

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 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, teams and culture in an organization. The course will provide the students with a view and understanding of the impact of cultural, social, and ethnic characteristics. In addition, students will gain an awareness of how to be fully functioning persons: mentally, physically, emotionally, socially, spiritually, and vocationally. This course will focus on understanding the individual, relationships with others, place in the work environment and achievements.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

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

Potential Elements of the Performance:

- Define organizational behaviour and the workplace challenges of today.
- Describe perception, personality and how perceptions, personality and emotions affect the workplace.
- Discuss values and cultural affects and generation affects of values.
- Examine stress and overcoming stress in the work environment.

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

2. Explain individual differences and their organizational impacts.

• Potential Elements of the Performance:

- Illustrate motivational techniques using rewards and motivational theories.
- Study validity, equity, and fairness in motivational techniques..

- Assess various reward systems.
- 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.

Potential Elements of the Performance:

- Recognize successful communication strategies.
- Outline useful conflict resolution approaches.

This learning outcome will constitute 11% of the course's grade.

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

Potential Elements of the Performance:

- Identify successful leadership traits.
- Define power tactics and empowerment in creating effective teams.
- Discover effective decision tactics considering corporate social responsibility, ethics and team dynamics.
- Discuss contemporary issues in leadership.
- Compare various models for ethical and corporate decision-making.
- Explore various successful organizational cultures for success in today's business environment.

This learning outcome constitutes 33 % of the course grade.

III. TOPICS:

1. Developing an Understanding of the Workplace
2. Striving for Performance
3. Interacting Effectively
4. Sharing Organizational Vision

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Canadian Organizational Behaviour, McShane, Seventh Edition

V. EVALUATION PROCESS/GRADING SYSTEM:

Test #1 –Chapters 1, 2, 3, 4—30%

Test #2—Chapters 5, 6, 7, 8—35%

Test #3—Chapters 9,10,11,12—35%

Missed Tests:

Students are expected to be present to write all tests with the class. If a student is unable to write a test because of illness or legitimate emergency, that student must contact the professor prior to the class and provide an explanation, which is acceptable to the professor. Should the student fail to contact the professor, the student shall receive a grade of zero on the test.

Once the test has commenced the student is considered absent and will not be given the privilege of writing the test until the end of the semester. The late student must see the professor at the end of the class time and provide a suitable explanation to the professor in order to qualify to write at the end of the semester. In order to qualify to write the missed test, the student shall have:

- a) Attended at least 80% of the classes.
- b) Provided the professor an acceptable explanation for his/her absence.
- c) Been granted permission by the professor.

NOTE: The missed test will be a comprehensive test. Should a student miss a second test the grade will be zero.

The following semester grades will be assigned to students:

Grade	<u>Definition</u>	<i>Grade Point Equivalent</i>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	

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:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session. *It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room.*

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.