

I. COURSE DESCRIPTION: is course provides the CICE student the opportunity to acquire the knowledge necessary to understand many of the concepts utilized in the study of human behaviour and performance in the organizational setting. This course strives to develop the students 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 CICE student a systematic method of looking at and understanding the behaviour of people in an organization with the assistance of an Educational Assistant from the CICE program. This course will be modified to suit the individual academic needs of the CICE student, and will be reflected in the objectives and elements of performance set out by the Professor and the Educational Assistant.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with the help of a Learning Specialist, will demonstrate the basic 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.
- Explain the legitimacy of power and politics of behaviour.

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. Understanding the Workplace
2. Striving for Performance
3. Interacting Effectively
4. Sharing Organizational Vision

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Fundamentals of Organizational Behaviour, Fifth Canadian Edition, Langton, Robbins, and Judge

V. EVALUATION PROCESS/GRADING SYSTEM:

Modified Test #1	33%
Modified Test #2	33%
Modified Test #3	34%

All tests will be completed with the assistance of the Learning Specialist. Any modifications to the tests will be proposed by the Learning Specialist and are subject to approval from the professor

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	Definition	Grade Point Equivalent
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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.

Addendum:

Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and agreed upon by the instructor.

CICE Modifications:**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from a Learning Specialist.***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.