

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY  
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Outline: ORGANIZATIONAL BEHAVIOUR II  
Code No.: BUS 217-4  
Program: GENERAL BUSINESS  
Semester: THREE  
Date: SEPTEMBER 1993  
Previous Outline Dated: SEPTEMBER, 1992  
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New: \_\_\_\_\_ Revision: X

APPROVED: *Phil Lemay*  
Dean, Business & Hospitality

*June '93*  
Date  
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**TEXT:** Canadian Personnel Management & Human Resources  
by Werther et al

**LENGTH OF COURSE:** 4, fifty-minute sessions per week for 1 semester

**COURSE OBJECTIVES:**

The success of modern organizations depends on the Human resources that enable organizations to achieve their objectives. This course is the study of how organizations obtain, maintain and retain their human resources.

Specifically, we will look at job analysis and enhancement, recruitment, selection training, compensating and appraising. Skills required in these subject areas, such as disciplining and interviewing will be examined.

**METHOD OF INSTRUCTION:**

Reading assignments, lectures, discussions, case studies, \*articles and tests. Student is responsible for content of chapter and lectures.

**\*ARTICLE** - is defined as: the topic may be about a case which actually took place in the courts, or about a set of circumstances that has actually occurred, but in either situation, the information about it was reported in a NEWSPAPER MAGAZINE, or some other PUBLICATION, reference to which was made in class, or was in fact read by or to the class. However, it does not include cases or examples in the text or mentioned in explanation by the instructor or student, not in a publication. Articles will be placed on reserve in Library and student will be responsible for their content.

**GRADING:**

The student's grade will be determined by the administration of tests to be given on the completion of each section. Tests will be a combination of objective, fill in the blanks, and short essays. Test results will be returned to the students after grading in order to permit verification of the results. Many of the test questions will be answered on computer sheets. **Students are required to have their student number an an "HB" pencil.**

GRADE INTERPRETATION:

A letter grading of A+, A, B, C, I, or R, will be used to indicate the achievement or value of the student's work.

(A+) - 90% or better

- (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/she has a complete or near complete grasp of, or ability with, the material or work and thus understands more than eighty percent 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 percent or is able to perform more than seventy percent 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 is able to perform all the basic elementary essentials or the work tested and thus understands more than sixty percent, or is able to perform more than sixty percent of the work tested. The letter grade weight will be 2.0.
- (I) In tests and assignments this grade means that the student has not successfully demonstrated a basic elementary understanding of the material assessed to achieve a "C" grade, and the results of this assessment therefore, will be weighed as a zero\* in the calculation of the final average grade of all the tests, etc.
- (R) This grade means that the student has not achieved a minimum of a "C" grade in the final average calculation of all his/her tests, etc., or has demonstrated a lack of serious intention in acquiring a basic understanding of the material during the semester.

\*NOTE: THIS MEANS THERE WILL BE NO MAKE-UP TESTS. THE PERCENTAGE MARK AND LETTER MARK WILL BE CALCULATED IN DETERMINING THE FINAL GRADE.

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.

**MISS A TEST:**

If a student misses a test, it is the student's responsibility to contact the professor in the first class the student has with the professor after the test, or upon returning to the College, and make arrangements to take the test. The student, of course, must have a valid reason for not writing the test in the first instance.

If the student fails to contact the professor within a reasonable time, the student maybe refused the opportunity to take the test at a later time. If the student is to write the test, it will b either a multiple choice type or essay type test at the discretion of the professor.

**PUNCTUALITY:**

Classes will commence on time, that is, precisely on the hour, students are expected to be in class beforehand. Anyone not present as aforesaid may be refused entry. Tardiness causes interruption in the class process and is therefore, thereby prohibited. If a student foresees circumstances which may result in being late, they should be discussed with the professor.

ORGANIZATIONAL BEHAVIOUR II  
BUS 217-4

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ITEM TOPIC

LECTURE EMPHASIS

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1  
Chapter 1

The triad, human resources concept, personnel functions, theorists, four objectives, organizational structures, proactive, reactive.  
Cases

**TEST**

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2  
Chapter 2

Historical origin, theorists, external and internal challenges, pirating, company image, policy, professionalism.  
Cases

**TEST**

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3  
Chapter 3

British North America Act, Canada Human Rights Act, Ontario Human Rights Code, definition of human rights, Charter of Rights, section 15, jurisdictions, areas and grounds in Ontario legislation, influence on personnel department, remedies, programs, enforcement.  
Articles, Cases

**TEST**

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4  
Chapter 4

Quality of Work Life definition, theorists, Ontario and National Centres, problems with job design, behavioural elements, ergonomics, tension as a factor, trade-offs.  
Articles, Cases

**TEST**

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5  
Chapter 5

Theorists, planning, organizational objectives job analysis, data collection, advantages and disadvantages, methods, interview, questionnaire, observation, combinations, copy-cats, use of.  
Articles, Cases

**TEST**

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ITEM TOPIC

LECTURE EMPHASIS

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6  
Chapter 7

Recruitment, job analysis connection, definition, statistics, initiation, restrictions and restraints on recruiter, methods used by recruiters, valuable to job applicant.  
Articles, Cases

**TEST**

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7  
Chapter 8

Selection process, job analysis connection, considerations before selection, ethics, legislation, basic seven step selection process, other possibilities, value to job applicant.  
Cases

**TEST**

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8  
Chapter 9

Training and development, orientation, induction, effect programs, several techniques used, evaluation of.  
Cases

**TEST**

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9  
Chapter 12  
Note: Time permitting, the professor will provide a 2-hour lecture. If not, the student nevertheless will be responsible for a reading knowledge of the chapter.

Performance appraisals, purpose, value, biases, kinds of methods, advantages and disadvantages.  
Forms, Cases

**TEST**

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10  
Chapter 14  
Note: The student will be responsible for a reading knowledge of this chapter.

Compensation, job analysis and evaluation connection, methods determination.  
Forms, Cases

**TEST**

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ITEM TOPIC

LECTURE EMPHASIS

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12  
Final Session

Return of test, report on student's  
standing, assessment of subject

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