

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE: ORGANIZATIONAL BEHAVIOUR
CODE NO: BUS. 103-3 SEMESTER TWO
PROGRAM: BUSINESS/ACCOUNTING
AUTHOR: PENNY O'HARE
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New _____ Revision X

APPROVED: *[Signature]*
DEAN, SCHOOL OF BUSINESS
& HOSPITALITY

96-01-04
DATE

ORGANIZATIONAL BEHAVIOUR
COURSE NAME

BUS 103-3
CODE NO.

I. COURSE DESCRIPTION:

"Organizational Behaviour is the study of human behaviour, individual differences and performance in organizational settings." This course seeks to develop the students' knowledge and skills for working in organizations that have adopted the Total Quality Management philosophy and its related practices. Studying Organizational Behaviour should provide the student with a systematic way of looking at and understanding the behaviour of people in organizations.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

A. Learning Outcomes:

1. Discuss individual differences and their organizational implications.
2. Discuss interpersonal and group processes with respect to organizational effectiveness.
3. Discuss concepts relating to organizational processes and the implications to individual and interpersonal processes.
4. Discuss the elements of change as they relate to individual, interpersonal and organizational processes.

B. Learning Outcomes and Elements of the Performance:

Upon successful completion of this course the student will demonstrate the ability to:

1. Discuss individual differences and their organizational implications.

Elements of the performance:

- identify the two key areas of individual differences and how they might affect employees' behaviour at work.
- describe perception and attribution.
- describe the stages of problem solving.
- identify the strengths and weaknesses of four individual problem-solving styles.
- identify three types of learning.
- define motivation and the challenges of motivating others.
- state the organizational implications for the various motivational theories.
- list the key factors in goal setting and performance and describe their relationships.
- explain the relationship between stress and job performance.
- identify the sources of stress in an organization and methods for coping with stress.

This learning outcome will constitute 20% of the course's grade.

2. Discuss interpersonal and group processes with respect to organizational effectiveness.

Elements of the performance:

- identify group types and describe the stages of group development.
- describe the influences on groups and teams.
- relate the seven approaches for fostering effective outcomes between teams and groups.
- define leadership; describe leadership skills and identify sources of power.
- describe leadership styles.
- identify the elements of interpersonal communication.
- explain the potential interpersonal and cultural barriers to dialogue.
- identify the skills and behaviour necessary to foster effective communication.
- define the four basic forms of conflict and identify the principal levels of conflict within organizations.
- describe and apply five interpersonal conflict-handling styles.

This learning outcome will constitute 20% of the course's grade.

3. Discuss concepts relating to organizational processes and the implications to individual and interpersonal processes.

Elements of the performance:

- describe how organizational culture is developed, maintained and changed.
- explain the relationship between organizational culture and performance.
- describe the main interpersonal sources of power.
- describe the primary categories of structural sources of power.
- identify five common job design approaches.
- discuss the elements of organizational design with respect to organizational effectiveness.
- identify the core issues in ethical decision making.
- describe the phases of managerial decision making.
- identify the common human biases in decision making.

This learning outcome will constitute 20% of the course's grade.

4. Discuss the elements of change as they relate to individual, interpersonal organizational processes.

Elements of the performance:

- discuss the "revolutions" that are creating pressures on organizations to change.
- describe individual and organizational resistance to change.
- discuss people and culture focused approaches to organizational change.
- discuss task and technology focused approaches to organizational change.
- discuss design and strategy focused approaches to organizational change.

This learning outcome will constitute 10% of the course's grade.

III. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. Organizational Behaviour, 7th Edition by Hellriegel, Slocum and Woodman.

IV. EVALUATION PROCESS/GRADING SYSTEM

MAJOR ASSIGNMENTS AND TESTING

TIME FRAME

Organizational Behaviour (Bus 103-3) involves three periods per week for the entire semester. Students are expected to attend class and to participate in class activities.

METHOD OF ASSESSMENT (GRADING METHOD)

Students will be assessed on the basis of their written assignments and tests.

The following letter grades will be assigned in accordance with The School of Business and Hospitality Guidelines:

A+	Consistently outstanding	(90% - 100%)
A	Outstanding achievement	(80% - 89%)
B	Consistently above average achievement	(70% - 79%)
C	Satisfactory or acceptable achievement	(60% - 69%)
R	Repeat - The student has not achieved the objectives of the course and the course must be repeated.	(Less than 60%)
CR	Credit exemption	
X	A temporary grade, limited to situations with extenuating circumstances, giving a student additional time to complete course requirements.	

GRADING

Written work assigned and graded will constitute 30% of the grade. Tests will constitute 70%.

V. SPECIAL NOTES:

Special Needs

If you are a student with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities), you are encouraged to discuss required accommodations with the instructor and/or contact the Special Needs Office, Room E1204, Ext. 493, 717, 491 so that support services can be arranged for you.