

Unit Outline (Higher Education)

Institute / School: Institute of Health and Wellbeing

Unit Title: Behaviour in the Workplace

Unit ID: BEHAV2003

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): (ATSGC3843 and BEHAV3001)

ASCED: 090701

Description of the Unit:

This unit is concerned with the study of organisational behaviour, which is about what people think, feel, and do in organisational settings. Adopting multi-level and disciplinary approaches, it explores the individual and team factors that influence their ability to interact and collaborate with each other. Also explored are the organisational factors and how these influence individual, team, and organisational outcomes. All these factors have an impact upon levels of job satisfaction, motivation, stress, and work-life balance and these relationships will be explored.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment.

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

- K1.** Identify, describe, and evaluate the range of theories, principles, and concepts that influence the behaviour of individuals and groups in organisations.
- K2.** Describe the individual, group, and organisational level outcomes associated with organisational behaviour.
- K3.** Identify, describe, and evaluate the organisational level influences on individual and group behaviour, performance, and wellbeing in organisations.

Skills:

- S1.** Evaluate and explain the various psychological theories as applied to organisational contexts and processes.
- S2.** Describe the appropriate workplace context(s) and strategies to bring about performance improvements for organisations, teams, and employees.
- S3.** Utilise theory and concepts to inform personal and professional development.

Application of knowledge and skills:

- A1.** Evaluate relevant psychological theory as applied to organisational settings.
- A2.** Capacity to evaluate the role of research and theory in the advancement of knowledge within the field of organisational psychology.
- A3.** Synthesise information to inform decisions around work related behaviours and processes.

Unit Content:

Topics may include:

1. Individual Level:

-Exploring how individual differences (e.g. personality, values, self-concept) influence organisational behaviour and wellbeing

-Understanding the tools available to assess individual differences amongst employees and how these can be used in organisational processes (e.g. selection, team-building)

-Understanding the processes underpinning human perception as applied to organisational setting and the potential problems associated with these processes

-Describing the different types of attitudes workers can hold towards their jobs and organisation and their consequences

-Identifying workplace factors associated with stress and how employees and organisations can address workplace stress

-Describing the various theories of motivation and how they can be used to improve motivation in the workplace

2. Team/group level topics

-Describing the development and composition of teams and identifying when teams are more and less likely to be effective

-Understanding the processes underpinning interpersonal communication and what factors contribute to effective communication

- Exploring the different types of workplace conflict and how to deal with it
- Understanding the conceptual differences between leadership and management
- 3. Organisational level topics
- Identifying the different elements of organisational culture and their impact on behaviour and performance at the individual, group and organisational levels

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, inter-act and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> • Using effective verbal and non-verbal communication • Listening for meaning and influencing via active listening • Showing empathy for others • Negotiating and demonstrating conflict resolution skills • Working respectfully in cross-cultural and diverse teams. 	Not applicable	Not applicable
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> • Creating a collegial environment • Showing self-awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative 	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> • Reflecting critically • Evaluating ideas, concepts and information • Considering alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts • Forming creative solutions in problem solving. 	Not applicable	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> • Finding, evaluating, managing, curating, organising and sharing digital information • Collating, managing, accessing and using digital data securely • Receiving and responding to messages in a range of digital media • Contributing actively to digital teams and working groups • Participating in and benefiting from digital learning opportunities. 	Not applicable	Not applicable
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life. 	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, S3, A1, A2	Demonstrate knowledge of relevant theory, concepts and principles discussed through the unit.	Quiz(zes)	10-30%
K1, K2, K3, S1, S2, S3, A1, A2, A3	Identify and apply relevant theory and research to a work context, process and/or case study.	Written task	25-45%
K1, K2, K3, S2, A1, A2	Demonstrate mastery of unit content	Test	25-50%

Adopted Reference Style:

APA ()

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)