

PROGRAM  
COURSE CODE

ORGANIZATIONAL BEHAVIOUR IS  
COURSE NAME

TOTAL CREDIT HOURS: 30 HOURS

PREREQUISITE(S):

INTRODUCTION

The purpose of organizational behaviour is to provide the student with some knowledge of the concepts of organizational behaviour and human relations in the field of organizational behaviour and human relations is continuously. This course covers the traditional issues as well as a range of contemporary issues such as organizational humor and organizational culture, dealing with computer-generated stress, sexual harassment in decision making, and self-defeating behaviour.

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Outline: Organizational Behaviour

Code No.: BUS103-4

Program: Accounting

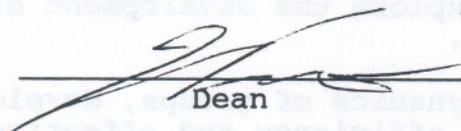
Semester: Fall 1995

Date: August 24, 1995

Author: Jack Boushear

Previous Outline  
Dated: September 1994

NEW: \_\_\_\_\_ REVISION: X

APPROVED:  \_\_\_\_\_  
 Dean Date

TOTAL CREDIT HOURS: 60 HOURS

PREREQUISITE(S): NONE

I. INTRODUCTION

The purpose of organizational behaviour is to provide the student-worker with some knowledge of the concepts of applied psychology at play in the work environment. The field of organizational behaviour and human relations is a continuously expanding body of knowledge. This course covers the traditional issues as well as a range of contemporary issues such as organizational humour and fun, organizational culture, getting along in computer-generated stress, sexual harassment, intuition in decision making, and self defeating behaviour.

II. GENERAL OBJECTIVES

1. To define the scope of the field of human relations.
2. To understand the nature of individual differences in mental ability, personality values and motor skills.
3. To explore the various cognitive and non-cognitive theories of motivation.
4. To develop strategies for wellness while understanding the role of stress.
5. To understand the meaning of job conflict and explore methods of resolving conflict.
6. To understand and explore the development of creativity and problem solving.
7. To understand the dynamics of groups, develop technics for enhancing group efficiency and effectiveness.
8. To examine the role of leadership and influence and to develop potential in leadership and influence.
9. To review the communication process; both formal and informal; verbal and non verbal; and to improve communication techniques.
10. To understand the role of organizational power bases. To explore how to acquire power and to develop ethical uses of power.

11. To develop an appreciation of interpersonal skills such as assertiveness and transactional analysis.
12. To explain the characteristic of bureaucracy and to develop strategies to cope and cause change.
13. To explore organizational culture and manage change within that culture.

III. TOPICS TO BE COVERED

1. The Field of Human Relations
2. Foundations of Individual Differences
3. Work Motivation and Productivity
4. Wellness and Stress
5. Job Conflict
6. Creativity and Problem Solving
7. Working Effectively Within a Group
8. Leadership and Influence
9. Communicating With People
10. Power and Politics
11. Interpersonal Skill Training
12. Getting Along in a Bureaucracy
13. Organizational Culture and Change

V. LEARNING ACTIVITIES/REQUIRED RESOURCES

1. The Field of Human Relations

Learning Activities:

. Read Chapter 1 and become familiar with human relations and its related fields; the human relations movement; how scientific research contributes to human relations; the contingency (it depends) viewpoint; human relations and common sense; and how this book will help you.

Resources:

. text Chapter 1, pages 1-19.

2. Foundations of Individual Differences

Learning Activities:

. Read Chapter 2 and become familiar with implications of individual differences on the job, mental ability; personality, values, psychomotor ability and physical skills; demographic characteristics; culturally based individual differences; a model of human behaviour

based on individual differences; and external or internal behaviour.

Resources:

- . text Chapter 2, pages 20-48.
- 3. Work Motivation and Productivity

Learning Activities:

- . Read Chapter 3 and learn about the cognitive versus noncognitive explanations of motivation; motivation through need satisfaction, Maslow's needs hierarchy; motivation through expectancy theory; motivation through behaviour modification, self-determination and intrinsic motivation; motivation through the right organizational culture; and how do you motivate yourself.

Resources:

- . text Chapter 3, pages 49-82.
- 4. Wellness and Stress

Learning Activities:

- . Read Chapter 5 and study what are the strategies for achieving wellness; the symptoms and consequences of stress; individual sources of stress; organizational sources of stress; job burnout/one consequence of long-term stress; individual methods of stress management; and organizational methods of stress management.

Resources:

- . text Chapter 5, pages 115-148.
- 5. Job Conflict

Learning Activities:

- . Read Chapter 6 and become familiar with the meaning of job conflict; sources of conflict; line vs. staff conflict; the constructive and destructive sides of conflict; conflict handling modes; individual methods of conflict resolution; and organizational methods of resolving conflict.

Resources:

- . text Chapter 6, pages 149-179.

6. Creativity and Problem Solving

Learning Activities:

- . Read Chapter 7 and learn about the stages of creative thought; misperceptions about creativity; creativity, problem solving and decision making; what is your creative potential; characteristics of the creative worker; organizational contributions to creativity; and improving your creativity through self-help.

Resources:

- . text Chapter 7, pages 150-208.

7. Working Effectively within a Group

Learning Activities:

- . Read Chapter 8 and study formal vs. informal groups; how to be a team player; conducting or participating in an effective meeting; group decision making and problem solving; and potential contributions of group effort.

Resources:

- . text Chapter 8, pages 209-236.

8. Leadership and Influence

Learning Activities:

- . Read Chapter 9 and review the influence tactics used by leaders; leadership traits and behaviours; leadership styles; Fiedler's contingency theory of leadership effectiveness; entrepreneurs and intrapreneurs as leaders; the leader's role in encouraging teamwork; and developing your leadership potential.

Resources:

- . text Chapter 9, pages 236-269.

9. Communicating with People

Learning Activities:

- . Read Chapter 10 and become familiar with the steps in the communication process; communication directions; formal and informal communication pathways; nonverbal communication in organizations; overcoming communication problems and barriers; and improving your communication skills.

Resources:

- . text Chapter 10, pages 270-300.

10. Power and Politics

Learning Activities:

- . Read Chapter 11 and understand what are the factors contributing to organizational politics; sources and types of power; empowering others in the organization; developing a plan for increasing your power; ethical political tactics and strategies; unethical and devious political behaviour; controlling organizational politics; and organizational politics and career setbacks.

Resources:

- . text Chapter 11, pages 301-333.

11. Interpersonal Skill Training

Learning Activities:

- . Read Chapter 13 and learn the framework for interpersonal skill training; interactive video for interpersonal skill training; assertiveness training; transactional analysis training; customer service training; and cultural awareness training.

Resources:

- . text Chapter 13, pages 365-392.

12. Getting Along in a Bureaucracy

Learning Activities:

- . Read Chapter 15 and understand the characteristics of a bureaucracy; advantages of bureaucracy; problems created by a bureaucracy; organizational coping strategies; and individual coping strategies.

Resources:

- . text Chapter 15, pages 415-436.

13. Organizational Culture and Change

Learning Activities:

- . Read Chapter 16 and learn about organizational culture; Japanese-style management and organization culture; making resistance to change; and organization development as a method of creating change.

Resources:

- . text Chapter 16, pages 437-465.

GENERAL EDUCATION REQUIREMENTS

This course meets the general education criteria as follows:

1. DURATION: This course is three hours per week for 16 weeks.
2. Learner's Personal Growth, Informed Citizenship, or Working Life
  - a. This course encourages students to reflect on the impact of the fields of human relations and organizational behaviour on their career.
  - b. Group discussions, role plays and journals will be used as components of class time.
  - c. The text material applied through exercises will contribute to human growth.
  - d. The content of the course is continually evolving and as such relates to contemporary social issues in the workplace.
  - e. Personal employment experiences of the students will be used to develop understanding of human relations.

3. Historical, Theoretical and Contemporary

- a. Historical This course examine the evolution of theories of motivation, leadership, influence, interpersonal skills training, etc.
- b. Theoretical This field studies basic theories i.e. leadership and motivation which underlie the study of human relations.
- c. Contemporary The use of classroom discussions, case studies and diaries relate material to individual situations.

4. Support Continuous Learning

Role playing situations will help develop student skills in critical thinking and problem solving which may be used in other areas of study and in daily life.

5. Evaluation and Teaching Methods

The course material may be covered in a variety of methods including readings, lectures, discussions, case studies, role playing, and diaries.

Evaluation will include assignments, quizzes, and tests. The quizzes and tests will be both essay and objective type instruments.

6. CSAC Goals

- a. Civic Life This course will help develop an awareness of the structure, history, and significance and organization of the voluntary sector in community life.
- b. Cultural Understanding This course deals directly with cultural, social, and ethnic issues in Canadian society.
- c. Personal Development This course will allow the student to gain greater self awareness, intellectual growth, well being, and understanding of others. It will help integrate the concept of human development into one's personal life and relationships.

7. Broad Contexts

The topics covered in this course are of interest and benefit to all individuals regardless of vocation. References and examples which may be used to illustrate the course material may come from every walk of life.

8. Related Content

The course material goes beyond the memorization of content. Case studies, role playing, and problem solving exercises help the students apply the material and to develop interactive skills.

9. Issues of Societal Values and Ethics

This course provides an opportunity for learners to express opinions and listen to opposing opinions informally in class discussions and in written work.

V. REQUIRED STUDENT RESOURCES

Dubin, Andrew J., Human Relations A Job Oriented Approach, 5th edition, Prentice Hall, Toronto, 1992.

VI. METHOD OF EVALUATION

A+	90% - 100%	Consistently outstanding.
A	80% - 89%	Outstanding Achievement
B	70% - 79%	Consistently Above Average
C	60% - 69%	Satisfactory or acceptable achievement in all areas subject to assessment
R	below 60%	Repeat - objectives of this course have not been achieved and the course must be repeated.

Evaluation:

For the successful completion of the course, the following must be concluded:

3 tests at 30% each	90%
Participation	<u>10%</u>
	100%

Student who are not able to write a test because of an illness or legitimate emergency must provide an acceptable written explanation to the instructor as soon after the test date as possible. Without an acceptable explanation, a grade of 0 will be posted. With an acceptable explanation an E (excused) will be posted and the student will be allowed to write a comprehensive test at the end of the semester to replace up to two E grades. Failure to write the supplemental, end of term test will result in a grade of 0.

Tests will be returned to students during normal class time. Students not present when work is returned must pick up the

material from the instructor's office within two weeks after distribution. Work not picked up will be discarded.

**WARNING:** Academic dishonesty will result in a grade of zero (0) on the assignment or test for all parties.

**VI. SPECIAL NEEDS**

Students with special needs (e.g. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the teacher.

Your teacher reserves the right to modify the course as he deems necessary to meet the needs of the students.