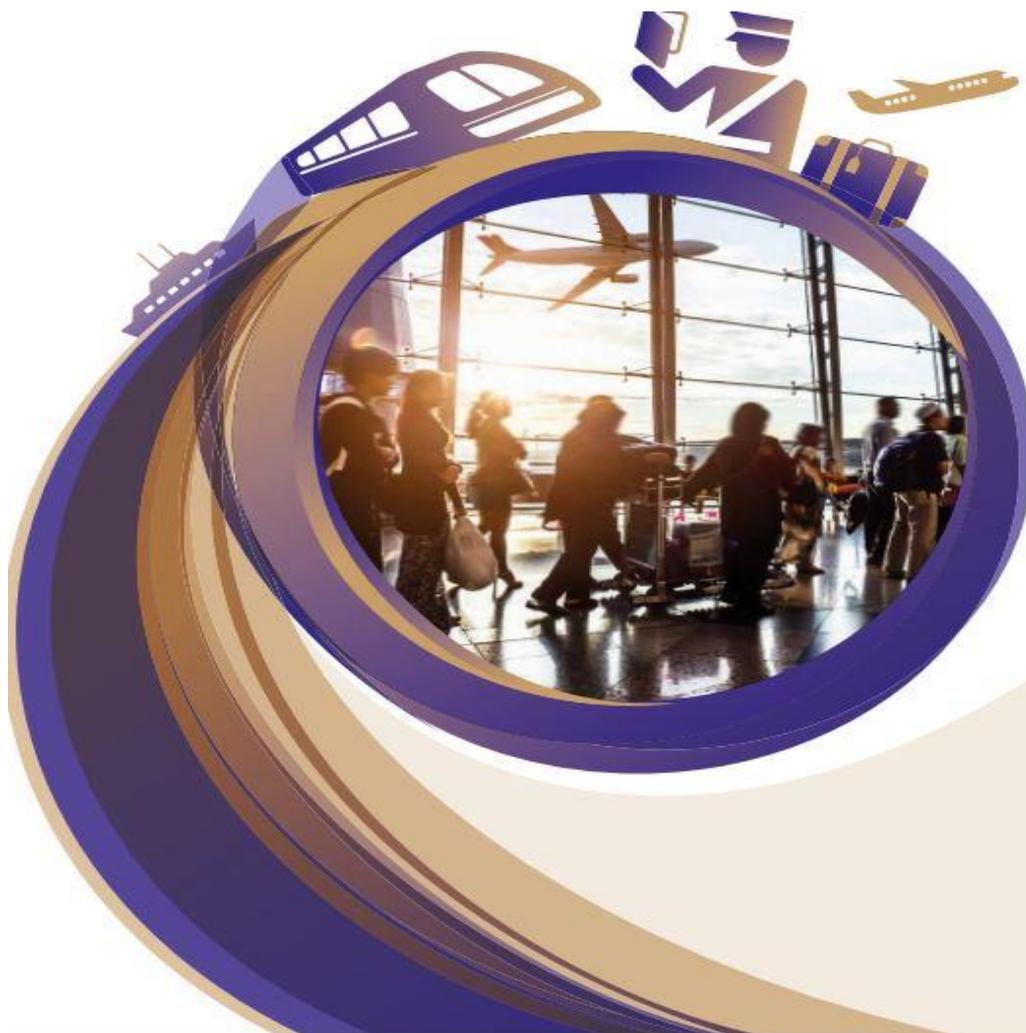


# Pearson Higher National DIPLOMA IN BUSINESS MANAGEMENT

## ASSIGNMENT BRIEF

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### UNIT 12: Organisational Behaviour



Level  
BTEC  
Higher  
National  
Certificate



Level  
BTEC  
Higher  
National  
Diploma



### **Edexcel, BTEC and LCCI qualifications**

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognized and benchmarked.

**BTEC is one of the world's most successful and best-loved applied learning brand, engaging students in practical, interpersonal and thinking skills for more than thirty years.**

**BTECs are work-related qualifications for students taking their first steps into employment, or for those already in employment and seeking career development opportunities. BTECs provide progression into the workplace either directly or via study at university and are also designed to meet employer's needs. Therefore, Pearson BTEC Higher National qualifications are widely recognised by industry and higher education as the principal vocational qualification at Levels 4 and 5.**

### **About Pearson**

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# Colbourne College Student Cover Page And Assignment Brief

Student Name/ID Number				
<b>Unit Number and Title</b>	<b>UNIT 12: Organisational Behaviour</b>			
Academic Year				
<b>Assignment Title</b>	<b>LO4 Apply concepts and philosophies of organisational behaviour to a given business situation.</b>			
Issue Date		Submission Date		
Unit Tutor		IV Name & Date		
Add Your Name And Signature Only To Confirm <b>'Authenticity Of Own Work'</b>				
Plagiarism Report Is Included	YES	NO	Number Of Pages	
<b>STUDENTS DO NOT MARK BELOW THIS LINE PLEASE</b>				
<b>The Student/s satisfied the Pass Criteria?</b>		YES	NO	IV
P4. Applied concepts and philosophies of organisational behaviour within an organisational context and a given business situation.				
Conduct adequate research to generate knowledge as basis for analysing the scenario and subject areas in the given contexts.				
Credited the sources of their information through in-text referencing				
Applied the subject areas reasonably well to the assigned role/issues in the context of the case study to correctly meet the criteria set out in the task.				
The Student/s achieved all of the above requirements that define the Pass grade		YES	NO	
<b>The Student/s satisfied the Criteria for MERIT?</b>		YES	NO	IV
M4. Explore and evaluate how concepts and philosophies of OB inform and influence behaviour in both a positive and negative way.				
The subject matter and key issues are suitably researched, and the discussion is focused. The quality of writing is very good, and the ideas transitioned well from one point to the next.				
The Student/s achieved all of the requirements that define the MERIT grade		YES	NO	
<b>The Student/s satisfied the DISTINCTION?</b>		YES	NO	IV
D2. Critically analyse and evaluate the relevance of team development theories in context of organisational behaviour concepts and philosophies that influence behaviour in the work place.				
The Student/s achieved all of the requirements that define the Distinction grade		YES	NO	
Markers' Review/Comments/Further Action Required	Markers' Review/Comments/Further Action Required			
<b>REFERRED WORK: The Student must make corrections and resubmit?</b>		YES	NO	
Signature Of First Marker:	Dated:	Signature Of Second Marker:	Dated:	

## Guidance To Students. You should read this information before starting:

- 1) Read the brief and think about what the assignment brief is asking. Make sure you understand the assessment criteria and nature of the evidence that must be produced. If you are not clear seek guidance from the tutor on the unit.
- 2) Guided by what the subject areas and issues in the task, you will conduct literature review to produce research findings that provide valid answers to the problem/subject/issues that you are inquiring.
- 3) Produce an appropriate assessment action plan that includes relevant research resources and timeframes. Submit this to the tutor for additional support or clarification if required.
- 4) You must be clear on the requirements to develop an appropriate specification to produce and communicate your work to the intended audience e.g. for written essays or reports you will organise the paper in sections:
  - 4.1. SECTION 1: **Introduction** – In a short opening statement you will outline what the task is asking and the aim/s of the paper. Further, you will briefly define the key terms in the assignment.
  - 4.2. SECTION 2: **Research Findings** - you will research the subject area/s and find answers and generate the knowledge to correctly investigate the issues raised. To carry out the research, apply a range of secondary research sources to elucidate the scope of the subject and support the requirements set out in the task. The research findings that you produce must be valid. This means that the findings must be relevant, and the sources used are appropriate. You will apply the research findings to your work to support, compare, analyse and validate the ideas and arguments. All arguments and ideas discussed must be credited to the source. That is, you must correctly state the name of the Author or source that you obtained the information from e.g. (Brown, 2016). The required referencing style is Harvard Referencing.

*RESEARCH SOURCES:* Secondary research sources that you can use to gather information for your work may include textbooks, journal articles, magazine articles (not factual accounts) and newspapers. Other sources that you may collect information from are *primary research sources* which include original first-hand accounts, legal and historical documents, results of experiments and market research data collection.

*RESEARCH METHODS:* You will further apply *qualitative and/or quantitative research methods* to evaluate the research findings from the primary sources. Qualitative is reasoning with arguments while quantitative is numbers and figures.

*AVOID PLAGIARISING:* You must reference all the sources in the body of your work (in-text). Further, create a reference page to list all these in-text sources that you cited in the work. Failure to reference your work in-text and on the reference page will result in a fail grade for the unit, as this is plagiarism (cheating/academic misconduct).
  - 4.3. SECTION 3: **Discussion** - this is substantive discussion of the research findings. Here you will carry out the command verb in relations to the task you are assigned. E.g. you may be asked to analyse, explain, assess, apply, justify, compare etc. These are different commands and will require different approaches. Also, if the research findings are not relevant to the task, no matter the quality and rigor of the discussion, the criteria will not be met because your discussion should be an expansion of the research findings. Hone your discussion to meet all criteria set out in the task.
  - 4.4. Section 4: **Conclusion And/Or Recommendations.** Draw conclusions to form the basis for recommendations. Conclusions are summary of the main points in the work. Recommendations are future actions needed based on the conclusion/outcome.
- 5) Submit a pdf copy of your work on or before the published deadlines. Work past due is not acceptable under any circumstances except in extenuating circumstances which must be approved before the deadline expires.
- 6) Submit your work using the correct portal on iTutor. Work sent to incorrect portal will not be marked.
- 7) Students will be awarded either Pass, Merit, Distinction, Referred, Incomplete, or Fail grade. In practice, this means that a student must achieve all the required learning outcomes to be awarded pass grade or higher. Thus, for students to achieve Pass, they must achieve all of the requirements that define the Pass. To achieve a Merit, students must achieve all the requirements that define Pass and Merit. For Distinction, the student must achieve all Pass, Merit and Distinction requirements. Referred Grade is where one or more tasks does not achieve a Pass Grade. You will be given feedback and the opportunity to submit the corrections at a future time agreed with your Supervisor.
- 8) Failure to submit any part of an assignment will result in the work marked In-Complete. In-complete then changes to Fail. Avoid fail grade at all cost. In-complete (IC/NC) and Fail Grade (F) mean that you must pay to take over this unit/course. Here are the ways to fail: 1) not doing the working at all; 2) not attempting all the tasks listed as P (e.g. P1, P2 etc), 3) getting over 60% of the tasks as referred grade; and 4) plagiarising. Historically, less than 5% of the class will Fail.

# LO4. ASSIGNMENT

## OBJECTIVE OF THE ASSIGNMENT

**LO4.** Apply concepts and philosophies of organisational behaviour to a given business situation

## CASE STUDY AND SCENARIO

### Your Role And Team Project Responsibilities

You are Management Consultants that are hired to solve the team performance issues in the case study (This task for this assignment is directly linked to the case study below).

#### **You will:**

- 1) Study the problem in the case,
- 2) Carry out secondary research on: Path-goal theory leadership styles; Social Capital Theory; Contingency Theory; and barriers to effective behaviour in organisations.
- 3) Propose how the three concepts and philosophies of organisational behaviour - Path-goal theory leadership styles, Social Capital Theory, and Path-goal theory leadership styles - can be applied to the business case to address/minimise situational resistance and improve the team's motivation, performance and productivity.
- 5) Report the outcome to the Board Of Directors in a formal management report of no more than \$2,000 – 2,500 words.

#### **The entire class WILL:**

- ✓ organise in three (3) teams of equal members.
- ✓ Each team will address the tasks fully.

## ASSIGNMENT FOUR: TASKS

### **COMPULSORY.** FOR THE PASS GRADE YOU MUST (1,250 – 1,500 WORDS):

**P4.** Applied concepts and philosophies of organisational behaviour within an organisational context and a given business situation.

### **OPTIONAL:** FOR HIGHER GRADE YOUR WORK MUST ALSO ANSWER M4 ASSIGNMENT USING THE TOPIC/HEADER BELOW:

**M4.** Explore and evaluate how concepts and philosophies of OB inform and influence behaviour in both a positive and negative way. **(This task is directly linked to the case study below)**

## SUBMISSION FORMAT

- ❖ Fully complete the Assignment Cover Page and use same as the front sheet/cover of your assignment.
- ❖ **P4 & M4** are Business Reports. You are required to develop and present the report to the Board Of Directors of ABC Global Corporation using the Four-Sections research format. Conduct research to generate knowledge which will form the basis for analysis of the scenario and context given in the Case Study. Your presentation should be referenced using the Harvard referencing system. Provide a bibliography using the Harvard referencing system.
- ❖ The work must be professional in appearance and quality writing must be demonstrated.
- ❖ You **MUST** use the headers same as given e.g. P4 and M4. Do not reword them from the original.
- ❖ Use page numbers throughout the report.
- ❖ Minimum number of researched sources for section 2 of P4 is 6. For M4, you can use existing sources introduced in P4.
- ❖ Include the full plagiarism report after the reference page, and not just the score.
- ❖ Use [www.citethisforme.com](http://www.citethisforme.com) for referencing and [www.grammarly.com](http://www.grammarly.com) for grammar and proof reading

## Case Description

Back in 2008, the employer of one of our team members discovered that it needed to dump some of its cargo (employees) in order to remain afloat amidst the credit crisis and the elimination of FFEL (Federal Family Education Loan) program designed to give financial aid to parents and students. For nearly 50 years, it had served the student loan industry as a guarantee agency -- the largest in the United States. Suddenly, there were no more guarantees to process and maintain because the Feds assumed the responsibility of insuring the lenders as part of their economic stability plan. At that time, this particular agency had a workforce of about 2,800 in its main HQ building with about another 300 scattered in satellite offices across the state. About 40% of these employees were tasked with keeping the guarantee systems running; processing new requests for loan guarantees from lenders, schools, and students; and ensuring that all due diligence requirements by the lenders were being met. What had been a successful operation with continual growth at an impressive rate was now failing. Changes had to be made and made quickly.

One of the first things eliminated was the in-house training and development program that offered free classes to employees wishing to expand their knowledge of personal and job enhancing items like Microsoft Office software, SAS programming, writing queries and gathering data for reports, public speaking and presenting, and being an effective front-line supervisor or employee. Next, the HR and Legal departments worked with the executive team and the board of directors to create a buyout/forced retirement/job elimination/reassignment program aimed at reducing the workforce by at least 50%. A lot of people departed the agency through the buyout offers or agreed to early retirement while many more opted to accept a reassignment to a lower-level position-- even if that meant going to the call center and a sizeable cut in pay. It was an ugly frightening time for this business, characterized by uncertainty and insecurity.

In the time following this initial workforce reduction/adjustment action, those that remained in their original positions were taxed to the limit with trying to cover the job tasks of those who exited or were reassigned in addition to what they were already responsible for handling. Throughout 2009 and 2010 things remained status quo, with reorganizations continuing to consolidate and centralize work tasks. Employees -- talented, reliable, knowledgeable employees -- continued to seek jobs elsewhere, afraid that they'd be next to be called in and told that their jobs were being eliminated. Finally, by the end of 2011 things began to improve as the agency succeeded in obtaining new lines of business to sustain what remained of the former operations. Some positions were added, but they were limited to minimum wage entry level customer service work in the various call centers.

At the start of 2012, the little bit of stability the remaining employees had begun to experience in 2011 was overshadowed with fear when the agency hired a compensation/task analyst to review the pay rates of every non-union position to determine if adjustments were needed. Initially, it was presented as a positive action because adjustments could mean pay increases as compensation would be aligned with job requirements and be comparable to the general location. However, what transpired was a total annihilation of several departments as groups of employees were told that their positions were unnecessary or that they would be posted externally to give opportunity to a better-qualified candidate. In most cases, this action was taken because the incumbent lacked the college degree and formal training that the job analyst determined would be required to do the tasks. Most of these employees learned on-the-job over a 20-30-year period and had historical knowledge that an external new hire would lack. The employees were both betrayed and devalued. The analysts were considered to be subject matter experts and were relied upon by executive management to help make operational decisions. Suddenly, all of that history meant nothing.

At the start of 2013, the management team turned its focus to the employees who remained with the intent of increasing morale and productivity so that the agency could continue to attract new business clients. This was futile. The employees don't trust the mid- or upper-management teams;

they're angry that the last 15-25 years they've spent dedicated to the agency's success were completely disregarded by an outsider and that management allowed this to occur. Why would they want to put in 100% or even 90% effort now that they are aware that they could be eliminated, transferred to entry-level positions, forced to re-apply for their own positions, or told they can remain in their positions if they accept a 25% decrease in annual pay? Dozens of employees who meet the time requirement but are not, yet retirement age have elected to take early retirement in the past six months because the stress of not knowing what will happen is too much for them.

Management is frustrated with the remaining 1,400 original employees; they don't understand why they can't just do their work and be satisfied to still have jobs. However, the compensation analyst is still on-site, and the employees are still bitter and don't trust their leaders. They feel that their leaders are sending them out to be slaughtered without concern for their financial security -- with most having families relying on their income for survival. They do not want to participate in team-building games and exercises, and they aren't concerned for the welfare of an employer that seems to care very little about their own welfare.

(Sources: <https://hbr.org/1970/05/power-and-politics-in-organizational-life>)

### **STUDENT TEAMS MEMBER- PARTICIPATION AND REQUIREMENTS**

- ✓ ALL members of the Group **MUST** attend and participate in ALL four required team meetings, be involved in identifying the resources to support the answers, organizing and submitting the drafts of the assignment, and compiling, editing and submitting one comprehensive report.
- ✓ Alongside the project report submit a separate document with the group meeting attendance record and a detailed summary of the processes and roles adapted to complete this assignment.

## LEARNING OUTCOME 3 LESSON CONTENTS

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**LO4. Apply concepts and philosophies of organisational behaviour to a given business situation**

### **LO 4. Course Content**

#### **Concepts and philosophy:**

- Path-goal theory leadership styles that improve team performance and productivity.
- Contemporary barriers to effective behaviour, situational resistance, social capital theory and contingency theory.

#### **LEARNING RESOURCES TO SUPPORT THE LESSON**

The following Reading Assignments are for lead discussion at the group meetings and to assist with carrying out the assignments:

❖ Path-goal theory leadership styles that improve team performance and productivity.

HERE: [http://www.nwlink.com/~donclark/leader/lead\\_path\\_goal.html](http://www.nwlink.com/~donclark/leader/lead_path_goal.html)

❖ Social Capital Theory

HERE:

[https://webcache.googleusercontent.com/search?q=cache:Ojt1oUpJ\\_OJ:https://pp.bme.hu/s/article/download/7763/6750+&cd=6&hl=en&ct=clnk&gl=us](https://webcache.googleusercontent.com/search?q=cache:Ojt1oUpJ_OJ:https://pp.bme.hu/s/article/download/7763/6750+&cd=6&hl=en&ct=clnk&gl=us)

❖ Contingency Theory

HERE: <https://oer.missouriwestern.edu/rsm424/chapter/contingency-theory-of-leadership/>