1. General Course Information

1.1 Course Details

Course code	2005EHR
Course title	Organisational Behaviour
Academic Organisation	Griffith College
Trimester	Trimester 1, 2023
Credit Points:	10
Program	Associate Degree Business
Course Coordinator	Amber Reiher
Document modified	20 February 2023

Course Description

Organisational Behaviour is a 10 Credit Point course within the Associate Degree 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 OR 1007GBS The Future of Work

1.2 Teaching Team

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

Name	Email
Amber Reiher	amber.reiher@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, group and organisational behaviour and their impacts in the workplace;
2. Describe theories, models and concepts of organisational behaviour and wellbeing through oral and written communication;
3. Apply organisational behavioural and wellbeing knowledge to workplace problems and contexts;
4. Create solutions to analysed workplace problems through the application of organisational behaviour and wellbeing principles, concepts and theories.

2.3 Generic skills

For further details on the Graduate Capabilities and Employability Skills please refer to the [Graduate Generic Skills and](#) [Capabilities policy](#).

Griffith College is committed to producing graduates who are able to demonstrate progress toward the development of a number of generic skills / capabilities that will allow them to successfully continue their studies at the tertiary level. This set of skills includes employability related skills that will ensure graduates are capable in the workplace of the future.

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

	Graduate Capabilities and Employability Skills		Focus within this course
Interacting with People	Teamwork		✓
	Communication		✓
	Respect for Culture and Diversity		✓
Readiness for the Workplace	Problem Solving		✓
	Planning and Organisation		✓
	Creativity and Future Thinking		✓

3. Learning Resources

3.1 Required Learning Resources

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

3.2 Recommended Learning 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

Griffith College provides many facilities and support services to assist students in their studies. Links to information aboutsupport 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 LibraryDatabases.

- Study Toolbox – there is a dedicated website for this course on the Griffith College Digital Campus.

- Academic Integrity - Griffith College is committed to ensuring academic integrity is understood and maintained byall staff and students. All students learn about academic integrity through engagement with Academic Integrity online modules within the Academic and Professional Studies course.

- Services and Support provides a range of services to support students throughout their studies including academicadvice 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 interviewpreparation, 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

Preparation and Participation in Learning

You need to prepare before attending your scheduled Learning Experience (In Class). Work through the Learning Content (Before Class) prepared by your teacher which is found on the course site. Make sure you complete the Learning Activities (After Class) set each week. Active participation in your learning will enhance your success. Ask questions when something is unclear or when you want to bring some issue to your teacher's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Attendance

You are expected to actively engage in all learning experiences which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to 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.

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 Learning Materials

Learning materials are made available to you in the course site. The learning materials are arranged in Modules. In each Module you will find Learning Content (Before Class), Learning Experiences (In Class) and Learning Activities (After Class). **Learning Content (Before Class)** will be engaged with prior to the scheduled **Learning Experience (In Class)**. This will ensure you are prepared for the scheduled Learning Experience (In Class) by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities (After Class)** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning Tasks (Assessments) in the course.

In addition, **Missed Class** learning material is provided in the course, providing support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled Learning Experience (In Class, either in person or on Zoom) perhaps due to illness or other commitments. The Missed Class learning material should also be used in conjunction with Learning Content (Before Class) and Learning Activities (After Class) resources.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course Learning Content (Before Class) even when you are not specifically asked to do so by your teacher. The weekly guide (below) will be helpful to organise your learning. This involves revising the weekly Learning Content (Before Class) and completing the Learning Activities (After Class). It also means you will need to find additional information to evidence your learning beyond that given to you, 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%, students are engaged in their learning 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 teachers. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your teacher or by completing course and teacher evaluations via Griffith College's evaluation tool whenever these are available.

4. Learning Content, Learning Activities and Learning Experiences

4.1 Learning Activities and Learning Experience

Week	Learning Content (Before Class)	Learning Experiences (In Class)	Learning Activities (After Class)	Evidence of Learning (Assessment)	Learning Outcome
Module 1: Introduction to Organisational Behaviour (OB)					
1	<u>What is Organisational Behaviour?</u> Textbook readings & exercises: **Chapter 1** Video recordings	Complete Weekly Quiz (non-assessable) Prepare for in-class discussion & activities	: What is OB and Wellbeing? Overview of learning experiences & assessment. Guided tour of portal site	**Who am I? Activity (Useful for 30% Essay)**	2
2	<u>Organisational Culture</u> Textbook readings & exercises: **Chapters 2 & 15** Video recordings	Complete Weekly Quiz (non-assessable) Prepare for in-class discussion & activities	Culture and Diversity Measuring Culture Experiential Exercise: Feeling Excluded		1, 2
	Module 2: The Individual in Organisations				
3	<u>Perception, personality and values</u> Textbook readings & exercises: **Chapter 4** Video recordings	Complete Weekly Quiz (non-assessable) Prepare for in-class discussion & activities	Discussion & experiences: Personality and Values Measuring and Interpreting Personality Scores Videos & Discussion: Personality and Values		1, 2

4	Attitudes, emotions and moods in organisations Textbook readings & exercises: **Chapter 5** Video recordings	Complete Weekly Quiz (non-assessable) Prepare for in-class discussion & activities	Discussion & experiences: Emotions and Moods Measuring and Interpreting Emotion & Mood Scores	**Multiple Choice Quiz on Week 1-3 Topics (10%) In-Class**	1, 2, 3
5	Perception, individual attitudes and job satisfaction Textbook readings & exercises: **Chapters 3 & 6** Video recordings	Complete Weekly Quiz (non-assessable) Prepare for in-class discussion & activities	Discussion & experiences: Attitudes & Job Satisfaction Video and Article: Cognitive Dissonance and Perception Biases		1, 2, 3, 4
6	Motivation Textbook readings & exercises: **Chapter 7** Video recordings	Complete Weekly Quiz (non-assessable) Prepare for in-class discussion & activities	Discussion & experiences: Motivation Video: Work Life Balance Reading: Money Isn't Everything"	**Draft Essay DUE (5% of the 30% Grade)**	1, 2, 3, 4
	Module 3: Group Processes in Organisations				
7	Understanding group behaviours and teams Textbook readings & exercises: **Chapters 8 & 9** Video recordings	Complete Weekly Quiz (non-assessable) Prepare for in-class discussion & activities	Discussion & experiences: Teams Activity: Belbin's Team Roles		1, 2, 3, 4
8	Stress & Wellbeing	Work-life balance and recovery			2,3,4
9	Leadership: Textbook readings & exercises: **Chapter 11** Video recordings	Complete Weekly Quiz (non-assessable) Prepare for in-class discussion & activities	Discussion & experiences: Leadership Case Studies: Transformational & Charismatic Leaders	**Final Essay DUE (25% of the 30% Grade)**	2, 3, 4
10	Power and politics in organisations Textbook readings & exercises: **Chapter 12** Video recordings	Complete Weekly Quiz (non-assessable) Prepare for in-class discussion & activities review & feedback	Discussion & experiences: Power & Politics Activity: Ethics in Organisations **Early Final Exam Preparation**		2, 3, 4
11	Conflict and negotiations	Complete Weekly	**Group Presentations (20%)**	**Group Presentations**	2, 3, 4

	Textbook readings & exercises: **Chapter 13** Video recordings	Quiz (non-assessable)		**(20%)** **In-Class**	
	Module 4: The Organisation System				
12	Organisational changeTextbook readings & exercises: **Chapter 16** Revision for Final Exam	Practice Final Exam	**Group Presentations (20%)** Final Exam Preparation Questions & Discussion	**Group Presentations (20%)** **In-Class** **Final Exam (40%)** **Exam Period**	1,2, 3, 4

5. Evidence of Learning (Assessment)

5.1 Evidence of Learning Summary

	Evidence of Learning (Assessment)	Weighting	Learning Outcome	Due Date
1	Multiple Choice Test	10%	1, 2, 3	Week 4, Monday 27th March 2023, 9:30am
2.	Analytical Essay	30%	1,2,3,4	Draft (5%) Week 6, Monday 17th April 2023, 5pm Final (25%) Week 8, Monday 1st May 2023, 5pm
3	Group Presentation	20%	1,2,3,4	Week 10, Monday 15th May 2023, 9:30am and Week 11, Monday 22nd May 2023, 9:30am
4	End of Trimester exam	40%	1,2,3,4	Exam week, To be advised

Note: To pass this course, students must submit ALL pieces of Evidence of Learning and achieve overall 50% or above

5.2 Evidence of Learning Task Detail

Please note that web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used.

Evidence of Learning Task 1: Test: (10%)
Task Type: Multiple choice
Due Date: Week 4) Monday 27th March, 9:30am (In-class)
Weight:10%
Length: (if applicable)
Task Description:
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.

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Evidence of Learning Task 2: Analytical Essay (30%)
Task Type: Written assessment
Due Dates: Draft essay Week 6) Monday 17th April, 5pm
            Final essay Week 8) Monday 1st May, 5pm
Weight: Draft essay 5%
        Final essay 25%
        Total 30%
Length: 2000 words
Task Description:
The essay 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.

Please note that web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used.

Evidence of Learning Task 3: Group workshop presentation and evaluation of group process (20%)
Task Type: Group work & written assessment
Due Date: Week 10 / 11) Monday 15th & 22nd May, 9:30am (In-class)
Weight:10%
Length:20 minutes and written evaluation
Task Description:
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 a written 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.

Please note that web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used.

Evidence of Learning Task 4: Exam (40%)
Task Type: Multiple choice and short answer questions
Due Date: Exam Week, to be advised
Weight: 40%
Task Description
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. *Please note that web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used.*

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.

5.4 Other Information about Evidence of Learning

Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

Requests for extension
To apply for an extension of time for an evidence of learning item, you must submit an Application for Extension of Assignment form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. Griffith College Student Medical Certificate]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

Return of Evidence of Learning Items

1. Marks awarded for in-trimester evidence of learning items, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final evidence of learning item in this course (marks for this item will be provided with the final course result).

2. Students will be advised of their final grade through the Student Portal. Students can review their final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.

3. Marks for **all** evidence of learning items including the final exam (if applicable) will be recorded in the Moodle Course Site and made available to students through the Moodle Course Site.

    The sum of your marks of evidence of learning items in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.

6. Policies & Guidelines

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 Sittings, 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, premeditated 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.

Note: For all Diploma level programs, Griffith College acknowledges content derived from Griffith University.