



**UNSW**  
AUSTRALIA

## Science

Faculty of Science  
School of Psychology

# PSYC 3141 Behaviour in Organisations

Semester 1, 2017

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1. Information about the Course			
<b>FACULTY</b>	Science		
<b>SCHOOL OR DEPARTMENT</b>	Psychology		
<b>COURSE CODE</b>	PSYC3141		
<b>COURSE NAME</b>	Behaviour in Organisations		
<b>SEMESTER</b>	Semester 1	<b>YEAR</b>	2017
<b>UNITS OF CREDIT</b>	6	<b>LEVEL OF COURSE</b>	UG, 3 <sup>rd</sup> year
<b>ASSUMED KNOWLEDGE, PREREQUISITES OR CO-REQUISITES</b>	PSYC1001, PSYC1011, PSYC2011, AND PSYC2061		
<b>SUMMARY OF THE COURSE</b>	Behaviour in Organisations will acquaint students with the research, theory, and practicalities of producing a good fit between people and their workplaces. Among other things, the course will cover worker motivation, satisfaction, selection, training, leadership, teamwork, and workplace design.		

2. Staff Contact Details				
<b>COURSE COORDINATOR</b>				
<b>Name</b>	<b>Phone</b>	<b>Email</b>	<b>Office</b>	<b>Contact Time &amp; Availability</b>
Prof. E. James Kehoe	9385 3826	j.kehoe@unsw.edu.au	MAT Room 903	Email for personal or admin matters, or see immediately after lectures.
<b>LECTURERS</b>				
<b>Name</b>	<b>Phone</b>	<b>Email</b>	<b>Office</b>	<b>Contact Time &amp; Availability</b>
Prof. E. James Kehoe	9385 3826	j.kehoe@unsw.edu.au	MAT Room 903	Email for personal or admin matters, or see immediately after lectures.
<b>TUTORS &amp; DEMONSTRATORS</b>				
<b>Name</b>	<b>Phone</b>	<b>Email</b>	<b>Office</b>	<b>Contact Time &amp; Availability</b>
Mr. Joel Davies		joel.davies@unsw.edu.au		Email or see immediately after tutorials.
Ms Lara Easdale		l.easdale@unsw.edu.au		Email or see immediately after tutorials.

### 3. Course Timetable

Component	Class Number	Day	Time	Location
Lecture 1	4437	Wednesday	14:00 – 15:00	Sir John Clancy Aud.
Lecture 2	4437	Friday	15:00 – 16:00	Central Lecture Block 8
Lab 1	4440	Thursday (LE)	13:00 – 15:00	Mat 226
Lab 2	4441	Thursday (LE)	15:00 – 17:00	Mat 231
Lab 3	4438	Tuesday (JD)	09:00 – 11:00	Mat 313
Lab 4	4439	Wednesday (JD)	11:00 – 13:00	Mat 313

*NB. Course timetables are subject to change without notice. Students are advised to check regularly for updates on the Moodle course site.*

### 4. Aims of the Course

Behaviour in Organisations will acquaint students with the research, theory, and practicalities of producing a good fit between people and their workplaces. Among other things, the course will cover worker motivation, satisfaction, selection, training, leadership, teamwork, and workplace design. Students will also gain an awareness of common research and practical techniques used in industrial/organisational psychology. The course will provide a foundation for students wishing to pursue postgraduate studies in industrial/organisational psychology.

### 5. Student Learning Outcomes

By the end of this course you will be able to state:

1. A knowledge and understanding of psychology enabling you to state:	1.1. what is meant by work, psychology, and organisational behaviour and how these definitions influence the design of jobs. 1.2. what are the roles played by industrial/organisational psychologists and the relationship of this professional area with other areas of psychology. 1.3. common approaches in job analysis, selection, and performance management and the efficacy of these. 1.4. different ways to explain employee motivation and how these are used in practice. 1.5. methods used in training employees and evaluating the effectiveness of training. 1.6. methods used to remediate occupational stress and evaluate the effectiveness of workplace stress interventions. 1.7. different ways to explain effective leadership, high performing teams, and workplace communication. 1.8. importance of individual differences in influencing performance improvement and sustaining performance over time.
2. An advanced knowledge of research methods in psychology, enabling you to:	2.1. describe, apply, and evaluate different research methods used in organisational psychology. 2.2. understand the constraints on the conduct of research in organisations.
3. Develop advanced critical thinking skills in Psychology, enabling you to:	3.1. apply knowledge of the scientific method in thinking about problems related to organisational behaviour. 3.2. demonstrate an understanding of the research and theory concerning the issues covered in the lectures, as well as their implications for organisations.
4. Develop an advanced appreciation of values in Psychology, including the ability to:	4.1. use information in an ethical manner. 4.2. exhibit a scientific attitude in critically thinking about, and learning about, organisational behaviour.

	4.3. promote evidence-based approaches to understanding and changing human behaviour in the context of the workplace.
5. Develop effective communication skills in Psychology including the ability to:	<p>5.1. write effectively in a variety of formats (evidence-based review assignment, tutorial exercises, and exam questions).</p> <p>5.2. demonstrate effective oral communication skills in various formats (e.g., group discussions, presentation).</p> <p>5.3. demonstrate effective interpersonal communication skills including: listening accurately and actively; providing constructive feedback to others; adopting flexible techniques to communicate sensitively and effectively with diverse ethnic and cultural partners, including in the context of teamwork and tutorial exercises.</p> <p>5.4. collaborate effectively, demonstrating an ability to work within a group to complete projects on time and in good order.</p>
6. Come to understand and apply psychological principles derived from an understanding of organisational psychology in a broader framework, including the ability to:	6.1. apply psychological concepts, theories, and research findings to solve problems in organisations.

<b>6. Graduate Attributes</b>		
<b>School of Psychology Graduate Attributes*</b>	<b>Level of Focus</b> 0 = No focus 1 = Minimal 2 = Minor 3 = Major	<b>Activities/Assessment</b>
<b>1. Core knowledge and understanding</b>	3	You should be able to demonstrate a good understanding of the major concepts, theoretical perspectives, and empirical findings relevant to organisational psychology in all of the assessments (exams, empirical evidence-based essay, and the group presentation).
<b>2. Research methods in psychology</b>	3	The empirical evidence-based essay and the group presentation will enable you to extend your own research skills and allow you to develop competence in using databases such as PsycInfo and PSYArticles. In completing these assessments you are required to demonstrate reading beyond the suggested text.
<b>3. Critical thinking skills</b>	3	The mid-term and final exams will give you an opportunity to reflect on your understanding of the materials and to adjust your learning strategies to optimise your results. Successful completion of the empirical evidence-based essay and the group presentation will encourage you to critically evaluate the content of published research studies.
<b>4. Values, research and professional ethics</b>	2	You should be able demonstrate a knowledge of the ethics of research and psychological practice. In addition, you should be able to demonstrate how values and ethics influence the conduct of employees, managers, and employers in the workplace.
<b>5. Communication skills</b>	3	Your written communication skills should be developed further in completing the empirical evidence-based essay. The group presentation will allow you to exercise and build upon your oral communication skills.
<b>6. Learning and application of psychology</b>	2	Upon completing the course, you should be able to apply the principles derived from organisational psychology to your own career and other workplace experiences.

<b>7. Rationale for the Inclusion of Content and Teaching Approach</b>
This course builds on and assumes knowledge from earlier courses in personality, assessment, social psychology and learning. Principles learned in this course will help those students entering the workforce in the next year or two.

<b>8. Teaching Strategies</b>
The teaching strategies include formal lectures and readings, both of which use case studies, practical examples, and research findings to illustrate key points. Slides are provided ahead of lectures so a student's in class focus can be on listening and understanding, rather than extensive note-taking. The tutorials will include hands-on activities and discussions of readings to enable transfer of learning from lectures to the world of work.

\* The *Graduate Attributes of the Australian Undergraduate Psychology Program* was produced as part of the Carrick Associate Fellowship project, "Sustainable and evidence-based learning and teaching approaches to the undergraduate psychology curriculum", and "Designing a diverse and future-oriented vision for undergraduate psychology in Australia", a Discipline-based Initiative funded by the Carrick Institute for Learning and Teaching in Higher Education (see Appendix II), and supported by the Australian Psychological Society, and the University of New South Wales (School of Psychology; Learning and Teaching @UNSW).

## 9. Course Schedule

Week: Dates	Wednesday Lecture* 2-3 pm, Clancy	Friday Lecture* 3-4 pm, CLB-8	Tutorial/Lab**
1: 27 Feb - 3 March	Introduction	Job Analysis	None
2: 6 – 10 March	Individual Differences -1	Individual Differences - 2	Conduct a Job Analysis
3: 13 – 17 March	Learning, Training, and Development - 1	Learning, Training, and Development - 2	Design an Assessment Centre
4: 20 – 24 March	Innovation and Creativity (Joel Davies)	Learning, Training, and Development - 3	Design a Training Module and its Evaluation
5: 27 - 31 March	Leadership & Teams - 1	Leadership & Teams - 2	Innovation and Creativity
6: 3 – 7 April	Leadership & Teams - 3	Decision-Making (Behavioural Economics)	Leadership
7: 10 – 14 April	Careers in Australian Organisational Psychology (Lara Easdale)	No Lecture (Good Friday)	Teams
Break	—	—	—
8: 24 – 28 April	Communication (Change Management)	Conflict & its Resolution	None
9: 1 – 5 May	Motivation - 1 (Job Satisfaction)	Motivation - 2 (Organ Climate, Culture, & Citizenship)	Active Listening and Negotiation Skills
10: 8 – 12 May	Workplace Stress and Health - 1	Workplace Stress and Health - 2	None
11: 15 – 19 May	Human Factors - 1	Human Factors - 2 (Product and Interface Design)	Narrated Power Point Presentations
12: 22 – 26 May	Work flow and workspace design	Review, Last Questions	None

\* Material for Lecture and Tutorial each week will be loaded into the Moodle folder: [www.unsw.edu.au](http://www.unsw.edu.au) → myUNSW → Sign in (z1234567, zPassword) → to Moodle → PSYC3141-Behaviour in Organisations - S1, 2017 → click folders as you need and download material.

\*\* For tutorials, please bring a device that will give you access to the internet, especially the library website. We realise that not everybody will have a device. You need not worry. Tutorial work will be done in groups of three or four people. So, having a couple devices per group will be sufficient.

## 10. Assessment

Assessment Task	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Date of		Feedback		
				Release	Submission	Who	When	How
Written Assignment (2000 words): Essay based on an empirical evidence-based review	20%	1-6	1-6	Week 1	11:59 pm Thursday 13 April	Tutors	Week 8	Marked essays will be handed back during tutorials
"Team" Narrated Power Point Presentation (4 min per person):	20%	1-6	1-6	Week 2	Tutorials-Week 11	Tutors	Tutorials Weeks 11-12	Presentation marks will be posted on Moodle
On-line formative home-work quizzes	5% X 3	1,3,5,6	1,3,6	(1) 13 Mar (2) 27 Mar (3) 24 April	(1) 20 Mar (2) 3 Apr (3) 1 May	Moodle	Immediately	Answers and completion notices available on Moodle
Final examination	45%	1,3,5,6	1,3,6	Examination Period	Examination Period	Tutors	After final marks have been released	By appointment

**Evidence-Based Report (2000 words).** For this assignment, imagine that you are junior consultant in a firm that provides a one-stop shop for the selection and training of new personnel. You are a member of a team (i.e., your tutorial group) that has been tasked with conducting a job analysis, designing the selection process, and designing training. Assume that you have been tasked with addressing one or a few of the KSAs identified in the job analysis. Your report should contain address the following matters:

(1) A succinct summary of the job analysis, with a bit more detail on the particular KSAs you will address (250-300 words).

(2) Describe the selection process you propose. For purposes of this essay, I am more interested in what tools you will use and what is their empirical base. Indicate both known strengths (validity coefficients if available) and limitations. (You and your tutorial group may wish divide up the KSAs I don't mind if there is some overlap, but to avoid an inadvertent appearance of plagiarism, write your reports separately. Your reports will be graded individually.) (750-800 words)

(3) For applicants who meet the selection criteria, what may be the likely training needs, and how you would fulfill those needs. Very few people newly hired, especially at junior levels, will arrive fully job ready. At a minimum, there will need to be some induction training to the organisation and its systems. Sketch out how you would conduct the training and evaluate its success. (You may use your imagination here for ideas about what the needs and training objectives might be.) Again, I am more interested in the empirical base for your proposed training, not the details of its content.) (750-800 words)

(4) A final summary of your recommendations to your firm's management (150-200 words).

**Narrated Power-Point Presentation (4 min per student).** For this assignment, imagine that your firm has been asked to provide training to frontline team leaders on how they can develop innovation within their teams. (To provide some context, assume the team members are in the jobs identified in your original job analysis.) Your task is to provide an initial information brief, leading into a relevant developmental activity for the managers to conduct with their teams. The content and instructional design should be evidence-based, but the presentation should address the practical concerns of your audience of frontline managers. (After the presentation is complete, include a couple final slides listing the references you used.)

**On-line formative home-work "quizzes."** The aim of these "quizzes" is to help you study the readings and other materials without test anxiety. Each "quiz" will consist of a series of items – true/false, multiple choice, and /or fill-in the blank. Each quiz will be worth 5% of your final mark once you have completed the quiz to a 90% correct standard. You may take the quiz as many times as you wish until you reach the 90% standard. There is no partial credit. If you elect to not complete the quiz to a 90% standard, you will receive 0%. (However, you won't be in danger of an automatic, as you will be for the evidence-based report and narrated power-point presentation. There is no partial credit. Please don't even think of asking.) Similar or identical questions will appear in the final examination.

In completing each quiz, I encourage each of you to attempt to do it by yourself. By searching through the readings for the answers, my intent is for you to understand key points in each reading and absorb more than just the specific answer to the specific question. However, if you should become stuck, it will not be “cheating” to consult with other students. That said, if you and other students simply split up the work and then exchange answers, then you will get less out of the exercise and be less well prepared for the final examination.

#### Final exam

This exam is based the entire course. This 2-hr exam will consist of both multiple choice and short answer questions. The coverage will be in proportion to the number of lectures and readings devoted to the topic.

### 11. Expected Resources for Students

<b>TEXTBOOKS</b>	<p><b>There is no prescribed textbook.</b> Each week you be given readings appropriate to the topic. For gaining basic information, search engines and Wikipedia are worthwhile provided you use your discernment.</p> <p>You may wish to buy a second-hand text. It need not be the latest edition. The essentials of the field are not changing that fast. Here are two well-respected texts:</p> <p>Landy, F. J., &amp; Conte, J. M. (2011). <i>Work in the 21st Century: An Introduction to Industrial and Organizational Psychology</i> (3rd edition). Wiley</p> <p>Muchinsky, P. M. (2006). <i>Psychology Applied to Work: An Introduction to Industrial and Organizational Psychology</i>. Thomson/Wadsworth</p>
<b>COURSE MANUAL</b>	<p>There is no course manual, but there is a general Guide for Psychology Students located at: <a href="http://www.psy.unsw.edu.au/current-students/student-guide">http://www.psy.unsw.edu.au/current-students/student-guide</a></p>
<b>REQUIRED READINGS</b>	<p>In the folder for each topic, you will find a set of articles. They are the primary sources for the lectures and tutorial/lab exercises. You are not expected to necessarily read them in great detail and certainly <u>not</u> to memorise them. Instead, they should be used in the following ways:</p> <ol style="list-style-type: none"> <li>1) to expand on your understanding of the lecture material;</li> <li>2) as sources for use in the tutorial exercises;</li> <li>3) as sources for completing your assignments, especially the “homework assignments.”</li> </ol>
<b>RECOMMENDED INTERNET SITES</b>	<p>Internet sites relevant to topics will be posted on Moodle. In addition, you should be aware of policies regarding your behaviour at the university. Familiarize yourself with the following: Student Code of Conduct, UNSW’s policy concerning academic honesty, UNSW Anti-racism policy statement, UNSW Equity and Diversity policy statement, UNSW Equal opportunity in education policy statement, and the UNSW email policy.</p>

### 12. Course Evaluation & Development

Courses are periodically reviewed and students’ feedback is used to improve them. Feedback is gathered using various means including UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process.

### 13. Plagiarism & Academic Integrity

#### What is plagiarism?

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

UNSW groups plagiarism into the following categories:

- **Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another’s ideas or words without credit.
- **Inappropriate paraphrasing:** changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another’s ideas or words without credit. It also applies to piecing together quotes and



paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

- **Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- **Duplication:** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

#### **Where can I find out more information?**

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism. The first place you can look is the section about referencing and plagiarism in each Course Guide, as this will also include information specific to the discipline the course is from. There are also other sources of assistance at UNSW:

- **How can the Learning Centre help me?**

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: <https://my.unsw.edu.au/student/atoz/Plagiarism.html>. They also hold workshops and can help students one-on-one.

- **How can Elise help me?**

ELISE (Enabling Library & Information Skills for Everyone) is an online tutorial to help you understand how to find and use information for your assignments or research. It will help you to search databases, identify good quality information and write assignments. It will also help you understand plagiarism and how to avoid it. All undergraduate students have to review the ELISE tutorial in their first semester and complete the quiz, but any student can review it to improve their knowledge: <https://my.unsw.edu.au/student/atoz/ELISE.html>.

- **What is Turnitin?**

Turnitin is a checking database which reviews your work and compares it to an international collection of books, journals, Internet pages and other student's assignments. The database checks referencing and whether you have copied something from another student, resource, or off the Internet. Sometimes students submit their work into Turnitin when they hand it in, but academics can also use it to check a student's work when they are marking it. You can find out more about Turnitin here: <https://student.unsw.edu.au/turnitin-support>.

#### **What if plagiarism is found in my work?**

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in a honours thesis) even suspension from the university. The Student Misconduct Procedures are available here

<http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>.

#### **Examples of plagiarism**

##### **Using the internet appropriately**

A first year student handed in an assignment where she had copied from a website. Her lecturer realised she didn't understand you have to reference websites in the same way you reference books and journal articles. The lecturer explained how to reference and sent her to a workshop at the Learning Centre to help her improve her skills.

**Working together on a math assignment**

A group of Mathematics students worked together on an assignment when they had been told this was not allowed. All questions where the students had worked together were given zero, and this lead to some student failing the assessment.

**No referencing in an assessment**

A third year student submitted a major assessment that included material from a journal article published in Canada. When his essay was submitted into Turnitin, it let the academic know that the student didn't reference the material. The student was given zero for the essay, and because it was worth 50 per cent he failed the course.

**Copying design work**

A final year design student used images of someone else's designs in her work and he said the designs were his own. The matter was formally investigated by his Faculty and he was found to have committed academic misconduct and failed the course.

**Further information and assistance**

If you would like further information or assistance with avoiding plagiarism, you can contact the Learning Centre. The Learning Centre at The University of New South Wales has two locations:

**UNSW Learning Centre**

Lower Ground Floor, North Wing, Chancellery Building  
(C22 Kensington Campus – near Student Central)

[www.lc.unsw.edu.au](http://www.lc.unsw.edu.au)

**Phone:** 9385 2060

**Email:** [learningcentre@unsw.edu.au](mailto:learningcentre@unsw.edu.au)

**Opening Hours:**

Monday to Thursday: 9am - 5pm and

Friday: 9am - 2.30pm

**COFA Campus Learning Centre**

**Email:** [cofalearningcentre@unsw.edu.au](mailto:cofalearningcentre@unsw.edu.au)

**Phone:** 9385 0739

#### 14. Administrative Matters

The *School of Psychology Student Guide*, available on <http://www.psy.unsw.edu.au/current-students/student-guide>, contains School policies and procedures relevant for all students enrolled in undergraduate or Masters psychology courses, such as:

- Attendance requirements;
- Assignment submissions and returns;
- Assessments;
- Special consideration in the event of illness or misadventure;
- Student Code of Conduct;
- Student complaints and grievances;
- Student Equity and Disability Unit; and
- Occupational Health & Safety.

Students should familiarise themselves with the information contained in this *Guide*.