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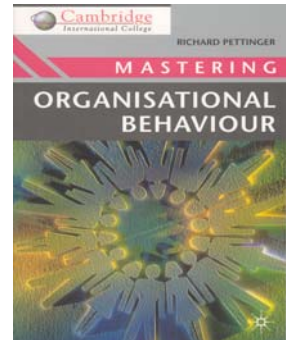
## **ORGANISATIONAL BEHAVIOUR PROGRAM**

The Cambridge International College  
Publication

***'Mastering Organisational Behaviour'***

by Richard Pettinger

will be sent to you by registered airmail post  
as an integral component of the Program



### ***Introduction***

Understanding the ways in which people behave in organisations, and why they behave in those ways, is a prerequisite of being a fully effective supervisor or manager. Yet during the study and practice of management, organisational behaviour is often neglected. All aspects of organisational management require an understanding of the principles that govern human behaviour, both from the individual point of view, and also in prescribed, regulated and directed - organised - places of work.

These principles apply equally to effective, successful and profitable sales and marketing management, production and operations management, and the organisation and direction of project teams. They apply equally to all sectors of industry and commerce, and to the direction and management of public services and the not-for-profit sector. They apply equally to everybody at all levels, whether supervisor, junior, middle, senior management or director. Moreover, the effects on people's behaviour on policy and direction initiatives need to be understood by those who take these decisions.

There are two main reasons why the subject has often not been given the position of importance that it deserves.

Firstly, if practicing managers themselves have not studied human behaviour they will tend to dismiss the subject as 'soft' or lacking substance, and declare that they have more important things to do. This is a fatal error because in all organisations performance is adversely affected when there is insufficient attention paid to its human aspect. Sales are lost because prospective customers and clients have no confidence in the sales force, rather than due to a lack of confidence in the products. Strikes and disputes and poor work rates occur overwhelmingly because of communication breakdowns, misunderstandings or ignorance of peoples' expectations and aspirations.

People leave organisations because they are bullied, or are not respected or are not valued; when people say that they "hate their job", they nearly always mean that they hate the style of management or general human interaction, rather than the work itself. Whilst people may leave organisations because they are bullied, not respected or not valued, they join and stay with organisations where they are respected and valued. Each of these factors adversely affects financial performance, productivity, sales and output targets.

Secondly, those who have studied and taught organisational behaviour have sometimes made the subject appear mysterious and more complicated than it really is, whereas in reality there is no reason why anyone who wishes to become an effective and expert manager should not be able to learn, understand and apply effectively the basic principles of organisational and human behaviour.

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The main aim of this Program is to cover the fundamental aspects of human behaviour, and how this is affected when people work in organisations. It also aims to assist practitioners gain a better understanding of the human aspects of organisations as they pursue career paths and maintain professional development, and to provide the foundation for higher studies.

Each Chapter in this Cambridge International College Program on Organisational Behaviour includes:-

- ◆ An Introduction
- ◆ Descriptive Diagrams and/or Graphs to assist understanding
- ◆ A Chapter Conclusion

### ***Advice on How to Study this Program***

Every individual CIC Member approaches his/her study in a different manner, and different people may have a particular study method that they find most effective for them. However, the following is a tested and proven Study Method, suggested to you as a CIC Member in order to assist in making your study and learning easier - and enjoyable - and to assist you to quickly master the contents of this CIC Program on Organisational Behaviour.

**Step 1:** Set yourself a flexible study schedule, depending on the time you have available and what is best for you. For example, the target set could be to study for 1 or 2 hours a night, or for 8 or 9 hours a week, or to complete one Chapter every 2 weeks. There is no set or compulsory schedule, but simply setting a schedule or goal is often an important action in ensuring that study is undertaken successfully and within the specified timeframe.

**Step 2:** Read the whole of the first Chapter at your normal reading pace, without trying to memorise every topic covered or fact stated, but trying to get “the feel” of what is dealt with in the Chapter as a whole.

**Step 3:** Start reading the Chapter again from the beginning, this time reading more slowly, paragraph by paragraph and section by section. Make brief notes of any points, sentences, paragraphs or sections which you feel need your further study, consideration or thought. You may wish to keep any notes in a separate file or notebook. Try to absorb and memorise all the important topics covered.

**Step 4:** Start reading the Chapter again from its start, this time paying particular attention to - and if necessary studying more thoroughly - those parts on which you earlier wrote notes for further study. It is best that you do not pass on to other parts or topics until you are certain you fully understand and remember those parts you earlier noted as requiring your special attention. Try to fix everything taught firmly in your mind.

**Step 5:** There are self-assessment review questions at the end of the Chapter, and you are strongly advised to try to answer or think about them as best you can - but do **not** send your answers to the College. If these questions/exercises highlight any areas that you feel you need to revise or re-read in the Chapter, then go ahead and do that before moving on to Step 6.



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**Step 6:** Once you have completed steps 1 to 5 above, move on to the next Chapter and repeat steps 1 to 5 for each subsequent Chapter.

### **Supplementary Study**

The CIC Examination questions on Organisational Behaviour will be set and should be attempted only after you have completed the relevant study. Questions in the Examination Paper will be based upon the contents of this CIC Program. If you have the time or opportunity to look at other publications covering the same or similar topics that can be helpful - and you are encouraged to do so - but it is not a requirement and it is not compulsory that you refer to other publications. (\* or other CIC Examination which requires the study of this CIC Program.)

# **ORGANISATIONAL BEHAVIOUR PROGRAM**

## **MODULE ONE**

(based on Chapter 1 of 'Mastering Organisational Behaviour' by Richard Pettinger)

### **Contents of Module One**

- 1.1 Introduction
- 1.2 The background of organisational behaviour
- 1.3 Conclusions

#### **1.1 Introduction**

Organisational behaviour is concerned with the study of the behaviour and interaction of people in restricted or organised settings. It involves understanding and predicting the behaviour of people, and the means by which their behaviour is influenced and shaped.

Organisations are bodies or entities created for a stated purpose. They may consist of one or more people. Sole trader or single operators need to build relationships with suppliers, contractors, customers, clients and the community. For those that consist of more than one person, internal as well as external relationships have to be related and maintained. Organisations therefore consist of individuals; groups; and relationships. Objectives, structures, systems and processes are then created to give direction and order to activities and interactions.

Organisational behaviour is thus of great concern to anyone who organises, creates, orders, directs, manages or supervises the activities of others. It is also of concern to those who build relationships between individuals, groups of people, different parts of organisations, and between different organisations, for all of these activities are founded on human interaction.

Organisational behaviour is concerned with:

- ◆ the purposes for which organisations are created;
- ◆ the behaviour of individuals, and an understanding of the pressures and influences that cause them to act and react in particular ways;
- ◆ the qualities that individuals bring to particular situations;
- ◆ the creation of groups, collections of people brought together for given purposes;
- ◆ the background and context within which activities take place;
- ◆ relationships and interactions with the wider environment with other organisations and groups;
- ◆ the management and ordering of the whole and its parts into productive and effective work relationships.

#### **1.2 The Background of Organisational Behaviour**

Organisational behaviour is not a natural or absolute science, and neither is it a distinctive field of study. It draws on a range of disciplines and is viewed from a variety of perspectives. Rather than provide an absolute or perfect body of knowledge and expertise, each of these offers a different point of view of the whole, so that as complete an understanding as possible may be built up. Consideration of organisational behaviour from each standpoint indicates both the broad context, and also some of the specific areas of concern.

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Moreover, each discipline and perspective is incomplete and imperfect. Each is in itself an ever-developing and enlarging field. However, this at least indicates why a full understanding of organisational behaviour has not yet been achieved and provides the context in which studies in the field are to be seen.

## \* **Disciplines**

The main disciplines that contribute to the study of organisational behaviour are as follows. In summary, they are concerned with the capabilities and potential of people; influences on capabilities; the attitudes and behaviour of people; influences on behaviour; the organisational context; organisational processes and the execution of work; and interaction with the environment.

- 1 **Psychology**: concerned with the study and understanding of human personality and behaviour, the traits and characteristics of individuals; their perceptions, attitudes, values, beliefs and motives; their goals and priorities; their capabilities and potential.
- 2 **Sociology**: concerned with the study of behaviour in groups; influences on this behaviour; interactions between groups; the extent to which people organise themselves, and the ways in which they do this; processes of socialisation (the ordering and limiting of individual behaviour by groups and the environment); the creation of norms, rules and regulations.
- 3 **Anthropology**: concerned with the study of large groups, nations and cultures; global beliefs, customs, ideas and values; the wider processes of socialisation (for example, through religious activities, caste systems, aristocracies, technocracies.)
- 4 **Economics**: concerned with the study of the ordering, use and distribution of the world's resources; of gathering and using these to best effect in particular situations and in the pursuit of stated aims and objectives.
- 5 **Ethics**: concerned with the establishment of absolute standards; these relate, above all, to the nature of interpersonal relationships and interactions; which includes standards of honesty, integrity, probity, value, esteem and respect.
- 6 **Mathematics and statistics**: concerned with the need to prove absolutes and facts wherever possible; to give a basis of certainty to particular situations; to provide the means by which logical and demonstrable conclusions from which bodies of knowledge and research can be drawn.

Each of these disciplines offers a different point of view and contributes to understanding; none, however, offers the complete picture. The major problem is the inability to arrive at absolute facts and conclusions. This is in direct contrast to the study of physics, mathematics, mechanics, chemistry and biology, each of which is capable of:-

- ★ absolute and logical reasoning;
- ★ the combination of components and variables to produce certain and predictable results;
- ★ consistent relationships between variables through time and space that are incapable of being reinterpreted due to differences in nationality or location;
- ★ validation and demonstration through experimentation.

Each of the disciplines indicated earlier has none of this certainty, predictability, validity or reliability. People do not behave in consistent or rational ways. Every situation is unique and so it is impossible to recreate the conditions under which one experiment took place in order to repeat it. Rather than controlled experimentation, organisational behaviour investigations rely on observed experiments, case studies, the analysis of documentation and the use of qualitative investigations and questionnaires to provide the information on which researchers may base their conclusions.

- 1 Observations and observed experiments are subject to perception and interpretation; the use of the senses; and the ability to take in enough of a particular situation to form a sufficient understanding on which judgements can be made.

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- 2 Observed experiments are limited by the ability of researchers to design hypotheses and design means for testing these in ways that are capable of being validated.
- 3 The study of case histories and examples are subject to perception and judgement, except where cause and effects can be directly related (for example, where the sum of £10.00 was received because 10 items were sold at £1.00 each.)
- 4 The analysis of documentation is subject to the knowledge, quality and judgement of those who originally produced the documents, as well as being subject to the interpretation of those currently using them.
- 5 Questionnaires: the use of questioning and questionnaires is limited by the capabilities of the researchers to define their purpose, ask the right questions, interpret and analyse the responses and draw conclusions from the information and material gained. Limitations are also produced by situational factors, individual priorities and perspectives. These are continuously being influenced by their environment and can quite legitimately provide a different set of answers to the same questions within moments if their circumstances suddenly change.
  - (a) People's responses are influenced by the ways in which they are questioned.
  - (b) The response to written questionnaires is affected by their length; the number of questions; the nature of questions asked; the ways in which these are asked; the length of time required to complete the questionnaire; the length of time at the disposal of the individual; the responses of others if these are known; the language used; the extent of interest of the individual in the material; the visual presentation of the questionnaire (or the interviewer); the amount of space or time given for each answer.
  - (c) The response to oral questioning is also influenced by: the media used (face-to-face or telephone); whether it is an individual or group situation; time constraints; attitude of questioner; personality of questioner; importance of subject matter to interviewer and interviewee; extent of mutual respect; appearance, manner, dress; speech patterns and emphases on different words.
  - (d) Responses are also conditioned and limited through the responders not knowing the answer to questions or only knowing a part of it; they may also tell the interviewer what they think the interviewer wants to hear, or what they think the answer should be; they may lie; they may give no answer; they may give an answer at variance with their own views or understanding because they perceive that this is expected of them; or they may just make something up.
  - (e) Responses are also conditioned by wider situational factors and constraints; matters of confidentiality; the use to which the information is going to be put; any opportunities or threats that are known or perceived to arise as the result of giving particular answers.

This has all then to be interpreted and analysed by others. Because there is no absolute basis or certainty, reception is subject to the expertise of the receivers and also matters of familiarity, credibility and acceptability, all of which are highly subjective.

This is the context in which the disciplines used in researching and investigating organisational behaviour are used. The picture is further complicated by the range of more general points of view from which organisations may be seen. These are as follows:-

- 1 Structures and edifices: the analogy here is with buildings. Indeed, the physical premises often represent the hierarchical and value structure (for example, top managers on the top floor or away

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from the noise and bustle of production.)

- 2 Aims and objectives: this is where relationships are drawn or inferred between the design of the organisation and the purposes for which it was designed.
- 3 Stability: this is where the future of the organisation is viewed in terms of its past history, its traditions, long-standing areas of activity, achievements and reputation. This also often includes a role, as provider of regular and constant employment in the particular locality or with certain skills and expertise.
- 4 Dominance-dependency: this concerns the general state of relationships between the organisation and its employees and also between particular groups. These relationships may be based on each or all of the following:-
  - (a) authority: the ability of one group (for example, supervisors) to get others (for example, workers) to carry out work because of their position;
  - (b) function: the ability of one group to get others to work in particular ways because of their particular expertise;
  - (c) economic: the ability to persuade people to work because of their need to earn money and support themselves;
  - (d) social: the ability to persuade people to a particular point of view because it is held to be right or important.
- 5 Restriction: this concerns the ability to guide, order and organise people in the pursuit of stated purposes (that is, restrict their freedom to act as they might otherwise choose to do). It refers to the extent and perspective by which rules and procedures are drawn up and applied.
- 6 Creativity: this refers to the fact of continuous development that individuals (and therefore their organisations) are forever enlarging their knowledge, skills, capabilities and experiences, and that organisations have this ever-increasing fund at their disposal if they so wish. It also includes the approaches used to address issues and solve problems, and the presence or otherwise of inventiveness and imagination.
- 7 Interaction: this concerns the totality of the relationships that exist. It includes relations between and within individual groups, departments, divisions and functions; between different positions in the hierarchies; between different types and levels of expertise. It also refers to the interactions between work and non-work, between the people and work, between the organisation and other organisations, and the organisation in its wider environment.
- 8 Psychological contract: this concerns the extent to which a psychological bond (as well as a contract of employment) is deemed or perceived to exist between organisations and employees. It has implications for wider concerns for individual welfare, loyalty, identity and commitment.
- 9 Stakeholders: this refers to everyone who has a particular interest in the wellbeing of the organisation. Stakeholders are: staff, potential staff, former staff (especially those dependent on the organisation for references or a pension), suppliers, customers, clients, shareholders, other backers, directors, governors, the community, influential figures.

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- 10 Effectiveness: this refers to the need to maximise and optimise resources and to pursue aims and objectives successfully. This is concerned with the tangible (providing goods and services for sale at a profit and, in public service terms, meeting demands in full); and the intangible (generating levels of expectation, satisfaction and confidence among customers and clients so that they will return in the future.)
- 11 Managerial: this refers to the ability to plan, organise, co-ordinate and control activities in the pursuit of effective performance. It refers to the ability to get things done through other people, arranging and ordering equipment, processes and materials, and designing work and organisational forms for this purpose.
- 12 Means and ends: this refers to the relationships between what is done and why, and the ways in which things are done and why. This concerns the nature and standard of the relationship between an organisation and its people, managers and staff, and levels of understanding, compliance and acceptance of purposes. It has implications for organisational policies, ethics and integrity. It also normally directly relates behaviour and performance effectiveness.
- 13 Employment: this refers to the basis of the employment relationship. The main strands of this are hiring people because there is work to be done which they can do, and giving opportunities for progress, enhancement, and variety and development (in personal, professional, occupational and economic terms.) In the past, some organisations sought to offer lifetime employment, guaranteeing that there would be no lay-offs or redundancies. Others tried to create complete stability and certainty based around permanent technology, skills, output and quality. Currently, both positions are untenable.
- 14 Conflict: this refers to the adversarial or confrontational view taken of employment relations. It is based on a combination of mistrust and occupational status and personal differentials. It normally implies a proliferation of rules and regulations, administrative processes and the means of institutionalising and formalising conflict.
- 15 Co-operative: the co-operative perspective takes the view that success and effectiveness are most likely to come about where people are encouraged and directed to work with each other for the good of the organisation and, by implication, for the good of each other and themselves. This can only be achieved through the creation of a harmonious environment, equality of opportunity and treatment, clear communications and well understood aims and objectives.
- 16 Case histories: this refers to lessons learned and conclusions drawn from extensive studies of organisations and situations. These are then used as the basis for evaluating success and failure and may hold (or be perceived to hold) wider lessons for other organisations and situations.

### **1.3 Conclusions**

Understanding the behaviour of organisations arises from combining the elements of the sciences or disciplines indicated with a number of more general and overtly subjective assertions. The total picture is incomplete, ever-changing and constantly developing. The drive is therefore towards as complete an understanding as possible rather than absolute enlightenment. This understanding is based on the application of methods of research and inquiry that are capable of contextual evaluation. This also concerns the validation and reliability of results and conclusions, especially when the divergent and conflicting nature of the different perspectives is considered. Ultimately, conclusions and predictions about human, and therefore organisational, behaviour are always subject to measures of uncertainty and interpretation.

## WHAT YOU WILL LEARN IN MODULES/CHAPTERS 2 TO 17

### 2 The Organisation and its Environment

- 2.1 Introduction
- 2.2 Organisational goals, aims and objectives
- 2.3 limitations
- 2.4 Decision-making
- 2.5 Decision-making: other factors
- 2.6 Failure
- 2.7 Systems
- 2.8 Main systems
- 2.9 Organisations in their environment
- 2.10 Contingency approaches
- 2.11 Conclusions

### 3 Perception

- 3.1 Introduction
- 3.2 Halo effect
- 3.3 Stereotyping, pigeonholing and compartmentalisation
- 3.4 Self-fulfilling prophecy
- 3.5 Perceptual mythology
- 3.6 Other influences on perception
- 3.7 Conclusions

### 4 Attitudes, Values and Beliefs

- 4.1 Introduction
- 4.2 Values
- 4.3 Shared values
- 4.4 Beliefs
- 4.5 Socialisation
- 4.6 Learning
- 4.7 Individual development
- 4.8 Conclusions

### 5 Motivation

- 5.1 Introduction
- 5.2 Major theories of motivation
- 5.3 Pay and motivation as a process
- 5.4 Conclusions

### 6 Personality and Roles

- 6.1 Introduction
- 6.2 Personality
- 6.3 Roles
- 6.4 Application
- 6.5 Selection testing
- 6.6 Conclusions

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## **7 Communication**

- 7.1 Introduction
- 7.2 One-way communication
- 7.3 Two-way communication
- 7.4 Upward and downward communication
- 7.5 Channels of communication
- 7.6 Barriers and blockages
- 7.7 Communication agenda
- 7.8 Organisational toxicity
- 7.9 Assertiveness
- 7.10 Conclusions

## **8 Influence, Power and Authority**

- 8.1 Introduction
- 8.2 Sources of power and influence
- 8.3 Power and influence relationships
- 8.4 Control mechanisms
- 8.5 Delegation
- 8.6 Misuses of power and influence
- 8.7 Conclusions

## **9 Leadership**

- 9.1 Introduction
- 9.2 Leadership and management
- 9.3 The complexities of leadership
- 9.4 Functions of leaders in organisations
- 9.5 Conclusions

## **10 Teams and Groups**

- 10.1 Introduction
- 10.2 Purpose
- 10.3 The creation of effective groups
- 10.4 Group development
- 10.5 High performing teams and groups
- 10.6 Conclusions

## **11 Conflict**

- 11.1 Introduction
- 11.2 Levels of conflict
- 11.3 Sources of conflict in organisations
- 11.4 Symptoms of conflict
- 11.5 Causes of conflict
- 11.6 Strategies for the management of conflict
- 11.7 Conclusions

## **12 Realpolitik**

- 12.1 Introduction
- 12.2 Survival
- 12.3 Spheres of influence

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- 12.4 Patronage
- 12.5 Favouritism and victimisation
- 12.6 The ability to influence
- 12.7 Refusals and blockages
- 12.8 Special relationships
- 12.9 Confidence and trust
- 12.10 Ideologies
- 12.11 Ambiguity
- 12.12 Realpolitik activities
- 12.13 Organisational health and wellbeing
- 12.14 Conclusions

### **13 Ethics**

- 13.1 Introduction
- 13.2 Survival
- 13.3 Relationships with employees
- 13.4 Responsibilities and obligations to staff
- 13.5 Relationships with customers
- 13.6 Conclusions

### **14 Culture**

- 14.1 Introduction
- 14.2 External pressures on organisation culture
- 14.3 Internal pressures on organisation culture
- 14.4 Cultural influences
- 14.5 Archetype cultures
- 14.6 Other aspects of organisational culture
- 14.7 Conclusions

### **15 Technology**

- 15.1 Introduction
- 15.2 Size and scale of production
- 15.3 Expertise
- 15.4 Alienation
- 15.5 Effects of technological advances
- 15.6 Conclusions

### **16 Organisation Structure and Design**

- 16.1 Introduction
- 16.2 Structural forms
- 16.3 Centralisation and decentralisation
- 16.4 Mechanistic and organic structures
- 16.5 Bureaucracy
- 16.6 Conclusions

### **17 Change**

- 17.1 Introduction
- 17.2 Changing the status quo
- 17.3 Drives for change
- 17.4 The change process
- 17.5 Other factors in the management of change
- 17.6 Conclusions

## SOME TIPS ON ACHIEVING HIGH MARKS IN YOUR FINAL EXAMINATION

There is a vast difference between simply “passing” an Examination, and passing it WELL - with high marks, that is. The basic “key”, of course, is always the THOROUGH STUDY of the relevant CIC Study and Training Manuals, materials or selected publications. But from time to time Members might wonder why their marks were not as high as they had expected. Naturally, there is no one single reason for that, and our explanation and advice in each case is based on a review of each individual Member’s Work submitted. However, some of the most common reasons for the **unnecessary** loss of marks include:-

### \* *Insufficient Study*

A dictionary tells us that “to study” means “to apply the mind **closely** (to books, etc) in order to acquire knowledge and skill”. It does NOT - as fortunately only a very small number of Members appear to think - mean simply a “read through” or a “flick through” the pages of a Publication; what it **does** mean is a **detailed** and **thorough** examination of what is taught therein.

### \* *Examination Attempted Too Soon*

This follows from the foregoing. Adequate STUDY of the relevant CIC selected Publication - **all Chapters** - **must** be undertaken before the Final Examination set on the Program is attempted. We do sympathise with Members who are anxious to progress rapidly - but **real** progress can only be the result of **adequate study**.

### \* *Answers Brief and/or Incomplete*

An Examiner wants to be shown that you **really** HAVE learned and understood everything taught in the Materials supplied as part of the Program. That can only be done if you write - when required - **full, detailed** and **explanatory** answers, containing **all** relevant facts and information, with examples when appropriate. If less than a full answer is provided, less than the full mark available to that answer will be awarded!

### \* *Too Few or Too Many Questions Answered/Attempted*

Sometimes Members answer or attempt **fewer** than the required number of Questions or Exercises than they are instructed to attempt, or they do not answer **all** parts of a Question or Exercise. An Examiner can award marks **only** for Questions answered or for Exercises attempted; so marks for omitted Questions or Exercises - or sections of them - are “lost”. In some cases Members answer/attempt **more** than the required number of Questions or Exercises they are instructed to attempt. That usually results in rushed and brief Work, which loses marks, and an Examiner can only award marks for the **required number** of Questions or Exercises.

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**\* Questions/Exercises not Properly Read, or Misunderstood**

It is essential that you understand **exactly** what Questions or Exercises require you to do or to write about. You **must** READ Questions and Exercises **fully** and **carefully** - and **not** just “glance” at them. Without care, an “answer” you give might be quite *irrelevant* to a particular Question or Exercise; it might be about quite a different subject or topic. What you have written might be “excellent” and quite correct, but it will still **not** earn you marks if it does **not** answer the Question or Exercise SET.

**\* Standard of English**

Our Examiners DO appreciate that English is not the national or main tongue of many thousands of CIC Members. Nevertheless, our Examiners **need** to be able to read quickly and easily what you have written, in order to assess whether you really **have** learned what has been taught during your Program. So you **must** take CARE with your written English, especially with grammar and spelling. CIC Examiners are busy people and simply do not have time available in which to decipher difficult-to-read handwriting or to interpret English of a low standard. If necessary, you are advised to study our **‘Secondary English’ Course** or **‘Professional English’ Program**, at a specially reduced Fee; ask us for details.

**\* Presentation of Work**

Our Examiners are most likely to be “pleased” with and attracted by - and, in response, to be more generous in giving marks to - Examination answer papers which are **neat** and **clean** and **tidy**. Then, too, Examiners prefer handwriting which they can **clearly** and **easily** read.

**Always take TIME and CARE, and PRIDE in your Work.**

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Telefax: +44 (0)1534 485485 Email: info@cambridgetraining.com Website: www.cambridgecollege.co.uk

## **SITTING YOUR CIC EXAMINATION(S)**

A CIC Certificate or Diploma will **not** be awarded to a CIC Member unless that Member has attempted and passed a CIC Examination. CIC insists that all its Examinations must be sat under **'approved invigilation'**; which term means **'under the supervision'** of an appointed **'Invigilator'** (who - in different countries - might be called a **'Supervisor'** or **'Mentor'** or **'Proctor'**) and under **'true Examination conditions'**.

You need to secure IN ADVANCE the assistance of a **responsible person** - who we shall call your **'Invigilator'** - to carefully **supervise** you during the time you are attempting the Assigned Work for your CIC Examination. If the Invigilator you designate is acceptable to the College, he or she will be **appointed** by the College to ensure that you attempt the Assigned Work under **'true Examination conditions'**.

To register your proposed Invigilator in good time, you need (1) his or her **full name** and **full address** to be written clearly on the **'Agreement to Invigilate'** Form below, (2) his or her **signature** to be written on the Form, and (3) the **official stamp or seal** of his or her employing organization to be affixed to the Form. You should then **airmail** or **fax** or **scan and email** the completed Form to the College under **registered cover**. The Examination Booklet (in a sealed envelope) together with "Guidance for the Invigilator" information will be airmailed **DIRECT\*\*** from the College to your Invigilator by **registered post**. It is YOUR responsibility to ensure that the **'Agreement to Invigilate'** Form is returned to the College, at least **two months before** you want to sit the Examination(s), and at least **two months before** the "Expiry Date" of your Membership (see your "Confirmation of Membership" particulars).

**ACCEPTABLE INVIGILATORS:** The following categories of person might be accepted by the College as being "qualified" to Invigilate your Examination(s). Not all categories will necessarily be available in your country, or in the area of it in which you live; if in doubt, ask the College for advice:-

- ★ Executives at CIC Affiliated Organizations.
- ★ Officials of the Examinations Section of your national Department or Ministry of Education in your area.
- ★ Officials of your national Examinations Board, Council or Syndicate.
- ★ An official of the British Council (many offices have an "Examinations Officer").
- ★ A senior official of an Embassy, High Commission, Consulate or other diplomatic or United Nations mission.
- ★ Principals or Vice/Deputy Principals of schools, colleges or universities recognised by CIC.
- ★ Your employer or a person designated by your employer.
- ★ Senior civil servants or senior officers of the police force or the armed forces.
- ★ Qualified professionals, e.g. lawyers, accountants, and doctors; senior clergy of recognised religious orders.

### **NOTES:**

1. Do **not** try to arrange the Examination Date too early; wait until you have completed the thorough study of the Study & Training Manuals or other Publications before arranging the Examination Date with your Invigilator. An **additional charge** will be made to you by the College for new Assigned Work, postage, etc, should you change Invigilators.
2. **\*\***If your Fee has been completed when the "Agreement to Invigilate" Form reaches the College, the Examination Booklet(s) will be posted **at once**; if you are paying by Instalments, despatch will be made when the Fee **is** completed.
3. Any invigilation or Examination fee charged must be paid **by you**; it is **not** included in your Training Fee.
4. Even if you have enrolled for two or more Courses or Programs under your current Membership, **only one completed** "Agreement to Invigilate" form is required by the College; **all** Examination Booklets will be sent to the **same** Invigilator.
5. The Examination Booklet will be despatched **under registered cover for safety** DIRECTLY to your Invigilator, who will be informed of the **despatch date** and **registration number** by separate post. Please **ensure** that your Invigilator **KNOWS** to expect the **registered packet** containing the Examination Booklet and **does collect** the packet from the post office. The College will **NOT** be responsible should your Invigilator fail to collect the registered packet, and you will have to pay for the preparation and despatch of a new Examination Booklet.

**YOU MAY SIT THE EXAMINATION(S) ONLY IF YOU AGREE TO ABIDE BY ALL THE COLLEGE'S EXAMINATION RULES & REGULATIONS**

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## **RULES AND REGULATIONS GOVERNING THE INVIGILATION OF CIC EXAMINATION(S)**

- ★ When you have completed the **thorough study** of the College's Study & Training Manuals or other Publications supplied to you by the College, arrange with your appointed Invigilator a place, date and time for you to "sit" your Examination(s). Most Examinations require a period of **two hours without any interruptions**.
- ★ You must NOT take into the "Examination room" the College's Manuals or other Publications or any other written or printed notes or other publications, or any form of recording device. Unless otherwise stated attempts at Assigned Work must be handwritten.
- ★ You should be seated at the desk/table provided by the Invigilator at least five minutes before the agreed starting time. When you are ready, the Invigilator will open a sealed envelope and place an Examination Booklet **front page upwards** on the desk/table in front of you. This page includes a section for your full name, address and Membership Number; write or check those details carefully, and mark **fully** and **clearly** any changes needed. There will also be **instructions** regarding the **Assigned Work** to be attempted for the Examination - which you must read carefully, and follow exactly. The **Examination Period - the length of time** you will have in which to complete the Assigned Work - will also be stated; that is usually **two hours** (but **three hours** may be allowed for some Higher or Advanced Examinations).
- ★ Inform the Invigilator when you have completed the foregoing, and at the agreed starting time the Invigilator will tell you to turn the page to the actual **Assigned Work** (Questions and/or Exercises). The **Examination Period allowed** which is usually **two hours** (although **three hours** may be allowed for some Higher or Advanced Examinations) commences immediately you have done that. You may **NOT** have longer than the stated **Examination Period** (number of hours.)
- ★ During the time you are attempting the **Assigned Work**, you are NOT permitted to refer to the College's Training Manuals or to any written or printed notes or other publications - **except** for an English-English dictionary, if necessary. Should you ignore this **very strict rule**, the Invigilator has the College's authority to **terminate** your Examination.
- ★ A few **blank sheets** of writing paper may be available, in case those supplied by the College in the Examination Booklet are insufficient. ALL sheets supplied (by the College or the Invigilator) must be sent to the College.
- ★ At the **end of the designated two-hour Examination Period** the Invigilator will instruct you to **stop writing** - which you must do AT ONCE - and the **entire** Examination Booklet (now containing your written attempts at the **Assigned Work**) must be collected from you.
- ★ Under **NO** circumstances may you handle the Examination Booklet after the conclusion of the **Examination Period**. The **entire** Examination Booklet\*, and any other sheets you used, and a completed and **signed** and **stamped 'Invigilation Certificate'**, must be sent by your Invigilator - by **registered airmail post** (at your expense) - to:-

*The Examinations Director,  
Cambridge International College,  
College House, Leoville,  
Jersey JE3 2DB, Britain.*

**Notes:** \* The College **cannot** accept Examination Work **by fax** or **email**

\* The College **cannot** accept Examination Work **without** a **signed and stamped 'Invigilation Certificate'**

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## **AGREEMENT TO INVIGILATE ASSIGNED WORK FOR EXAMINATION(S)**

I certify that I agree to invigilate in due course the Examination(s) of the CIC Member whose name and address appear below. A mutually convenient date will in due course be arranged between the Member and me; I note that the Member will need **at least two uninterrupted hours** in which to attempt the Assigned Work for each Examination. I will be able to provide a suitably quiet room, with a writing desk or table and chair. Invigilation will take place under **true Examination conditions**, in strict accordance with Instructions to be supplied by the College. I understand that the Examination Documentation will be sent **DIRECTLY to me from the College under registered cover** (with a separate notification from the College that the packet has been despatched to me) and that I might be required to **collect and sign for** the registered item from my local post office. Inside the packet will be the Examination Booklet(s) - each in a sealed and unopened envelope - which I shall keep **securely** until the Examination time. I note that the College does not pay an Invigilation Fee.

Please complete ALL parts and requirements:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Position in Organization /Designation: \_\_\_\_\_

**FULL NAME:** \_\_\_\_\_  
 (capital letters please)

Qualifications: \_\_\_\_\_ Email address: \_\_\_\_\_

**FULL POSTAL ADDRESS:** \_\_\_\_\_  
 (capital letters please)

**\*\*NOTE:  
 AN OFFICIAL  
 STAMP  
 OR SEAL  
 IS ESSENTIAL**

### **Particulars of the Member:**

MEMBERSHIP NUMBER \_\_\_\_\_

FULL NAME \_\_\_\_\_

FULL POSTAL ADDRESS \_\_\_\_\_

STUDYING PROGRAM ON **ORGANISATIONAL BEHAVIOUR**

**PHOTO ID -  
 MEMBER TO  
 ATTACH TWO  
 PASSPORT-SIZE  
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 PHOTOGRAPHS  
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**PLEASE SEND THIS COMPLETED FORM TO:  
 THE EXAMINATIONS DIRECTOR,  
 CAMBRIDGE INTERNATIONAL COLLEGE,  
 College House, Leoville, Jersey JE3 2DB, Britain.**

**\*\*CIC CANNOT ACCEPT AN 'AGREEMENT TO INVIGILATE' FORM NOT BEARING THE OFFICIAL STAMP OR SEAL OF THE ORGANIZATION BY WHICH THE PROPOSED INVIGILATOR IS EMPLOYED OR MANAGES**