



FACULTY OF SCIENCE

SCHOOL
OF
PSYCHOLOGY

PSYC3141

Behaviour in Organisations

SESSION 1, 2012

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1. Information About the Course

NB: Some of this information is available on the [UNSW Virtual Handbook](#)¹

Year of Delivery	2012				
Course Code	PSYC 3141				
Course Name	Behaviour in Organisations				
Academic Unit	School of Psychology				
Level of Course	Undergraduate, 3 rd year				
Units of Credit	6 UOC				
Session(s) Offered	Session 1				
Assumed Knowledge, Pre- or Co-requisites	PSYC1001 , PSYC1011, PSYC2001 and PSYC2061				
Exclusions	You will not receive credit for this course if you enroll in or have completed GENS9005 Psychology of Work				
Hours per Week	Attendance is required in 2 x 1 hr lectures and 1 x 2 hr tutorial				
Number of Weeks	12 weeks				
Commencement Date	Week 1, Tuesday February 28, 2012				
Summary of Course Structure (for details see 'Course Schedule')					
Component	HPW	ID	Time/Day	Lecturer/Tutor	Location
Lecture 1	1		Tue 10-11	P Saunders/J.Earl	Chemical Sci M18
Lecture 2	1		Wed 12-13	P Saunders/J.Earl	Biomedical Theatre A
Tutorials (9 weeks)	2	A	Mon 2-4	Lorayne Botwood	Mathews Room 313
		B	Mon 4-6	Emma Fabiansson	Mathews Room 313
		C	Tue 12-2	Lorayne Botwood	Mathews Room 306
		D	Tue 2-4	Lorayne Botwood	Mathews Room 306
		E	Wed 1-3	Paula Saunders	Mathews Room 313
TOTAL	4				
Special Details	<ul style="list-style-type: none"> • Important announcements and any changes to this document will be posted on the Blackboard course website. This document will be available on the site. • You must attend at the same tutorial time each week. • You are required to attend a minimum of 8 tutorials (or else provide a medical certificate). In previous years students have failed because they were unable to meet these criteria. • You are required to submit hard copies of assignments no later than 4pm on the due date to the Psychology General Office (10th floor, Mathews building) with a signed official cover sheet (available at Psychology General Office). • You are also required to submit your assignments to the Blackboard course website • Note, only hard copy assignments will be marked. Assignments submitted electronically will not be marked. 				

¹ UNSW Virtual Handbook <http://www.handbook.unsw.edu.au/2012/index.html>

2. Staff Involved in the Course

Staff	Role	Name	Contact Details	Consultation Times
Course Convener, Lecturer and Tutor		Dr Paula Saunders	MAT Room 1001, ph 9385 1553, paula.saunders@unsw.edu.au	Email for personal or admin matters, or see immediately after lectures or tutorials.
Additional Teaching Staff	Lecturer	Dr Jo Earl	MAT Room 904, ph 9385 3017, j.earl@unsw.edu.au	Email for personal or admin matters, or see immediately after lectures
	Tutor	Dr Lorayne Botwood	l.botwood@unsw.edu.au	Please see after allocated tutorials
	Tutor	Emma Fabiansson	efabiansson@psy.unsw.edu.au	Please see after allocated tutorials

3. Course Details, Rationale, Underpinning Strategies and Graduate Outcomes

<u>Course Description</u> (Handbook Entry)	Behaviour in Organisations concerns the application of general psychological theories and principles to contemporary management problems. It will acquaint students with research in employee motivation, satisfaction, selection, training, evaluation, and teamwork as well as other topics in industrial and organisational psychology, including the role of the professional in organisations and in dealing with other professionals.
Course Aims	The course aims to provide psychology students with a general understanding of the field of organisational psychology. Students will gain an awareness of the types of issues dealt with and an awareness of common research and practical tools and techniques used.
Student Learning Outcomes	Students who have completed this subject should be able to: <ul style="list-style-type: none"> Describe the nature of the organisational psychology profession, such as the types of roles played by organisational psychologists in organisations, and the relationship of this professional area with other areas of psychology. Understand the types of constraints that impact on the conduct of research in organisational psychology, and evaluate the strengths and limitations of the major research methods used in organisational psychology. Demonstrate an understanding of the issues and evidence concerning the major theories covered in the lectures, as well as their implications for organisations.
Major Topics	Please see page 5 of this course outline for more details
Relationship to Other Courses	This course provides a sound basis for the Masters in Organisational Psychology. It builds on early courses in personality, assessment, social psychology and learning.
Teaching Strategies	A number of different strategies are used to convey psychological theories and illustrate the practical application of these theories. Strategies include formal lectures, using case studies, practical examples, participation in research studies and using research findings to illustrate points of interest. Slides are provided ahead of lectures so student focus in class is on listening and understanding and not on extensive note-taking. In tutorials there are hands-on activities, and discussions of readings to enable transfer of learning from lectures to the world of work.
Rationale for learning and teaching in this course	We want students to critically evaluate research in organisational psychology and to consider how findings might be used to improve work environments. As potential org psychologists, students have the opportunity to make a difference to people's lives through their work and to challenge organisations to implement the best evidence-based solutions possible. Principles learned in this course will help those students entering the workforce in the next year or two to make better decisions about work place practices. The course will provide students pursuing postgraduate studies in the Masters of Org Psych with a solid theoretical foundation.

4. Science Graduate Attributes Developed in this Course

Attribute	Focus 1 = Minimal, 2 = minor, 3 = major	Activities/Assessment
1. Research, inquiry and analytical thinking abilities	3	<p><i>Defined: Technical competence and discipline specific knowledge. Ability to construct new concepts or create new understanding through the process of enquiry, critical analysis, problem solving, research and inquiry.</i></p> <p>Your evidence based review will enable you to extend your own research skills and encourage you to critically evaluate the content of published research studies.</p>
2. Capability and motivation for intellectual development	2	<p><i>Defined: Capacity for creativity, critical evaluation and entrepreneurship. Ability to take responsibility for and demonstrate commitment to their own learning, motivated by curiosity and an appreciation of the value of learning.</i></p> <p>Your mid-session exam will give you an opportunity to reflect on your understanding of the materials and to adjust your learning strategies to optimize your results.</p>
3. Ethical, social and professional understanding	2	<p><i>Defined: Ability to critically reflect upon broad ethical principles and codes of conduct in order to behave consistently with a personal respect and commitment to ethical practice and social responsibility. Understanding of responsibility to contribute to the community. Respect and value social, multicultural, cultural and personal diversity.</i></p> <p>You might like to think about organisations as macrocosms of the broader community. As a potential organisational psychologist you have a responsibility to model appropriate behaviours and challenge Organisations to act in ethical and socially responsible ways.</p>
4. Communication	2	<p><i>Defined: Effective and appropriate communication in both professional (intra and inter disciplinary) and social (local and international) contexts.</i></p> <p>Your written communication skills should be developed further in preparing your evidence based review. This assessment requires you to prepare a concise summary of the relevant psychological theories and to identify applications to organisations. Discussions in tutorials will allow you to exercise your oral communication skills.</p>
5. Teamwork, collaborative and management skills	3	<p><i>Defined: Ability to recognise opportunities and contribute positively to collaborative scientific research, and to perceive the potential value of ideas towards practical applications. Demonstrate a capacity for self management, teamwork, leadership and decision making based on open-mindedness, objectivity and reasoned analysis in order to achieve common goals and further the learning of themselves and others.</i></p> <p>Preparing a group presentation with 4-5 other students will provide opportunities for teamwork and allow application of principles taught in class. You have only a short period of time in which to prepare and produce a presentation so working together will be critical for a great result. Tutorial discussions will allow you to illustrate your practical applications of knowledge.</p>
6. Information literacy	3	<p><i>Defined: Ability to make appropriate and effective use of information and information technology relevant to their discipline.</i></p> <p>In completing the evidence based review you should demonstrate reading beyond the suggested text. You should develop further competence in using databases such as PsycInfo and PSYCArticles.</p>

5. PSYC 3141 Behavior in Organisations Course Schedule 2012

Week 2012	Tuesday Topics & Lecturers	Wednesday Topics & Lecturers	Tutorial Topics	Assignment and Submission dates (see also 'Assessment Tasks & Feedback')
Week 1 w/b Feb 27	Introduction to topic and assessment tasks	Introduction to Organisational Behaviour	No tutorial	Assignment 1 released
Week 2 w/b Mar 5	Performance Management and Appraisal	Performance Management and Appraisal	No tutorial	
Week 3 w/b Mar 12	Recruitment and Selection	Recruitment and Selection	Performance Management and Appraisal	
Week 4 w/b Mar 19	Individual Differences at Work	Individual Differences at Work	Recruitment and Selection	
Week 5 w/b Mar 26	Teams (J Earl)	Teams (J Earl)	Individual Differences at Work	Assignment 1 due
Week 6 w/b Apr 2	Leadership	Leadership	Teams	
Week 7 w/b Apr 16	Work attitudes and values	Multiple choice test in class: Weeks 1 -6	Leadership Assignment 1 results and feedback	MC class quiz
Week 8 w/b Apr 23	Job Analysis	Anzac Day	No tutorial	
Week 9 w/b Apr 30	Work Motivation	Work Motivation	Job Analysis	
Week 10 w/b May 7	Stress	Stress	Work Motivation	
Week 11 w/b May 14	Learning, Training & Development (J Earl)	Learning, Training & Development (J Earl)	TBA	
Week 12 w/b May 21	Review	Review	Group Presentations	Group Presentations

6. Assessment Tasks and Feedback

Task	Knowledge & abilities assessed	Assessment criteria	% of total mark	Date of		Feedback		
				Release	Submission	WHO	WHEN	HOW
1. Assignment. 2000 word essay on an evidence based review	Graduate Attributes 1, 4 and 6	Assignments graded according to whether student can work within the word limit to review key theoretical models and empirical studies demonstrating effective techniques for Managers to use in appraising employees.	20%	Week 1	Week 5	Tutors	Week 7	Marked essays will be handed back during tutorials
2. Group Presentation	Graduate Attributes 2 and 5	During Week 12 students will be asked to present videos or live presentations based on their written assignments. More details are presented in Lecture 1.	20%	Week 1	Week 12	Tutors	Week 13	Presentation marks will be handed back on blackboard
3. Mid-semester multiple choice exam	Graduate Attributes 1-4	A multiple choice exam will be held during class in Week 7. The one hour exam will cover materials from weeks 1 - 6.	20%	Week 7	Week 7	Black board	Week 8	Results will be posted on Blackboard
5. Final examination	Graduate Attributes 1-4	A final exam will be based on material covered in the lectures. The text book and tutorials will aid in the development of a thorough understanding of the lecture content. The exam will consist of multiple choice questions. The exam will be held during the university exam period at the end of session 1.	40%	Examination Period		Paula Saunders	After final marks have been posted	By appointment

7. Additional Resources and Support

<p>Text Books</p>	<p>Prescribed (you should purchase this – we'll use it extensively): Kalliath, T., Brough, P., O'Driscoll, M, Manimala, M.J., and Siu, O (2010). Organisational Behaviour. McGraw Hill.</p> <p>Highly Recommended (only purchase these if you plan to become an Org Psych – copies of earlier editions in the library):</p> <p>Landy, F. J., & Conte, J. M. (2010). <i>Work in the 21st Century: An Introduction to Industrial and Organisational Psychology</i> (3rd edition): Wiley</p> <p>Muchinsky, P.M. (2009). Psychology Applied to Work. Belmont, CA: Thomson Wadsworth (9th ed).</p>
<p>Course Manual</p>	<p>There is no course manual, but there is a general Guide for Psychology Students located at http://www.psy.unsw.edu.au/students/current/files/Student_Guide.pdf</p>
<p>Required and additional readings</p>	<p>Relevant additional readings will be posted on Blackboard. No readings are specifically <i>required</i>, although knowledge of the information in the textbook relating to the topics covered in class is needed for successful achievement of learning outcomes.</p>
<p>Recommended Internet Sites</p>	<p>Internet sites relevant to topics will be posted on Blackboard. In addition, you should be aware of a number of policies regarding your behaviour at the university: http://www.psy.unsw.edu.au/students/current/files/Student_Guide.pdf</p>
<p>Societies</p>	<p>Professional Societies relevant to this course will be noted on Blackboard.</p>
<p>Computer Laboratories or Study Spaces</p>	<p>Computer facilities are available in the Mathews Building for students in the Bachelor of Psychology program. Other students should consult their program officer for information about available facilities.</p>
<p>Enabling Skills Required</p>	<p>Students should be competent to use library catalogues and SIRIUS to access journal articles. Ask the library information desk for course information If additional training is needed.</p>

8. Course Evaluation and Development

Student feedback is gathered periodically by various means and considered carefully with a view to constructively acting on it where possible. The following feedback has helped shape and develop this course:

Review Mechanisms	Last Review Date	Comments or Changes Resulting from Reviews
Major Course Review	2011	Teaching of some topics has been streamlined as teaching weeks reduced to 12 weeks in line with university policy. In addition, the assignment was changed and brought forward to allow earlier feedback.
CATEI ²	2011	A CATEI evaluation will take place at the end of session.
Student surveys	2011	As part of an ongoing research program to improve our understanding of students' preferences and decision making, student attitudes towards various career and pedagogical issues will be next surveyed in 2012.
Other	2011	Although formal course evaluation will be held at the end of the session using UNSW's Course and Teaching Evaluation and Improvement Process, student feedback will be solicited throughout the session. This information is taken seriously and continual improvement is made to the course. We value your feedback and would like to hear from you.

9. Administration Matters

Expectations of Students	<p>See the School of Psychology's Student Guide for more information about the following issues (http://www.psy.unsw.edu.au/students/current/files/Student_Guide.pdf):</p> <ol style="list-style-type: none"> 1. Expectations of students (including attendance at lectures and tutorials). 2. Academic honesty, including misconduct such as cheating on exams or by copying other students' assignments and plagiarism (more information on last page of this document) 3. Procedures for submitting assignments and the School's policy concerning late submissions (e.g., for assignments, 2% of the marks will be deducted for each working day overdue). 4. Examination procedures and advice concerning illness or misadventure. 5. Student support services (including services for students who have a disability that requires some adjustment in their teaching or learning environment). <p><i>You are responsible for familiarizing yourself with this information. This means you cannot say "I didn't know" if you violate any regulations set out in this document.</i></p>
Assignment Submissions	<p>The essay assignment is to be submitted in duplicate: Assignments must be submitted in hard copy to the Mathews Building 10th floor Psychology Office by 4pm on the due date. These will be date stamped by the School Office and taken as a formal evidence of submission. In addition, assignments must also be submitted online to Turnitin on Blackboard for plagiarism checking, and as insurance in the case of misplaced hard copies of submitted assignments. If students fail to do this, there will be no proof that the assignment was handed in on time and onus is on students to prove submission.</p> <p>Late submission of assignments: 2% of the marks allocated for the assignment will be deducted each working day overdue. So for example, a report marked 70/100 would be reduced to 68/100 if handed in a day late. Extensions must be negotiated with the course convener prior to submission date where possible, and must be accompanied by a medical certificate or other relevant documentation. A formal special consideration form is necessary only if the assessment is worth more than 20%; see https://my.unsw.edu.au/student/atoz/SpecialConsideration.html. Late submissions may not receive detailed feedback.</p>

² Science CATEI procedure: <http://www.science.unsw.edu.au/guide/slatig/catei.html>

<p>Assessment Procedures</p>	<p>You must complete all components of the assessment to pass the course. If you are unable to attend the mid-session exam, you will be required to submit copies of your medical certificate or other relevant documentation to the course convener as soon as possible following the exam and lodge a special consideration form. These forms take some time to be processed, so you MUST contact the course coordinator.</p> <p>If illness or misadventure prevents you from attending the final exam, then you must contact the course coordinator AND submit a special consideration to the UNSW Student Central office. The form and further details are available here: https://my.unsw.edu.au/student/atoz/SpecialConsideration.html</p> <p>Students can attend the final examination only once, either in the regularly scheduled or deferred examination period. As you will not be permitted to attend both the regularly scheduled and deferred examinations, you should not attend the exam as originally scheduled if sick on that day. Instead, you should ensure the appropriate medical certificate to support your case for deferred medical exam. In such a case, a formal application for special consideration must be submitted to Student Central within three working days of the assessment to which it refers.</p> <p>Deferred examination opportunity for each course will be offered only once.</p> <p>Deferred and alternative assessment materials may be in a different format from the original and may also differ in the specific content, although overall both will be sampled for the same relevant course material. These principles will apply to both deferred final examination and alternative in-session assessments.</p>
<p>Occupational Health and Safety</p>	<p>See http://www.ohs.unsw.edu.au/ohs_riskmanagement/index.html for details of UNSW policies concerning occupational health and safety.</p>
<p>Equity and Diversity</p>	<p>Students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course convener prior to, or at the commencement of, their course, or with the Equity Officer (Disability) in the Equity and Diversity Unit (9385 4734) or http://www.studentequity.unsw.edu.au/content/Services/Disabilityservices.cfm?ss=2).</p>

10. UNSW Academic Honesty and Plagiarism

Academic honesty	<p>Academic honesty and plagiarism includes misconduct such as cheating (on exams or by copying other students' assignments) and plagiarism. To avoid plagiarism, you must acknowledge others people's work by referencing it. If you are unsure about what constitutes plagiarism, please talk with the lecturers or tutors. Please read the following explanation carefully, and you can consult http://www.lc.unsw.edu.au/plaindexgiarism/.html. "Turnitin" software is used to verify the originality of any submission.</p>
Penalties	<p>The penalties for academic dishonesty are severe, and can at the very least mean failure in the assignment or exam or the course, and also can mean exclusion from the university for two years. A brief description of what constitutes plagiarism appears below. Please read this carefully and ask lecturers and tutors if you need clarification.</p>
What is Plagiarism?	<p>Plagiarism is the presentation of the thoughts or work of another as one's own. Examples include*:</p> <ul style="list-style-type: none"> • direct duplication of the thoughts or work of another, including by copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement; • paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original; • piecing together sections of the work of others into a new whole; • presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and • claiming credit for a proportion of work contributed to a group assessment item that is greater than that actually contributed.† <p>For the purposes of this policy, submitting an assessment item that has already been submitted for academic credit elsewhere may be considered plagiarism. Knowingly permitting your work to be copied by another student may also be considered to be plagiarism. Note that an assessment item produced in oral, not written, form, or involving live presentation, may similarly contain plagiarised material. The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does not amount to plagiarism.</p>
Learning Centre resource	<p>The Learning Centre website is main repository for resources for staff and students on plagiarism and academic honesty. These resources can be located via: www.lc.unsw.edu.au/plagiarism. The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:</p> <ul style="list-style-type: none"> • correct referencing practices; • paraphrasing, summarising, essay writing, and time management; • appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts. <p>Individual assistance is available on request from The Learning Centre.</p>
Time management	<p>Students are reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.</p>

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle.

† Adapted with kind permission from the University of Melbourne.

11. Using Turnitin as a Student

<p>About Turnitin</p>	<p>You may be asked to submit your work to your teacher via the Turnitin service, either directly through the Turnitin web site at www.turnitin.com or through My eLearning. Please note that if you are using Turnitin via My eLearning you will not need to perform any account creation and setup steps. You will just login to Blackboard and submit your assignment to Turnitin via a Turnitin "submission box" inside your WebCT course. If your lecturer is not using Blackboard he or she will provide you with instructions on how to submit assignments via the Turnitin web site. Your lecturer may allow various settings in Turnitin. They may allow you to:</p> <ul style="list-style-type: none"> • make multiple submissions during a specified time period, or only one • view the originality reports, or not have access to them • receive multiple originality reports every time you make a submission, or only one. <p>These settings may be determined by an individual academic, by a course convener, or by the School in which you are studying. Any questions about how Turnitin is being used should be directed to your teacher or course convener. Your lecturer may also require you to submit the final version of your assignment into the Blackboard Assignment Tool after you have obtained a Turnitin originality report. If you are not sure what is expected of you, ask for clear instructions on where to submit your assignments and the associated deadlines.</p> <p>Turnitin accepts electronic files in MS Word, WordPerfect, RTF, PDF, PostScript, HTML, and plain text format. No other file types are accepted. Only one file per student can exist for each assignment. While an Originality Report is being generated the Originality Report icon will appear grayed out. Please note, an Originality Report for a student's initial submission to an assignment will generate within ten minutes of the submission, however Originality Reports for re-submissions to an assignment can take up to 24 hours to generate.</p> <p>After you submit your assignment Turnitin will display a digital receipt on the screen. If you can't see a receipt it means that you have not successfully submitted your assignment. If you submit through Blackboard the receipt will also be sent to your Blackboard course Mailbox. If the Mail tool is enabled inside your Blackboard course you will be able to access your receipt and download it. The Mail tool is always available in the My eLearning portal. Otherwise click on your assignment title inside the Turnitin submission box to view your receipt number. Ref: http://elearning.unsw.edu.au/turnitin/content/TurnItInStudentSupport.cfm?ss=0</p>
<p>What you need to know about papers submitted to Turnitin</p>	<ul style="list-style-type: none"> • Student papers are submitted to the Turnitin database and will remain in the database for an unknown/undisclosed period of time. • Papers may be used by others to determine academic misconduct of other individuals. This may occur as long as the papers remain in the Turnitin database. Therefore, personal details (such as your name and/or contact details which can be used to identify you) should be removed from your papers to protect your privacy. Only use your student ID to identify yourself in your papers. • Turnitin stores your document both in its original form and in an 'electronic fingerprint' form. The electronic fingerprint of the document is used to compare against other documents submitted to Turnitin. The original form of the document is only available to you as the original author and to the lecturer of the course to which you submit the document. Neither UNSW nor Turnitin administration staff are able to view your submitted assignments. • If another document is subsequently submitted to Turnitin and matches text in one of your assignments, the lecturer responsible for the new document will only be provided with the: <ul style="list-style-type: none"> ○ name of the institution from which the matching assignment originated ○ course name that the matching assignment was submitted to ○ name and email address of the lecturer responsible for that course ○ file name of the matching assignment ○ date the matching assignment was submitted. • This lecturer may email your own lecturer and request their permission to view a copy of your assignment. UNSW lecturers are advised not to disclose authorship details to any person who makes this request.