



1. General Course Information

1.1 Course Details

| | |
|----------------------------|---|
| Course Code: | 2005EHR |
| Course Name: | Organisational Behaviour |
| Trimester: | Trimester 1, 2021 |
| Program: | Associate Degree in Commerce & Business |
| Credit Points: | 10 |
| Course Coordinator: | Tony Hurd |
| Document modified: | 20 April 2021 |

Course Description

Organisational Behaviour is a 10 Credit Point course within the Associate Degree in Commerce and Business. The course focuses on human behaviour within organisational contexts. It highlights the relationships among people and organisations through relevant theories and concepts that are important in obtaining critical insight into current organisational behaviour issues.

This course contributes to understanding and problem solving in organisations and therefore has relevance to the present and future work of all students. Furthermore, the course will provide you with an important contribution to personal and career development and is the basis for future careers in areas such as HRM, management, change management, training and development, and other leadership roles.

Assumed Knowledge

To successfully enrol in this Course, you must provide evidence that you have completed the following Courses:

- 1001QBT Work and Employability

1.2 Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal.

| Name | Email |
|-----------|--|
| Tony Hurd | tony.hurd@staff.griffithcollege.edu.au |

1.3 Staff Consultation

Your teacher is available each week for consultation outside of normal class times. Times that your teacher will be available for consultation will be found on the Course Moodle Site.

1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device.

2. Aims, Outcomes & Generic Skills

2.1 Course Aims

Organisational Behaviour focuses on human behaviour within organisational contexts. This enables an understanding of the self and others within the workplace and the subsequent impact on organisational effectiveness. The course focuses on principles, approaches, and theories of workplace behaviour in relation to individuals, groups and organisational contexts with the aim of helping students develop greater understanding of complex organisational issues and solving relevant workplace problems. Embedded in this course are the skills of critical enquiry and the development of ethical values in relation to practice.



2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Demonstrate an increased self-awareness regarding individual characteristics and traits and their effects on yourself and in the workplace, through written communication;
2. Explain the theories, models and concepts of organisational behaviour through oral and written communication;
3. Apply organisational behavioural knowledge to workplace problems and contexts;
4. Create solutions to analysed workplace problems through the application of organisational behaviour principles.



2.3 Generic skills

For further details on the Generic Skills please refer to the Graduate Generic Skills and Capabilities policy.

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

| Generic Skills and Capabilities | | Taught | Practised | Assessed |
|--|--|--------|-----------|----------|
| Acquisition of discipline knowledge and skills with critical judgement | | ✓ | ✓ | ✓ |
| Communication and collaboration | | | ✓ | ✓ |
| Self-directed and active learning | | | ✓ | ✓ |
| Creative and future thinking | | ✓ | ✓ | ✓ |
| Social responsibility and ethical awareness | | ✓ | ✓ | ✓ |
| Cultural competence and awareness in a culturally diverse environment | | | ✓ | |



3. Learning Resources

3.1 Required Resources

Robbins, S. P., Judge, T. A., Millett, B. & Boyle, M. (2017). *Organisational Behaviour* (8th ed.). Pearson Australia. ISBN: 9781442558786

3.2 Recommended Resources

You may want to read or access additional material to help you with your group marketing project. They may include:

- APA Sixth Edition Style Guide tutorial-<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>
- Global Business and Organizational Excellence - available from Proquest or library
- International Journal of Organizational Leadership - available from Proquest or library
- International Journal of Organisational Behaviour – available from EBSCO and JSTOR
- Organizational Behavior and Human Decision Processes – available from library
- Journal of Psychological Issues in Organizational Culture – available online from library
- Journal of Organizational Behaviour Management – available from library

3.3 College Support Services and Learning Resources

The College provides many facilities and support services to assist students in their studies. Links to information about College support resources that are available to students are included below for easy reference.

[Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.

MyStudy – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of breaches of academic integrity, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

Services and Support provides a range of services to support students throughout their studies including academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.

[Jobs and Employment](#) in the Student Hub can assist students with career direction, resume and interview preparation, job search tips, and more.

[IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

3.4 Other Learning Information

Attendance

You are expected to attend all lectures and tutorials and to actively engage in learning during these sessions. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you may BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

Preparation and Participation in Class

In order to enhance learning, prepare before lectures and tutorials. Read the relevant section of your text book before a lecture, and for a tutorial read both the textbook and the relevant lecture notes. If you have been given tutorial exercises, make sure you complete them. Active participation in lectures and tutorials will improve your learning. Ask questions when something is unclear or when you want to bring some issue to your lecturer or tutor's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

Course Materials

Lecture notes will be made available to you in MyStudy on the Griffith College Portal and you are advised to either print these out and bring them to each class so that extra notes can be added or BYOD (bring your own device) and add extra notes digitally.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and learn the course content even when you are not specifically asked to do so by your lecturer or tutor. This involves revising the weekly course material. It also means you will need to find additional information for some assessment items beyond that given to you in textbooks and lecture notes, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class

time for each of your courses.

Program Progression

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - [Program Progression Policy](#) - for more information].

Teacher and course Evaluation

Your feedback is respected and valued by your lecturers and tutors. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your lecturer and tutor or by completing course and lecturer evaluations via Griffith College's evaluation tool whenever these are available.



4. Learning Content, Learning Activities and Learning Experiences

4.1 Modules for Learning and Weekly Learning Content, Learning Activities and Learning Experience

| Week | Topic | Activity | Readings | Learning Outcomes |
|------|---|----------------------|----------------------------|-------------------|
| 1 | What is Organisational Behaviour? | Lecture | Robbins et al, Ch 1 | 2 |
| | | Tutorial | | |
| | | Workshop | | |
| 2 | Culture and diversity in organisations | Lecture | Robbins et. al, Chs 2 & 15 | 1, 2 |
| | | Tutorial | | |
| | | Workshop | | |
| 3 | Personality and values in organisations | Lecture | Robbins et al, Ch 4 | 1, 2 |
| | | Tutorial | | |
| | | Workshop | | |
| 4 | Emotions and moods in organisations | Lecture | Robbins et.al, Ch 5 | 1, 2, 3 |
| | | Tutorial | | |
| | | Multiple Choice Test | Workshop | |
| 5 | Perception, individual attitudes and job satisfaction | Lecture | Robbins et al, Chs 3 & 6 | 1, 2, 3 |
| | | Tutorial | | |
| | | Workshop | | |
| 6 | Motivation and application to work | Lecture | Robbins et al, Ch 7 | 1, 2, 3, 4 |
| | | Tutorial | | |
| | | Workshop | | |
| 7 | Understanding group behaviours and teams | Lecture | Robbins et al, Chs 8 & 9 | 1, 2, 3, 4 |
| | | Tutorial | | |
| | | Analytical Essay Due | Workshop | |
| 8 | Organisational Leadership | Lecture | Robbins et al, Ch 11 | 2, 3, 4 |
| | | Tutorial | | |
| | | Workshop | | |

| | | | | |
|----|---|----------|-------------------------------------|------------|
| 9 | Power and politics in organisations | Lecture | Robbins et al, Ch 12 | 2, 3, 4 |
| | | Tutorial | | |
| | | Workshop | | |
| 10 | Conflict and negotiations in organisations | Lecture | Robbins et al, Ch 13 | 2, 3, 4 |
| | | Tutorial | | |
| | Presentations Due | Workshop | | |
| 11 | Organisational change and stress management | Lecture | Robbins et al Ch 16 | 2, 3, 4 |
| | | Tutorial | | |
| | Presentations Due | Workshop | | |
| 12 | Revision and exam preparation | Lecture | Guided review of trimester lectures | 1, 2, 3, 4 |
| | | Tutorial | Exam Prep | |
| | | Workshop | Exam Prep | |

5. Assessment Plan

5.1 Assessment Summary

| Item | Assessment Task | Weighting | Learning Outcomes | Due Date |
|------|---|-----------|-------------------|-------------|
| 1 | Multiple Choice Test | 5% | 1, 2, 3 | 4 |
| 2 | Analytical Essay | 35% | 1,2,3,4 | 8 |
| 3 | Group workshop presentation and evaluation of group process | 20% | 1,2,3,4 | 10/11 |
| 4 | Final examination | 40% | 1,2,3.4 | Exam Period |

5.2 Assessment Detail

Assessment Item 1: Multiple choice test:

The test comprises 20 multiple choice questions. It is designed to assess understanding of organisational behavioural concepts covered in weeks 1-3 of the semester. It will also provide students early feedback on their comprehension of readings and lecture material. Questions will be drawn from the text. It will be held during the normal workshop time in week 4.

Assessment Item 2: Analytical Essay:

The essay (1900 words) consists of 3 parts, namely a literature review, an analysis of your test results and significance for workforce behaviour and an analysis of a case study. Further details can be found in the course study guide on the portal.

A requirement for submission of your Analytical Essay is that it must be uploaded to Turnitin for checking of originality against sources (including web/database/other students' assignments) by the due date of submission. Failing to submit to Turnitin will result in you receiving a Did Not Submit (DNS) mark for your assignment. Your tutor will discuss how Turnitin will be specifically used in your course. Turnitin Student User Guides are also available from the Griffith College portal.

Assessment Item 3: Group Workshop Presentation

You will be required to form groups of 4-6 students in the week 4 class and choose a topic for presentation from a list of topics provided by the lecturer. You will be required to run a 20 minute workshop in week 10/11 and provide an evaluation of the group process based on a set of criteria provided by the lecturer. Detailed information about the marking criteria for this assessment item are available in the course study guide on the portal.

Assessment Item 4: End Semester Exam:

The end of semester exam will consist of multiple choice and short answer questions. . It is designed to assess (a) understanding of organisational behavioural concepts covered in weeks 1-11 of the semester and (b) problem-solving skills. Questions will be drawn from the text and lectures.

5.3 Late Submission

An evidence of learning (assessment) item submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Evidence of learning items submitted more than five working days after the due date are awarded zero marks.

Please refer to the Griffith College website - Policy Library > [Assessment Policy](#) for guidelines and penalties for late submission.

Griffith College assessment-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

[Assessment Policy](#), [Special Consideration](#), [Deferred Assessment](#), [Alternate Exam Sitings](#), [Medical Certificates](#), [Academic Integrity](#), [Finalisation of Results](#), [Review of Marks](#), [Moderation of Assessment](#), [Turn-it-in Software Use](#). These policies can be accessed within the [Policy Library](#)

Academic Integrity Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance

if and when you are unsure about appropriate academic conduct.

In the case of an allegation of a breach of academic integrity being made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the Griffith College Academic Integrity Policy; this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Griffith College website - Policy Library > [Academic Integrity Policy](#)

Reasonable Adjustments for Assessment – The Disability Services policy

The [Disability Services policy](#) (accessed within the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to assessment for students with disabilities while maintaining academic robustness of its programs.

Risk Assessment Statement

There are no out of the ordinary risks associated with this course.

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