

# 1 Module overview

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## 1.1 Introduction

We have introduced UWLFlex – our new, online, flexible learning platform.

UWLFlex has been designed to complement face-to-face learning and build on our reputation for excellence in teaching, learning and student support. We will be able to deliver a University experience that is more collaborative, active, and relevant for an increasingly digital world thus enabling us to provide you with an improved student experience. UWLFlex will provide you with an enhanced range of online tools, to help facilitate your learning whether this takes place primarily on site or online.

## 1.2 Module summary content and aims

Organisational Behaviour (OB) is a Level 5 module designed to meet the diversity of student needs. The understanding of how people work in organisations, as individuals and in groups, is a fascinating and useful area of study. It will help you to get more out of your working life through enabling you to achieve your objectives and develop your own career potential. It will help you to survive and thrive in the ever-increasing complexity of organisational life. Indeed, it should help you to enjoy work by developing insight into those human issues that affect our performance at work.

### Learning and teaching strategy

The module will be delivered through a combination of lectures, scenario development exercises, individual and group work and other exercises designed to help you understand the implications of the topics we present to you here. You will be provided with material in advance of the seminar. You will be required, either on an individual or group basis, to analyse case studies and either formulate a solution or propose courses of action to achieve a particular objective, for discussion in the larger group. Please do prepare for each session in advance. The success depends on your input and a co-operative approach to study and discussion.

You are further encouraged to ask questions about concepts and ideas you may be unsure of as this shows a willingness to engage with the subject. Contributing to discussions will prove not only helpful in clarifying points, but also useful when it comes to your assignments.

### Indicative Contents

- a. Introduction to the field of Organisational Behaviour
  - i. Exploration of emerging trends.
  - ii. Individual learning and behaviour in organisations
  
- b. Individual and interpersonal behaviour
  - i. Communicating in organisational settings
  - ii. Workplace attitudes, perception and values
  - iii. Job satisfaction
  - iv. Employee motivation

- c. Group and team processes
  - i. Group dynamics
  - ii. Power and politics in organisations
  - iii. Conflict and negotiation
- d. Leadership models and styles
- e. Organisational processes
  - i. Change
  - ii. Culture and Diversity

## **Expectations**

### **Specific expectations students can have of tutors:**

- Constructive formative feedback for the assessment .
- Lecture slides made available on Blackboard 3 days prior to lecture.
- Seminar activities made available on Blackboard 3 days prior to the first seminar group session in a week.
- Assessment marks and summative feedback given within 3 working weeks from the assessment submission deadline.

### **Specific expectations tutors will have of students:**

- Attend all classes and arrive at classes punctually.
- Read articles and signposted resources provided prior to seminars and prepare answers to questions as per instructions given.
- Behave professionally in classes and not to cause any disruption that might affect other students' learning.
- Actively participate and engage in class activities.
- Inform tutor via email when not able to attend any classes.
- Communicate with tutors in a professional manner.
- Dress in formal business attire for video recording and presentation (assessment)
- Attempt all assessments by the submission deadline unless there is extenuating circumstances (in which case please contact your Course Leader for extension request or mitigation claim)

## **1.3 Learning outcomes to be assessed**

On completion of this module, you will be able to:

1. Review and critically evaluate the major research and debates in the field of organisational

behaviour and discuss emerging trends in the subject area.

2. Evaluate major theories relating to the nature of individual and group development within an organisational context.

3. Use a range of individual and group working skills to improve your own and others contribution to organisational goals.

4. Identify organisational dynamics and structures and deploy appropriate techniques to manage yourself effectively in an organisational setting.

5. Recognise the qualities of effective leadership and its relationship to organisational culture and dynamics.

## 1.4 Indicative Contact Hours

Teaching Contact Hours	42 hours
Independent Study Hours	158 hours
Total Learning Hours	200 hours

## 2 Assessment and feedback

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Students will be given assignment briefs which will detail the questions to be answered and how to submit their work. Feedback will be given three weeks after the submission deadline.

### 2.1 Summative assessment grid

Type of Assessment	Word Count or equivalent	Threshold (if Professional Body-PSRB applies)	Weighting	Pass Mark	Indicative Submission week	Method of Submission & Date of Feedback (refer to BB)
Group Video	10 minutes video	N/A	100%	40%	Week 12	Submission of video via Blackboard Written feedback within 15 working days after presenting video

### 2.2 Learning materials

The reading list for this module is available in our library and in the module area and online library. Further reading materials, videos, case studies where appropriate will be given to you by your Lecturer including links and how to download all relevant materials. Remember to log into Blackboard regularly for all the latest information and announcements.

**You are reminded that the College applies penalties to students who commit an academic offence, in which case the [Academic Offences Regulations](#) will be used to deal with any cases of academic misconduct including examination offences, plagiarism, use of ghost writing services and other means of cheating to obtain an advantage.**

**You can access the college's academic misconduct policy [here](#)**

**Remember to log into Blackboard daily to receive all the latest news and support available at your module sites!**

Subject guides are also available to help you find relevant information for assignments, with contact details of the Academic Support Librarian for your School.

#### **Essential reading:**

Robbins, S. P and Judge, T. A.. (2018) Organizational Behaviour. Harlow: Pearson Prentice Hall.

Chapters from these recommended text have been identified for preparatory reading for all of the learning sessions. For the other texts listed below you will need to use the index to find relevant material. In this module you will be expected to research and read material from a variety of sources.

## Further reading: Other possible textbooks you may find helpful:

Bratton, J. (2010) *Work and Organizational Behaviour*. 2<sup>nd</sup> ed. Basingstoke: Palgrave Macmillan

Brooks, I. (2018) *Organisational Behaviour*. 5th ed. Harlow: Pearson Prentice Hall. (an e-book of 3<sup>rd</sup> edition accessible from <http://lrs.UWL.ac.uk/eresources/ebooks.jsp> )

Huczynski, A. and Buchanan, D. (2016) *Organizational Behaviour, An introductory Text*. 9th ed. International: Prentice Hall.

Martin, J. (2005) *Organizational behaviour and management* 3<sup>rd</sup> ed. London: Thomson Learning (an e-book accessible from <http://lrs.UWL.ac.uk/eresources/ebooks.jsp> )

Mullins, L. J. (2011) *Essentials of Organisational Behaviour*. Harlow: 3<sup>rd</sup> Edition. Pearson Prentice Hall. (an e-book accessible at <http://lrs.UWL.ac.uk/eresources/ebooks.jsp> )

Mullins, L. J. (2013) *Management and Organisational Behaviour*. 10th ed. Harlow: Pearson Prentice Hall. (7th ed available as an e-book accessible at <http://lrs.UWL.ac.uk/eresources/ebooks.jsp> )

Pedler M., Burgoyne J. and Boydell T. (2013) *A Manager's Guide to Self-Development*. 6th ed. International: McGraw-Hill.

Robbins, S. P. and Judge, T. (2008) *Essentials of Organizational Behaviour*, 9<sup>th</sup> ed. International: Pearson Prentice Hall.

Rollinson, D. (2008) *Organisational behaviour and Analysis*. 4<sup>th</sup> ed. Harlow: Pearson Prentice Hall. (3<sup>rd</sup> edition available as an e-book accessible on <http://lrs.UWL.ac.uk/eresources/ebooks.jsp>)

## Other learning resources (journals, databases, websites)

### Journals

A variety of academic journals are available through on-line databases.  
<http://lrs.UWL.ac.uk/eresources/index.html>

### Websites

Many of the textbooks have associated websites:

Bratton	<a href="http://www.palgrave.com/business/brattonOB2e">www.palgrave.com/business/brattonOB2e</a>
Brooks	<a href="http://www.pearsoned.co.uk/brooks">www.pearsoned.co.uk/brooks</a>
Mullins	<a href="http://www.pearsoned.co.uk/mullins">www.pearsoned.co.uk/mullins</a>
Robbins & Judge	<a href="http://www.pearsoned.co.uk/robbins">www.pearsoned.co.uk/robbins</a>
Robbins	<a href="http://www.prenhall.com/robbins">www.prenhall.com/robbins</a>
Rollinson	<a href="http://www.pearsoned.co.uk/rollinson">www.pearsoned.co.uk/rollinson</a>

A variety of on-line electronic resources is available to UWL students including access to the following Databases:

- PROQUEST DIRECT
- EBSCOHOST
- EMERALD

These can all be accessed through the site below. You must have activated your account as a UWL student and have your sign-in details to access them remotely.

<http://irs.UWL.ac.uk/eresources/index.html>

Further details are available from the Library and staff there will be pleased to help you access electronic and text resources.

## 3 Things you need to know

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### 3.1 Engagement

Teaching at OBC during the academic year 2021-22 may involve a range of on site and online teaching and learning activities. Whether you are engaging with teaching and learning activities on site or via the college's Virtual Learning Environment (VLE), we expect the same level of commitment and engagement from you. If you are unable to attend scheduled on site or online activities or complete activities in the time frames set out, you should let your tutors know. You should aim to stick to assessment deadlines; if you are concerned that you will not be able to complete your assessments on time, you should talk to your tutors. Your engagement, whether online or on site, will be tracked and if we see that you are not engaging, we will get in contact with you. However, we encourage you to let us know if you are having problems so we can work with you to find solutions and get you back on track as soon as possible. Give yourself the best possible chance to succeed by engaging with the full range of learning and teaching activities available to you.

All students should refer to the Attendance and Engagement Monitoring Policy which can be downloaded from [here](#)

### 3.2 Need help, just ask

We recognise that there are times when you may encounter difficulties during your course of study and provisions are made to help you. If you think you will be unable to meet deadlines please talk to us, whether it's your course/module leader, personal tutor or any member of staff, so they can get you the support you need to succeed. You can extend your deadline if you have a good reason why you are not able to submit a piece of coursework on time before your deadline. If an extension is not sufficient and circumstances beyond your control are preventing you from completing your assessment, then you can apply for mitigation.

Please remember late submission without extension or mitigation may result in penalties depending on how late it is, see University [Academic Regulations](#).

As a student of the University of West London you are expected to behave in line with UWL expectations, irrespective of whether your interactions with staff and other students are in person or online. As you will be engaging with others online and with a range of online materials, it is important to consider how to stay safe online and ensure your communications are secure and appropriate. If you have any questions about how to manage your online activities, please contact your module leader.

If you have an issue about the module, you should speak to your Module Leader or Course Leader informally in the first instance. Your Course Representative can also raise your concerns at Course Committees, which take place each semester. If you are unable to resolve it informally, you should refer to our Complaints Procedure which is outlined on our website through this link

<https://www.oxfordbusinesscollege.ac.uk/news/how-to-make-a-complaint/>

The College will always aim to ensure that issues are resolved informally as quickly as possible to have minimum impact on your studies.

### 3.3 Getting support for your studies

Throughout your course of study, you will have access to a wide variety of sources of support depending on your individual circumstances and needs. Your first point of call for getting general academic support is your Personal Tutor. As well as approaching your Module Leader with any questions specifically related to your module and your Course Leader with questions on your Course, do contact your Personal Tutor or Partnership Support Link Tutor for academic advice in relation to your studies and your academic development.

Oxford Business College takes pride in its student support, guidance and wellbeing, complemented by our ethos that every student is an individual. Staff are committed to the College's mission statement "to provide each learner with the most positive learning experience".

We ensure that students at the College can expect a supportive and responsive experience from the initial inquiry by completing a course and progression within or outside the College. This demonstrates our commitment to provide support for inclusive, high-standard students and provides students with a foundation for high achievement.

Our students' changing needs and their varied reason for learning guide our approach to providing innovative learning opportunities from entry-level to higher learning that promotes individual progress. Either for personal development & wellbeing, academic progression or career advancement, whilst supporting those facing learning barriers to overcome them and succeed. The College is committed to helping its student's Academic and Professional Development (APD) via examples currently in place, such as personal tutorials, a mentor system and pastoral care.

#### PERSONALISED SERVICE

Oxford Business College provides a personalised service adapted to the different needs of different students by:

Developing effective individual learning plans

Effective pastoral care. The College has a dedicated Student Welfare Officer and Counsellor, and students may, in addition, meet the Head of academics or Principal to discuss their concerns

Tutorial meetings

A mentor system with a tutor or member of the academic team

Peer mentor

You can read more on our support services via the link below:

<https://www.oxfordbusinesscollege.ac.uk/support-wellbeing/>



## **3.4 Module evaluation – have your say!**

Towards the end of the module you will be invited to provide some anonymous feedback to the Module Leader through an online survey. This is your opportunity to give some direct feedback about the module through a series of questions and free text. Your constructive feedback will help the Module Leader and teaching team to understand the module experience from your perspective and helps inform the development of the module. At the end of the survey period, a response to the survey will be available so that you can see exactly how your voice has been heard.