

2021PSY

Psychology in Organisations

Semester 2 2009

Academic Organisation:	School of Psychology
Faculty:	Griffith Health
Credit point value:	10
Student Contribution Band:	Band 1
Course level:	Undergraduate
Campus/Location/Learning Mode:	Gold Coast / On Campus / In Person
Convenor/s:	APro Ian Glendon (Gold Coast)
Enrolment Restrictions:	Nil
This document was last updated:	9 July 2009

BRIEF COURSE DESCRIPTION

This course provides both theoretical background and practical experience in several key topics within organisational psychology. Coursework assignments are case study based so as to provide students with opportunities to explore different aspects of organisational behaviour for themselves, using relevant literature and lecture input for guidance. This course comprises essential background for those students intending to pursue organisational psychology through fourth year and beyond. It also provides an excellent opportunity for those students not intending to follow this path, but who would like to gain an understanding of some basic principles of organisational psychology.

INCOMPATIBLE: 3008APY Organisational Psychology

PREREQUISITE:1003PSY Research Methods & Statistics 1 OR 1002APY Quantitative Analysis 1

AND: 1002PSY Introductory Individual and Social Psychology OR 1006APY Introductory Individual and Social Psychology

SECTION A – TEACHING, LEARNING AND ASSESSMENT

COURSE AIMS

Course Aims

Most forms of human endeavour occur through individual participation in group activities, generally within organisational contexts. This course aims to improve students' understanding of organisational structure and functioning, as well as the role of the individual within larger organisational structures. Students taking this course should appreciate the relevance and importance of understanding basic group and organisational processes so as to become more effective in future collective activity, including their work roles either undertaken during the course of their studies or after graduating.

As a second year elective, the course builds upon material covered in a number of other courses, particularly Introductory Individual and Social Psychology (1002PSY), Social Psychology (2008PSY), and Personality and Individual Differences (2005PSY).

This course is designed to prepare the ground for more advanced study by psychology students who are interested in further developing their understanding and competencies in this field. This could be done through fourth year study of organisational psychology and subsequently via the Master of Organisational Psychology program or by taking a professional doctorate or PhD in organisational psychology.

For students of business or other disciplines, this course provides links with many aspects of business, management and other areas of organisational functioning. Because of its importance to effective organisational functioning, some knowledge of organisational psychology is fundamental to the work of all professionals and managers. While such professionals may be highly skilled in problem solving and decision-making, these activities always take place within a broader organisational context as well as a wider environment that includes social, political, market, financial and legal aspects. Decision-makers need to know how their decisions are likely to impact upon people throughout an organisation and often over a much broader domain.

LEARNING OUTCOMES

By the end of this course, students should be able to identify key aspects of organisational functioning and their inter-relationships. They should have an increased awareness of their own effectiveness as a group member and be able to identify and use the strengths of other group members, enabling them to work with others to plan and achieve group and organisational goals. In addition, students taking this course should appreciate some of the main theories and perspectives that have shaped both thinking and practice in organisational psychology and be able to analyse the difference between what organisations espouse and actually practice.

CONTENT, ORGANISATION AND TEACHING STRATEGIES

Through a variety of methods, including lectures, tutorial work, case studies, group exercises and private study, students will encounter a spread of topics relevant to psychology in organisations. The topics are primarily at the macro level of organisational functioning, and show how the discipline of psychology can aid in understanding organisational functions and operations, particularly in large complex organisations.

An important aspect of the course is 'learning by doing'. This involves creating knowledge through relevant activities, particularly in tutorials, rather than being mere recipients of pre-packaged knowledge.

The conceptual content, mainly introduced through lectures, is reinforced by case study work, which forms the main thrust of the tutorial sessions and the assignment topics. The structure is consolidated at the end of the course by the course summary and review sessions, as well as in the end-of-semester examination. Theory and practice are thereby integrated throughout the course.

Use of texts that are internationally oriented enhances the broader relevance of this course, for both domestically-based and international students. Cases are drawn from various countries as well as from the experiences of the teaching team. Thus the course aims for breadth of content as well as focus upon selected topics within the domain of study. This course is taught only on the Gold Coast campus.

Contact Summary

The course comprises a weekly two-hour lecture session (Wednesdays, weeks 1-13, 1.00-3.00 pm in G30_1.15, Arts & Education One Building), and a one-hour tutorial. Tutorials are all on Thursdays in weeks 2-13, at either 12.00 (in G30_1.17), or 1.00 pm (in G30_1.17) or 3.00 pm (in G30_1.18) or 5.00 pm (in G06_3.09, Business 3 Bldg). Students should read the relevant chapters of the course text prior to the lecture to which they relate and attend lectures to familiarise themselves with conceptual material relevant to the course topics. All students are expected to participate actively in tutorials, which are designed to further develop students' learning in the topic areas. Students will engage in case study analysis and debates as a major activity, both in lectures and in tutorials as the main way of meeting the course objectives and achieving the identified components of the Griffith Graduate.

CONTENT SUMMARY

Psychology in Organisations is the study of human behaviour within organisational contexts. This eclectic field of study draws material and methods from various social science disciplines, particularly psychology, sociology and anthropology.

The table below shows lecture topic(s) as well as relevant chapter(s) and page numbers from the course text (Robbins et al., 2008). Prior to the relevant tutorial discussion, students should have read the relevant material and have noted down their initial thoughts on the questions and issues raised.

Week	Lecture Content	Tutorial Content	Readings
1	Course introduction	No tutorial	Chapters 1 & 2 (IG)
2	Personality & emotion	The upside of anger (case study pp. 282-283) + quiz questions on chapters 1 & 2	Chapters 4 & 8 (MR)
3	Cognitions at work	Whistle-blowing (case study pp. 173-174) + quiz questions on chapters 4 & 8	Chapters 3 & 5 (IG)
4	Motivation at work	Motivation for change (case study pp. 245-246) + quiz questions on chapters 3 & 5	Chapters 6 & 7 (MR)
5	Groups & teams	Team-building retreats (case study pp. 357-358) + quiz questions on chapters 6 & 7	Chapters 9 & 10 (IG)
6	Communication	Defining the boundaries of technology (ethical dilemma pp. 392) + quiz questions on chapters 9 & 10	Chapter 11 (MR)
7	Leadership	Is developing leaders a waste of time? (debate pp. 416-417) and Is good leadership culturally-bound? (debate pp. 454-455) + quiz questions on Chapter 11	Chapters 12 & 13 (IG)
8	Power in organisations	The politics of backstabbing (case study pp. 494-495) + quiz questions on chapters 12 & 13	Chapter 14 (MR)
9	Conflict & negotiation	Does conflict benefit organisations? (debate pp. 526-527) + quiz questions on Chapter 14	Chapter 15 (MR)
10	Organisational structure	Is technology reshaping organisations? (debate pp. 566-567) + quiz questions on Chapter 15	Chapter 16 (IG)
11	Organisational culture	Can organisational cultures be changed? (debate p. 600) + quiz questions on Chapter 16	Chapter 17 (MR)
12	Organisational change	Managing change (debate pp. 668-669) + quiz questions on Chapter 17	Chapter 19 (IG)
13	Course review	Workplace divorce (case study pp. 678-680) + quiz questions on Chapter 19	-

NB This proposed course content outline is subject to change at the discretion of the course convenor

IG = Ian Glendon; MR = Michelle Roesler

ASSESSMENT

Summary of Assessment

The table below identifies the assessment items, maximum indicative length (where relevant), percentage weightings and due dates. The assessment strategy is to reinforce the case study and debates approach adopted in the tutorials by the written individual assignment and to assess students' analytical abilities as well as to test students' basic knowledge of some fundamental concepts in the multiple-choice section of the mid-semester and end-of-semester exams.

Item	Assessment Task	Length	Weight	Total Marks	Relevant Learning Outcomes	Due Day and Time
1	Mid-semester exam	n/a	30%	30	Time Management; Knowledge of Concepts and Theory	Friday 3 pm, 18 September (Week 8)
2	Individual assignment	Max 2000 words	30%	30	Written Communication Skills; Planning; Problem Solving; Knowledge of Concepts and Theory; Analytical Skills; Time Management	Friday 3 pm, 9 October (Week 10)
3	Exam	2 hours	40%	40	Time Management; Knowledge of Concepts and Theory	Exam Period

Assessment Details

The individual assignment requires students to successfully complete an essay on an organisational topic. This assignment will be designed to test your ability to collect, analyse and interpret relevant information on a specified topic and to present it in the form of a coherent essay that conforms with APA style. Further detailed information on the assignment topics will be posted on Learning@Griffith by Week 1.

The mid-semester exam will comprise multiple-choice and short answer questions requiring students to consolidate information and knowledge from relevant chapters of the course text, the lecture material and tutorial topics from weeks 1-7 of the course (chapters 1-13 of the course text). The exam will be provided one week prior to the submission deadline to allow students time to research and answer the questions.

The end-of-semester exam will comprise multiple-choice and short answer questions requiring students to consolidate information and knowledge from relevant chapters of the course text, the lecture material and tutorial topics from weeks 8-13 of the course (chapters 14-17 & 19 of the course text).

Students are required to submit all assessment items to qualify for a passing grade.

Return of Assessment Items

Students can collect their marked individual assignments from Psychology Reception unless otherwise specified on Learning@Griffith. Students' marks will be available from Learning@Griffith.

Notification of Availability of Feedback on Assessment

Feedback and marks on assessment items will be provided to students within three weeks of the respective submission date.

GRADUATE SKILLS

For the Griffith Graduate, this course particularly emphasises Conceptual & Analytical skills, as well as Problem-solving & Decision-making, and Adaptability & Learning skills – all of which are addressed, particularly through the case studies and debates. Also relevant are Interpersonal Skills & Self-management Skills in respect of the course assignment and tutorial exercises. At the next level, the course requires all of Team Work, Oral Communication, Written Communication and Information Skills in order to analyse the case studies, engage in the debates and deal with the complex material comprising this topic. The generic nature of communication and interpersonal skills means that the course will also be relevant to the development of higher order skills, in particular Organisational Membership Skills, as well

as Career & Vocational Skills and Community & Citizenship Skills. Both Personal and Professional Effectiveness should also be enhanced through this course.

Graduate Skills	Taught	Practised	Assessed
Effective communication (written)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Effective communication (oral)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Effective communication (interpersonal)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Information literacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Problem solving	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Critical evaluation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Work autonomously	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Work in teams	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Creativity and innovation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ethical behaviour in social / professional / work environments	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Responsible, effective citizenship	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Professional Skills

The skills acquired on this course should be commensurate with those required for progress towards a degree that will enable students obtaining a high enough standard to seek postgraduate training that will allow them to progress to professional training in organisational psychology and other facets of the discipline.

TEACHING TEAM

Course Convenor

Convenor Details	Gold Coast
Campus Convenor	A/Prof Ian Glendon
Email	i.glendon@griffith.edu.au
Office Location	Business One Building G01_3.16b
Phone	5552 8964
Fax	5552 8291
Consultation times	Wednesdays 10.00-12.00 during teaching weeks or by appointment

Additional teaching team members

Lecturer Details	Gold Coast
Lecturer	Michelle Roesler
Email	Michelle.Roesler@student.griffith.edu.au
Office Location	Business One Building GO1_3.09b (PhD room)
Phone	
Fax	5552 8291
Consultation times	See Learning@Griffith in Week 1

Tutor Details	Gold Coast
Tutor	Eve De Silva
Email	e.de_silva@griffith.edu.au
Office Location	TBA
Phone	
Fax	5678 0303
Consultation times	See Learning@Griffith in Week 1

Tutor Details	Gold Coast
Tutor	Riana Hani
Email	Riana.Hani@student.griffith.edu.au
Office Location	TBA
Phone	
Fax	
Consultation times	See Learning@Griffith in Week 1

COURSE COMMUNICATIONS

The 2021PSY Learning@Griffith website will be the prime mechanism for communicating by the teaching team about this course. Students should check the Learning@Griffith site at least weekly to access information about the course. Lecture notes and other information will be posted prior to the lecture to which they relate.

Important information about the course will also be given in lectures and tutorials and it is students' responsibility to ensure that they are kept informed about relevant aspects of the course. Teaching team members can be contacted by email. Wherever possible student emails will be replied to within two working days.

TEXTS AND SUPPORTING MATERIALS

Prescribed text (essential for purchase):

Robbins, S. P., Judge, T. A., Millett, B., & Waters-Marsh, T. (2008). *Organisational behaviour* (5th edition). Frenchs Forest, NSW: Pearson/Prentice-Hall. (ISBN 9 78 0733977 664) (HD58.7 .O6852 2008)

Once you have purchased this text (which includes a self-assessment library disc), you will be able to access the Pearson Education website for further material and information by following the instructions on the inside cover. A representative from Pearson Education will attend the first lecture to explain how you can get the best use from this facility. You should then become familiar with the website that supports the course text: www.pearsoned.com.au/myoblab.

Supplementary text:

Glendon, A. I., Thompson, B. M., & Myers, B. (Eds.) (2007). *Advances in organisational psychology*. Brisbane: Australian Academic Press. (ISBN 978-18753-78791) (HD58.7 .A38 2007)

A valuable compilation of recent research undertaken by organisational psychologists in Australia and overseas. This should whet your appetite for further study and practice within this exciting field of applied psychology.

For your written assignment you should also be familiar with relevant aspects of:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th edn.). Washington, DC: APA. (ISBN 978 14338 05615) (BF76.7 .P83 2006 – NB this is the previous edition, which has been superseded. However, check whether the Library has acquired the most recent edition since this course outline was prepared)

Alternatives to the above:

American Psychological Association. (2009). *Concise rules of APA style* (6th edn.). Washington, DC: APA. (ISBN 978 14338 05608) (BF76.7 .C66 2005 – NB this is the previous edition, which has been superseded. However, check whether the Library has acquired the most recent edition since this course outline was prepared)

American Psychological Association. (2009). *Mastering APA style: Student's workbook and training guide* (6th edn.). Washington, DC: APA. (ISBN 978 14338 05578) (BF76.7 .G44 1990 – NB this is the previous edition, which has been superseded. However, check whether the Library has acquired the most recent edition since this course outline was prepared)

Many other textbooks on organisational psychology are available from the university library and elsewhere. Students might also browse some of the journals in this field and access www for relevant information.

Relevant journals, which could be useful when researching the individual assignment include:

Journal of Applied Psychology (an APA journal, generally regarded as the top journal in this field)

Journal of Organizational Behavior (another top ranked journal)

Personnel Psychology (also very highly regarded)

Applied Psychology: An International Review (an International Association of Applied Psychology journal)

Journal of Occupational and Organizational Psychology (a British Psychological Society journal)

SECTION B – ADDITIONAL COURSE INFORMATION

ADMINISTRATION

Submission of Assignments

- Assignments should be submitted according to the Course Convenor's instructions by the due date. Students must be able to produce a copy of all work submitted if so requested.
- Assignments must be submitted with clear student name, course, and course convenor identification.
- All students should keep a copy of their assignment until it is marked and returned to them. Assignments should be kept until a final grade is awarded.
- Students may work together in researching their assignments but final submissions must reflect the work and original contribution of each individual student.
- Full and detailed acknowledgment (e.g., notation, and/or bibliography) must be provided if contributions are drawn from the literature in preparation of reports and assignments.
- All submissions for assessment must be word-processed.
- Computer disks submitted with assignments should only contain files relating to that assignment. Files should be named as advised by the Course Convenor. Files should have accurate date and time indicators attached to them.
- Assignments received by fax will NOT be accepted.

Extensions

Extensions may be obtained by consulting the Course Convenor. Requests for extensions are usually made in writing, and accompanied by appropriate documentation to support the case for the extension. Extension Application Forms are available from the School's Reception area. Students should not assume that an extension will be granted.

Absence from Examinations

Unexplained absence from the examination at the scheduled time will result in a mark of 0% being awarded for that piece of assessment. Students who cannot attend the examination should submit a Deferred Examination Application Form. This form may be obtained from the Student Administration Office.

Course Communications

The course convenor will be available for face-to-face consultation times with students. Students will be advised of the consultation times for the Course Convenor in Learning@Griffith. Outside consultation times, students should contact the Convenor via email or telephone.

UNIVERSITY POLICIES

Late Submission of Assignments

Requests for an extension of time for submission of an assessment item must be lodged before the due date for the assessment item. Requests received on or after the due date will only be considered in exceptional circumstances. Extension requests must be made in writing to the Course Convenor, and be accompanied by appropriate supporting documentation.

Where an extension has not been granted, an assessment item submitted after the due date will be penalised as follows: the mark awarded to the item will be reduced by 10% of the maximum possible mark for each day that the assessment item is late. Each weekend will count as one day.

SECTION C – KEY UNIVERSITY INFORMATION

ACADEMIC MISCONDUCT

Students must conduct their studies at the University honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is academic misconduct and is unacceptable.

Some students engage deliberately in academic misconduct, with intent to deceive. This conscious, pre-mediated form of cheating is one of the worst forms of fraudulent academic behaviour, for which the University has zero tolerance and for which penalties, including exclusion from the University, will be applied.

However the University recognises many students commit academic misconduct without intent to deceive. These students may be required to undertake additional educational activities to remediate their behaviour.

Specifically it is academic misconduct for a student to:

- ***Cheat in examinations and tests*** by communicating, or attempting to communicate, with a fellow individual who is neither an invigilator or member of staff; by copying, or attempting to copy from a fellow candidate; attempting to introduce or consult during the examination, any unauthorised printed or written material, or electronic calculating or information storage device; or mobile phones or other communication device, or impersonates another.
- ***Fabricate results*** by claiming to have carried out tests, experiments or observations that have not taken place or by presenting results not supported by the evidence with the object of obtaining an unfair advantage.
- ***Misrepresent themselves*** by presenting an untrue statement or not disclosing where there is a duty to disclose in order to create a false appearance or identity.
- ***Plagiarise*** by representing the work of another as their own original work, without appropriate acknowledgement of the author or the source. This category of cheating includes the following:
 1. collusion, where a piece of work prepared by a group is represented as if it were the student's own;
 2. acquiring or commissioning a piece of work, which is not his/her own and representing it as if it were, by
 - purchasing a paper from a commercial service, including internet sites, whether pre-written or specially prepared for the student concerned
 - submitting a paper written by another person, either by a fellow student or a person who is not a member of the University;
 3. duplication of the same or almost identical work for more than one assessment item;
 4. copying ideas, concepts, research data, images, sounds or text;
 5. paraphrasing a paper from a source text, whether in manuscript, printed or electronic form, without appropriate acknowledgement;
 6. cutting or pasting statements from multiple sources or piecing together work of others and representing them as original work;
 7. submitting, as one own work, all or part of another student's work, even with the student's knowledge or consent.

A student who willingly assists another student to plagiarise (for example by willingly giving them their own work to copy from) is also breaching academic integrity, and may be subject to disciplinary action.

Visit the following web sites for further details:

[Institutional Framework for Promoting Academic Integrity among Students](#)
[Academic integrity for students](#)

PLAGIARISM DETECTION SOFTWARE

The University uses plagiarism detection software. Students should be aware that your Course Convenor may use this software to check submitted assignments. If this is the case your Course Convenor will provide more detailed information about how the detection software will be used for individual assessment items.

HEALTH AND SAFETY

Griffith University is committed to providing a safe work and study environment, however all students, staff and visitors have an obligation to ensure the safety of themselves and those whose safety may be affected by their actions. Staff in control of learning activities will ensure as far as reasonably practical, that those activities are safe and that all safety obligations are being met. Students are required to comply with all safety instructions and are requested to report safety concerns to the University.

General health and safety information can be obtained from

http://www.griffith.edu.au/hrm/health_and_safety/

Information about Laboratory safety can be obtained from

http://www.griffith.edu.au/ots/secure/health/content_labsafety.html

KEY STUDENT-RELATED POLICIES

All University policy documents are accessible to students via the University's Policy Library website at: www.griffith.edu.au/policylibrary. Links to key policy documents are included below for easy reference:

[Academic Calendar](#)

[Academic Standing, Progression and Exclusion Policy](#)

[Assessment Policy](#)

[Examinations Timetabling Policy and Procedures](#)

[Guideline on Student E-Mail](#)

[Health and Safety Policy](#)

[Institutional Framework for Promoting Academic Integrity Among Students](#)

[Policy on Student Grievances and Appeals](#)

[Student Administration Policy](#)

[Student Charter](#)

UNIVERSITY SUPPORT RESOURCES

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

[Learning Centres](#) - the University provides access to common use computing facilities for educational purposes. For details visit www.griffith.edu.au/cuse

[Learning@Griffith](#) - there is a dedicated website for this course via the Learning@Griffith student portal.

[Student Services](#) facilitate student access to and success at their academic studies. Student Services includes: Careers and Employment Service; Chaplaincy; Counselling Service; Health Service; Student Equity Services (incorporating the Disabilities Service); and the Welfare Office.

[Learning Services](#) within the Division of Information Services provides learning support in three skill areas: computing skills; library skills; and academic skills. The study skills resources on the website include self-help tasks focusing on critical thinking, exam skills, note taking, preparing presentations, referencing, writing, proof reading, and time management.