

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ON**



+

**COURSE OUTLINE**

**COURSE TITLE:** ORGANIZATIONAL BEHAVIOUR

**CODE NO.:** BUS103

**SEMESTER:** TWO

**PROGRAM:** Accounting, Mechanical Engineering and Business

**AUTHOR:** Shawna DePlonty, B.A. Econ.  
[Shawna.Deplonty@saultc.on.ca](mailto:Shawna.Deplonty@saultc.on.ca) 759-2554 #592 Office E4630

**DATE:** Jan. 2005      **PREVIOUS OUTLINE DATED:** Jan. 2004

**APPROVED:** \_\_\_\_\_  
DEAN

\_\_\_\_\_  
DATE

**TOTAL CREDITS**   3  

**PREREQUISITE(S):** none

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

**Copyright ©2005 The Sault College of Applied Arts & Technology**  
*Reproduction of this document by any means, in whole or in part, without the prior written permission of The Sault College of Applied Arts & Technology is prohibited.*  
*For additional information please contact Pat Gibbons, Dean,*  
*Continuing Education, Business & Hospitality*  
*(705) 759-2554, Ext. 656*

**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, interpersonal, and organizational 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, interpersonal, and organizational processes.

**Elements of the performance:**

- Define organizational behaviour and the workplace challenges of today.
- Describe perception and how perceptions and emotions affect the workplace.
- Discuss values and cultural affects of values.

This learning outcome will constitute 34% of the course's grade.

2. Describe individual differences and their organizational impacts.

**Elements of the performance:**

- Construct a plan to increase motivation using rewards and motivational theories.
- Evaluate the plan for validity, equity, and fairness.
- Explain how to develop functional, effective, efficient teams with a diverse workforce.

This learning outcome will constitute 22% of the course's grade.

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

Elements of performance:

- Develop successful communication strategies.
- Devise useful conflict resolution approaches.

This learning outcome will constitute 22% of the course's grade.

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

Elements of the performance:

- Assimilate a leader with strong vision and successful leadership traits.
- Formulate effective decision tactics considering corporate social responsibility, ethics and team dynamics.

This learning outcome constitutes 22 % of the course grade.

### **III. TOPICS:**

- 1) Developing an Understanding of the Workplace
- 2) Striving for Performance
- 3) The Uneasy Side of Interaction
- 4) Sharing the Organizational Vision

### **IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

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

**V. EVALUATION PROCESS/GRADING SYSTEM:**

Activity/Test #1 (Chapter 1,2, & 3)	20%
Activity/Test #2 (Chapter 4 & 5)	15%
Activity/Test #3 (Chapter 6 & 7)	15%
Activity/Test #4 (Chapter 8 & 9)	15%
Quizzes & Assignments	35%
Total	100%

**Missed Tests/Assignments/Quizzes:**

If a student is not able to write a test/exam as scheduled, for medical reasons or some other emergency, that student is asked to contact the professor **prior** to the test/exam and provide an explanation, which is acceptable to the professor. (Medical certificates or other appropriate proof may be required.) Should the student not contact the professor the student shall receive a grade of zero. Late assignments will not be accepted.

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%	4.00
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 area.	
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:****Special Needs:**

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 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 postsecondary institutions.

**Plagiarism:**

Students should refer to the definition of “academic dishonesty” in Student Rights and Responsibilities. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

**Course outline amendments:**

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

**Attendance:**

Students are expected to attend all scheduled classes. Attendance will be taken, and/or spot checks made, for each class.

**Submitting Assigned Work:**

All assignments, projects, questions, etc. must be submitted to the professor at the beginning of class on the due date. Once the class starts, any assignment, etc., which has not been submitted, will be considered late. If no class is scheduled on the due date, students are required to deliver the assignments, etc. to the professor's office, by the deadline time.

Assignments, etc. may be submitted in advance; normally assignments, etc. will not be accepted after the stated deadline.

It is the student's responsibility to ensure that the professor gets his/her completed assignment, etc.

**Return of Students' Work:**

Tests, quizzes, assignments, etc. will be returned to students during one of the normal class times. Any student not present at that time must pick up his/her test, etc. at the professor's office within three weeks of that class.

Tests, etc. not picked up within the three weeks will be discarded. End of semester tests, etc. will be held for three weeks following the end of the semester. If they have not been picked up within that three-week period, they will be discarded.

**Questions &/or Concerns:**

Students are urged to ask questions and to participate in and contribute to the class discussion. Students are also encouraged to read newspapers, magazines, etc. and to tune in to radio and television newscasts for economic and business news. This will make the subject more understandable, interesting, and practical. It will provide students the opportunity to better apply the theory and to enhance his/her opportunity for success in this course.

.

**Classroom Decorum:**

Students will respect the diversity and the dignity of those in the classroom. Student will respect the professor's right and duty to teach and students' right to learn without interference. Students who cause any interference with the objectives of the class will be given a verbal warning on the first occasion. If such behaviour continues, the student will be asked to leave the classroom and will not be permitted to return until he/she commits in writing, typed, (a formal letter) that he/she would conduct himself/herself appropriately in the classroom. This letter will be addressed to the professor who will submit a copy to the Dean and Business coordinator.

If a student is asked to leave the classroom a second time, he/she must make an appointment with the Dean who will decide if the student will be permitted to return to class.

In the event that a student is asked to leave the classroom a third time, he/she will not be permitted back to the classroom for the rest of the semester. The Dean will also decide if any other action needs to be taken.

Students attending this class do so to study Business Today. Therefore, no other activity will be permitted. Student's who wish to engage in other activities will be asked to leave the classroom, as described above.

Students will also be asked to leave the classroom, as described above if they are sleeping, or appear to be sleeping, and for putting their feet on the furniture.

It is the professor's intention to maintain proper classroom decorum at all times in order to provide the best possible learning and teaching environment.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.