

SAULT COLLEGE  
of Applied Arts and Technology  
Sault Ste. Marie

COURSE OUTLINE

BUSINESS ORGANIZATION

BUS 111-4

(Secretarial Programs)

revised

September ~~1980~~ 1981

Prepared by: Phil Lemay

Revised  
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I LENGHT OF COURSE:

Three fifty minute periods per week for one semester

II TEXT: No text required. The following may be purchased as an aid.  
Business Management - Introductory Notes by J. Rankin

III OTHER READINGS:

1. An Introduction to Canadian Business - M. Archer
2. All Articles, pamphlets etc. distributed in class
3. Biorhythms - B. Giltelson (Public library)
4. Is This Your Day? - G. S. Thommen (Public library)

IV GENERAL OBJECTIVES:

Philosophy

The student upon graduation will be working in the business world. It is important to know what that work is about. It is of great value for a person to be aware of the environment in which they are working. It enables as employee, to seem less loss and to work or perform duties with a better understanding of the implications. Consequently, as an employee you should be happier, be more efficient, produce more meaningful and accurate work.

Purpose

The purpose of the subject is to provide the student, with some knowledge of the complexities of the four basic divisions of any business, as well as, the meaning and spelling of the general basic business terminology that the student is likely to encounter And to provide the student with an insight into employer and employee advantages and disadvantages in the business world.

V METHOD OF INSTRUCTION:

Lectures, discussions, tests, reading assignments.



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VI STUDENT EVALUATION

- a. Basis: The student's grade will be determined by the administration of no more than four (4) tests of equal value.
- b. Grading: A letter grading of A, B, C, I or R will be used to indicate the achievement or value of the student's work.
- c. Grade Interpretation:
  - (A) - This grade means that the student has an exceptional understanding of and or ability with the portion of the subject assessed, to such an extent that he has a complete or near complete grasp of or ability with the material or work, and thus understands more than eighty-five per cent or able to perform more than eighty-five per cent of the work tested.
  - (B) - This grade means that the student has a high degree of understanding of and or ability with the portion of the subject assessed, and thus understands more than seventy per cent or able to perform more than seventy per cent of the work tested.
  - (C) - This grade means that the student has a basic understanding of all the elementary essentials of the portion of the subject assessed, and or able to perform all the basic elementary essentials of the work tested, and thus understands more than fifty-eight per cent, or able to perform more than fifty-eight per cent of the work tested.
  - (I) - This grade means that the student does not have the basic understanding or ability necessary for a C grade, and that he will therefore be required to re-study or be retrained and be re-assessed, and that the aforesaid must be completed within a time specified, during the instructional sessions, that is, before the make-up period assigned by the college, and that if the said re-assessment, is satisfactory no grade greater than a "C" will be granted, and failure to do so may require the student to make one final effort in the set-aside by the college for what is presently called the "make-up period," provided he has no more than two "I" grades remaining in his total semester assessments, and similarly if successful no grade greater than a "C" will be granted.
  - (R) - This grade means that the student has not achieved a minimum of "C" grade in all of his assessments within the times aforesaid, or has more than two "I" grades outstanding by the end of the instructional sessions for that semester, and or has demonstrated a lack of serious intention during the semester in acquiring a basic understanding or ability.

NOTE: There will be no merging of I grades.



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VII SPECIFIC OBJECTIVES

The student will be responsible for the reading assignments indicated in the course outline\* as well as for any that may be recommended during the semester, which may be distributed in class or available elsewhere, and for all material emphasized in the lectures, an outline of which is provided below.

VIII SPELLING:

Correct spelling and grammar in all test papers and written submissions are essential to effectively communicate proof of understanding of the subject content. Any serious frequency of spelling errors, particularly of subject terminology or of grammar errors will probably reduce the receiver's or marker's ability to accurately interpret the communication, and thus should be avoided, and may also therefore justify the lowering of the mark by one grade or more, and even possibly the granting of an I grade.



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ITEM	TOPIC	LECTURE EMPHASIS	ASSIGNMENTS
1	Introduction	Course outline distribution and review. Timetable	
2	Women and Management	Reason for course, women in work force, why barred, situation today. booklists, ARTICLES	Review booklist
✓ 3	Definitions	Define Business, Management, profession, art, science, <del>multidisciplines, business</del>	as above
✓ 4	Kinds of Business	Introduction to the three forms, definition, structure, advantages, disadvantages for owner and employee of the sole proprietorship	INQUIRE FORM OF BUSINESS PARENT WORKS, <b>OR SELF</b> FOR
5		Definition, kinds, structure advantages, disadvantages for partners and employees. Partnerships.	as above
✓ 6		Definition of Corporation, peculiarity as a person, structure advantages and disadvantages to owners and employees <del>Kinds of corporations</del>	



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ITEM	TOPIC	LECTURE EMPHASIS	ASSIGNMENTS
7	Organizational Forms	Levels and functions of management, organizational structures or forms, definition and characteristics of the line, functional, line and staff structure, advantages and disadvantages importance to employee	Obtain a firm organizational chart SUBMIT (identify & explain) DUE: one week after completion of items 7 & 8
8	Special Charts	Define, authority, responsibility, organizational chart, sociogram, biorhythms, importance to student as an employee or individual	
9	Management Theorists	Introduction to management thought theories, list of theorists, the cottage system, industrial revolution define and compare, theorist Adam Smith	
10		Theories and contributions of Henry Fayol, and Frederick Taylor, significance today	obtain a job description and qualifications and submit
11		Theories and contributions of Frank and Lillian Gilbraith, George Mayo, significance today	
12		Theories and contributions of A.H. Maslow, Biorhythms, J.P. Lemay, summary of Taylor, Gilbraith and Mayo, Herzberg's theories and contribution significance today Articles	Job Descripti Due



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13		McGregor's theories and contributions, reasons for change, chart of all theorists with key factors, agreements, Clare Graves' theories and comparison to Maslow. Supplementary reading Articles.	Read Supplementary material "Graves theories."
✓ 14	Personnel Management	<b>BUSINESS TRIAD,</b> Personnel management, history charts, functions, in general, definition, specific functions, job analysis, descriptions, specifications, employee functions. Samples	
15	Kinds of Unions	Recruitment, Job interview, induction, employee training, follow-up, transfer, promotion, lay-off, discharge, law <del>cases</del> , services, wages. Samples	<i>Regarding Termination Notice</i>
16		Industrial relations, function, unions, Importance to student as an employee or as an individual.	
17	Financial Management	Role of financial manager, major decisions, objective, sample chart, investment decision, break even point, formula, graph, general application, personal budgeting	
✓ 18		Financial decision, definitions of debt, equity, total capital, theory of, formula ROI, sources of capital, <del>stocks preferred, common</del> , general application	



