

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON



COURSE OUTLINE

COURSE TITLE: ORGANIZATIONAL BEHAVIOUR

CODE NO.: BUS 103

SEMESTER: TWO

PROGRAM: ACCOUNTING AND BUSINESS

AUTHOR: JACK BOUSHEAR

DATE: Dec. 2003 **PREVIOUS OUTLINE DATED:** Jan. 2003

APPROVED: _____
DEAN

DATE

TOTAL CREDITS 3

PREREQUISITE(S): none

LENGTH OF COURSE: 3 hrs/wk _____ **TOTAL CREDIT HOURS:** 45

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For additional information please contact Pat Gibbons, Dean,
Continuing Education, Business & Hospitality
(705) 759-2554, Ext. 656

I. COURSE DESCRIPTION:

This course provides the student the opportunity to acquire the knowledge necessary to understand concepts utilized in the study of human behaviour and performance in the organizational setting. This course strives to develop the student's knowledge and skills required by organizations that have developed the total quality management philosophy and its related concepts. The study of organizational behaviour should provide the student a systematic method of looking at and understanding the behaviour of people in an organization.

II LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE:

A. Learning Outcomes:

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

B. Learning Outcomes and Elements of the Performance:

1. Analyze the concepts relating to organizational processes and the implications to individual and interpersonal processes.

Elements of the performance:

- Define organizational behaviour
- Describe the challenges of the Canadian workplace.
- Identify critical skills for today's managers and managers of the 21st century.

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

2. Describe individual differences and their organizational impacts.

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 and explain their importance.
- Identify the factors influencing perception.

- Identify personality determinants.
- Identify personality traits.
- Explain major personality attributes influencing organizational behaviour.
- Discuss the personality-job-fit theory.
- Discuss the relationship and application of values in the workplace including values across cultures.
- Discuss the importance of attitudes in the workplace.
- Define motivation and identify the challenges of motivating others.
- Describe the organizational implications for the various motivational theories.
- List the factors in goal setting and performance and describe their relationship.

This learning outcome will constitute 25% of the course's grade.

3. Define interpersonal and group processes with respect to organizational effectiveness.

Elements of performance:

- Describe the stages of group development.
- Describe the influences on groups and teams.
- Identify intragroup activities as well as intergroup relations.
- Differentiate between groups and teams.
- Describe different types of teams
- Describe the elements of high performing teams.
- Define leadership
- Explain why no one leadership style is ideal in all situations.
- Describe leadership skills and identify sources of power.
- Describe the conflict process.
- Describe and apply five interpersonal conflict-handling styles.
- List common barriers to effective communication.
- Describe the elements of interpersonal communication.

This learning outcome will constitute 25% of the course's grade.

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

Elements of the performance:

- Discuss the forces for change.
- Identify types of organizational change.
- Outline the process of managing organizational change.
- Summarize the sources of individual and organizational resistance to change.

- Describe potential sources of stress.
- Explain individual difference variables with respect to coping with stress.

This learning outcome constitutes 30 % of the course grade.

III. TOPICS:

- 1) Working in the Organization of the 21st Century.
- 2) Perception and Personality.
- 3) Values, Attitudes and Their Effects in the Workplace.
- 4) Motivation Concepts.
- 5) Foundations of Group Behaviour.
- 6) Understanding Work Teams
- 7) Leadership
- 8) Conflict and Negotiation
- 9) Organizational Change and Stress Management

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Fundamentals of Organizational Behaviour, Canadian Edition by Stephen P. Robbins and Nancy Langton, Prentice Hall Can. Inc.

V. EVALUATION PROCESS/GRADING SYSTEM

Three tests equally weighted100%

Please note: Tests will include a substantial amount of essay material based on case analysis and class discussions. Students who miss class will be at a substantial disadvantage.

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 – 79%	3.00
C	60 – 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	

S	Satisfactory achievement in field/clinical placement or non-graded subject areas.
U	Unsatisfactory achievement in field/clinical placement or non-graded subject areas.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

VI. SPECIAL NOTES:

- **Attendance** – Attendance will be recorded on a regular basis. Students will make a significant effort to attend all classes, labs, study sessions, case analysis sessions and meetings. Missed sessions will result in students being deprived of instruction and performance feedback, as well as the insight and perspective of their peers. Poor attendance might have an impact on your grants and loans.
- **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 E1101, Ext. 493 so that support services can be arranged for you
- **Retention of Course Outlines** - It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.
- **Course Modification** - The instructor reserves the right to modify the course as deemed necessary to meet the needs of students.