, to encourage interest and enthusiasm for life-long curiosity, application and learning, and finally to create an environment where we all work together to create the highest levels of individual and shared learning possible.

ACADEMIC DISHONESTY:

Cheating and plagiarism will not be tolerated. These acts are morally wrong and unfair to other students. Plagiarism is using the words or ideas of others and presenting them as your own. Plagiarism is a type of intellectual theft. If anyone is caught cheating on exams, copying from another student's written work from either this or a previous semester, or copying from a book without proper referencing, the University will pursue such actions allowed by the Faculty and University policies. Even if an assignment is only worth a small percentage of your grade, cheating or plagiarism can result in a failure for the course or, in special cases, an annulled grade or expulsion from the university.

SUBJECT SCHEDULE

Week :	Topic	Assigned Readings & Exercises (Due at the start of class this week)
Wk 1:	Introduction	Self-assessment item discussion – begin assessment instruments.
Wk 2:	Group Dynamics	<ul style="list-style-type: none"> - Manzoni, J. & Barsoux, J. (1998). The Set up to Fail Syndrome: How Bosses Create their own Poor Performers, <i>Harvard Business Review</i>, March-April. - Kets De Vries, M.F.R. (1999). High Performance Work Teams: Lessons from the Pygmies, <i>Organizational Dynamics</i>, Winter, 1999. - Chapter 7 (J&S)
Wk 3:	Group Decision Making & Creativity	<ul style="list-style-type: none"> - Cohn, J., Katzenbach, J., and Vlak, G. (2008). Finding and grooming breakthrough innovators. <i>Harvard Business Review</i>, 86(12): 62-69. - Catmull, E. (2008). How Pixar fosters collective creativity. <i>Harvard Business Review</i>, 86(9): 64-72. - Pages 389-398 (J&S) and pages 573-581 (J&S)
Wk 4:	Individual Differences: Personality	<ul style="list-style-type: none"> - Tannen, D. (1995). The power of talk: Who gets heard and why, <i>Harvard Business Review</i> 73(5): 138-148. - Kaplan, R. (2008). Reaching your potential. <i>Harvard Business Review</i>, 86(7/8): 45-49. - Pages 38-48 (J&S)
Wk 5:	Perception & Motivation: Why & How	<ul style="list-style-type: none"> - Nohria, N., Groysberg, B., and Lee, L. (2008). Employee motivation. <i>Harvard Business Review</i>, 86(7/8): 78-84. - Chapter 3 (J&S) and Chapter 5 (J&S)
Wk 6:	Motivation: In Practice	<ul style="list-style-type: none"> - Pfeffer, J. (2005). Producing Sustainable Development through the Effective Management of People, <i>Academy of Management Executive</i>, 19 (4). - Chapter 6 (J&S) and pages 48-66 (J&S) <p style="text-align: center;">CONSULTING PROJECT PROPOSAL DUE TODAY (LATEST)</p>
Wk 7:	Consulting Project Work Day	Today there will be in-class meetings with the instructor. Each group will have an allotted period of time to meet in Dr. Kenworthy's office (Room 3_02 Business School).
Wk 8:	Leadership	<ul style="list-style-type: none"> - Goleman, D. and Boyatzis, R. (2008). Social intelligence and the biology of leadership. <i>Harvard Business Review</i>, 86(9): 74-81. - Frisch, B. (2008). When teams can't decide, <i>Harvard Business Review</i>, 86(11): 121-126. - Chapter 9 (J&S)
Wk 9:	Conflict Resolution, Persuasion & Negotiation	<ul style="list-style-type: none"> - Morgan, N. (2008). How to become an authentic speaker, <i>Harvard Business Review</i>, 86(11): 115-119. - Williams, G.A. & R.B. Miller. (2002). "Change the way you persuade." <i>Harvard Business Review</i> 80(5): 65-73. - Pages 442-456 (J&S) - Video Robert Cialdini's "Power of Persuasion" (2001)
Wk 10:	National Culture	<ul style="list-style-type: none"> - Brett, J., Behfar, K., and Kern, M. (2006). Managing multicultural teams. <i>Harvard Business Review</i>, 84(11): 84-91. - Pages 117-124 (J&S) and pages 349-361 (J&S) <p style="text-align: center;">SELF-ASSESSMENT PAPER DUE TODAY</p>
Wk 11:	Organizational Culture & Change	<ul style="list-style-type: none"> - Kotter, J. (1995). Leading change. <i>Harvard Business Review</i>, 73(2): 59-67. - Pages 279-290 (J&S) and pages 550-573
Wk 12:	Project Presentations	CONSULTING PROJECT REPORT DUE TODAY
Wk 13:	Subject Review	FINAL EXAMINATION HELD DURING EXAM WEEK (check exam timetable once it is released for day and time)

Service Learning Project Examples

Past student groups have worked with local schools, The Red Cross Blood Bank, Organ Donation Australia, Sailability, the Animal Welfare League, the Salvation Army, local junior sporting clubs, Rosies, Schoolies, and many other local organisations.

This project should not just be an event conducted on campus which produces revenue for a charitable organization. You should plan to form an active alliance with an organization and spend some time learning about that organization, the clients and community needs it serves, and the structural and managerial problems it faces. These may involve issues of financing its work; recruiting, managing, and retaining volunteers; getting a message out to the public; etc. In the past, groups have provided assistance in organizing office procedures, setting up mailing lists and sponsorship campaigns, arranging newspaper publicity articles, and directly educating the public. In a sense, you are providing some consulting services/expertise to the organization, and possibly leaving them with ideas for long term solutions to problems they face. Many not-for-profit organizations are run by dedicated individuals who are passionate about their cause but may lack the business acumen and experience needed to help the organization fulfill its social goals most effectively. This may be an area in which you can help.

For many projects, there may also be time spent volunteering in directly provide services to clients. For instance, some groups have undertaken training as Schoolies support personnel or Rosies friends of the homeless, then worked shifts on the street. Some have been trained by Sailability then worked one or more days helping disabled sailors in and around the water. One group spent an evening each talking to residents at the Salvation Army's homeless shelter, others have prepared and delivered presentations on their home countries to local school children. This direct contact with individuals you might not normally encounter can help develop interpersonal skills and empathy for people in situations different from your own. Work with the organization should help develop community understanding and provide ideas for future corporate social responsibility activities.

Please do not feel that your activity must be on campus or aimed at Bond students. In all likelihood, it won't be. However, it may be possible to pair an event largely on campus with other work with the organization. A recent successful project was a blood drive on campus with the Red Cross. Team members worked closely with the organisation to understand their problems of recruiting new donors. They then arranged and publicized an educational session on campus prior to the drive, with the aim of informing and persuading potential new donors to participate. On the day, they dealt with logistical issues surrounding the visit and ran a sausage sizzle. The success of the event depended on the partnership between the team and the organization.

Another successful project involved Rosies. Team members were trained and then worked one or more shifts with the homeless on the street. They also looked into Rosie's financial situation and fund raising activities. They developed a sponsorship package and list of 400 potential donors for the organisation to follow up.

Two teams have worked with Sailability in the past. In addition to learning more about how to interact with handicapped individuals, both of these teams have seen the continuing need Sailability has to recruit volunteers, and have arranged articles in the Gold Coast Sun highlighting the organization and its needs.

The balance of direct service to clients and consulting to the organisation may vary from project to project, but when possible, some of both is generally desirable.

Faculty of Business, Technology & Sustainable Development

Student Code of Conduct

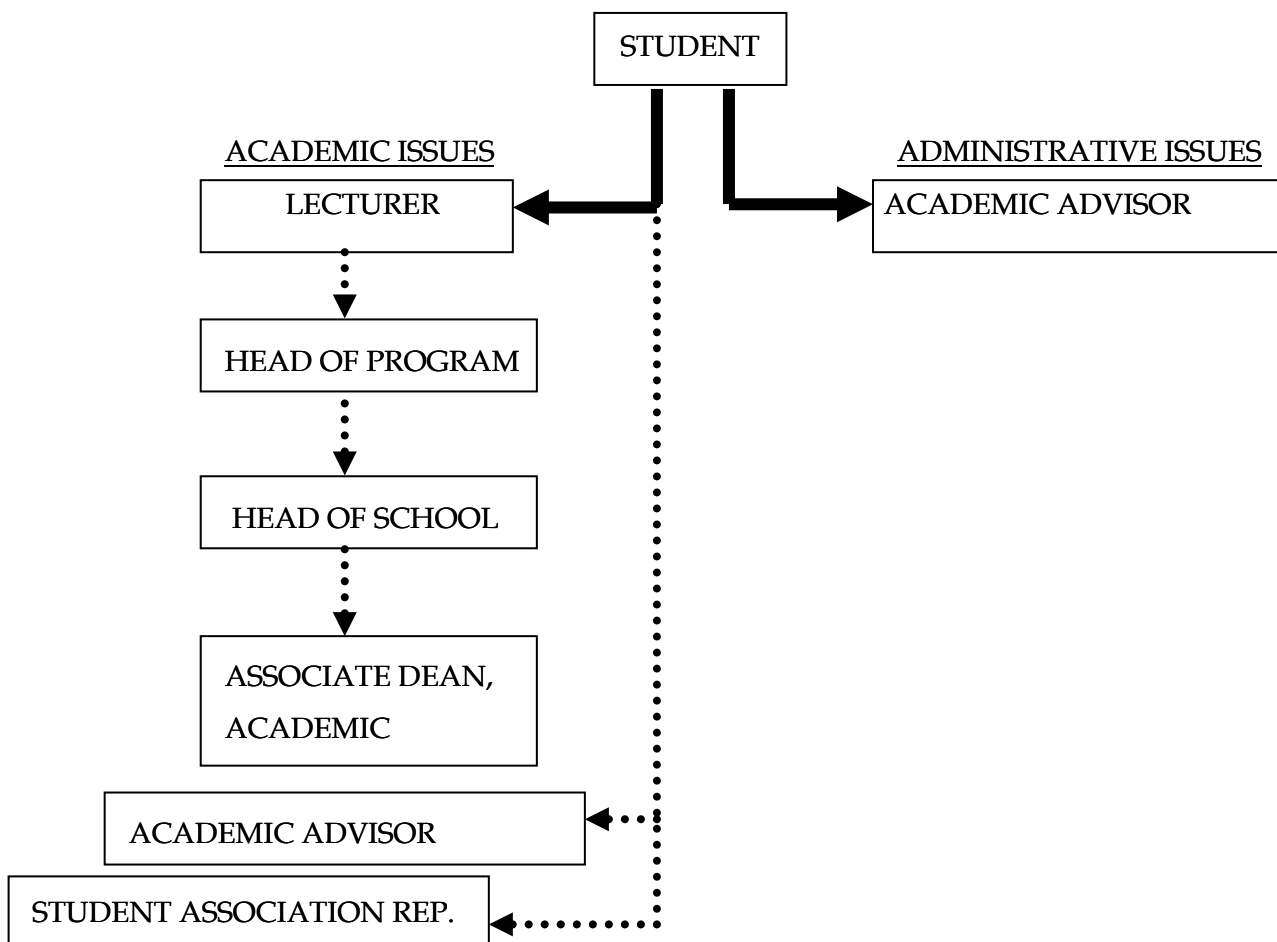
The objective of the teaching and administrative staff of the Bond University Faculty of Business, Technology and Sustainable Development is to offer students a superior business education. To achieve this objective, we expect students, faculty and staff to adhere to a highly professional code of conduct.

For specific information about the Student Conduct Code, please refer to the University's 2005 Handbook of Regulations (<http://www.bond.edu.au/students/manage/handbook/Part3DisciplineRegs.pdf>), page 14. In this Code, please note section 2a which defines the following as misconduct (paraphrased):

“Disrupting or obstructing an official University activity... including classroom related activities or teaching.”

Students who are found to have either disrupted teaching activities or demonstrated any of the other types of misconduct will be reported to the Faculty and larger University. A permanent record of the misconduct will be placed in the student's personal file.

Recommended Behaviour for Dispute Resolution



Our Faculty's Mission: To develop uniquely identifiable global leaders who exemplify entrepreneurship, moral responsibility, life long learning and a spirit of collaboration and innovation.

PLAGIARISM IN THE FACULTY OF BUSINESS, TECHNOLOGY & SUSTAINABLE DEVELOPMENT

It is important that you, as a student, know exactly what is and what is not plagiarism. The penalties for plagiarism are severe, yet many students resort to it. This leaflet aims to help students avoid falling into the trap!

What is plagiarism?

Plagiarism is defined by the Macquarie Dictionary¹ as "the appropriation or imitation of another's ideas and manner of expressing them ... to be passed off as one's own". At universities in Australia, plagiarism is regarded as cheating and is treated with disciplinary action.

Plagiarism includes:

- quoting, paraphrasing, copying, or in any way using ideas from a published or unpublished source without proper acknowledgement or referencing;
- copying the work of another student;
- directly copying any part of another person's work without appropriate acknowledgement;
- receiving help from another person to the point that the work is not your own;
- submitting the same or slightly adjusted assignment in two subjects;
- using experimental results obtained by another person without proper acknowledgment;
- duplicating any work in magnetic form, such as a computer readable spreadsheet;
- submitting work developed jointly with another person without acknowledging this fact;
- using or developing an idea or thesis derived from another person's work without appropriate acknowledgement.

Penalties

The Faculty considers that cheating is a very serious matter. Students found to have cheated must expect to receive the full penalty.

The penalties for plagiarism can be very severe. The penalty range includes:

- failure in the piece of assessment;
- failure in the subject with a mark of zero
- failure with an annulled grade (this shows on your transcript forever that you have been found guilty of cheating);
- suspension from the University;
- permanent expulsion from the University.

The latter three penalties require confirmation by the Academic Senate.

If you are in doubt, seek clarification from your lecturer, the Library or the Faculty's handout on plagiarism available from reception, or your student association.

¹ Macquarie Dictionary Federation Edition, Ed. A.Delbridge, ©2001 The Macquarie Library, pg 1457.

Course Pack Insert

FACULTY: FACULTY OF BUSINESS, TECHNOLOGY & SUSTAINABLE DEVELOPMENT

SCHOOL: SCHOOL OF BUSINESS

DEPARTMENT: DEPARTMENT OF MANAGEMENT

SUBJECT NAME: MANAGING PEOPLE

SUBJECT NUMBER: MGMT 71-104

PURPOSE DESCRIPTION: SUBJECT READINGS, JANUARY SEMESTER 2009 (091)

COPYRIGHT STATEMENT:

THIS COMPILATION OF STUDENT READING MATERIAL HAS BEEN MADE IN ACCORDANCE WITH THE PROVISIONS OF PART VB OF THE COPYRIGHT ACT FOR THE TEACHING PURPOSES OF THE UNIVERSITY.

FOR USE ONLY BY THE STUDENTS OF BOND UNIVERSITY ENROLLED IN THE SUBJECT: MGMT 71-104, "Managing People"

Acknowledgments Page

This *Acknowledgments Page* lists the citations of copyright material contained in the Course Pack:

MGMT 71-104, "Managing People"

Brett, J., Behfar, K., and Kern, M. (2006). Managing multicultural teams. *Harvard Business Review*, 84(11):84-91.

Catmull, E. (2008). How Pixar fosters collective creativity. *Harvard Business Review*, 86(9): 64-72.

Cohn, J., Katzenbach, J., and Vlak, G. (2008). Finding and grooming breakthrough innovators. *Harvard Business Review*, 86(12): 62-69.

Frisch, B. (2008). When teams can't decide, *Harvard Business Review*, 86(11): 121-126.

Goleman, D. and Boyatzis, R. (2008). Social intelligence and the biology of leadership. *Harvard Business Review*, 86(9): 74-81.

Kaplan, R. (2008). Reaching your potential. *Harvard Business Review*, 86(7/8): 45-49.

Kets De Vries, M.F.R. (1999). High Performance Work Teams: Lessons from the Pygmies, *Organizational Dynamics*, Winter, 1999.

Kotter, J. (1995). Leading change. *Harvard Business Review*, 73(2): 59-67.

Manzoni, J. & Barsoux, J. (1998). The Set up to Fail Syndrome: How Bosses Create their own Poor Performers, *Harvard Business Review*, March-April, 1998.

Morgan, N. (2008). How to become an authentic speaker, *Harvard Business Review*, 86(11): 115-119.

Nohria, N., Groysberg, B., and Lee, L. (2008). Employee motivation. *Harvard Business Review*, 86(7/8): 78-84.

Pfeffer, J. (2005). Producing Sustainable Development through the Effective Management of People, *Academy of Management Executive*, 19 (4).

Tannen, D. (1995). "The power of talk: Who gets heard and why." Harvard Business Review 73(5):138-148.

Williams, G.A. & R.B. Miller. (2002). "Change the way you persuade." *Harvard Business Review* 80(5): 65-73.

