



**I. COURSE DESCRIPTION:**

Organization behaviour examines what makes people “tick” at work. It draws from many behavioural and social sciences. This course will attempt to provide an overview of these influences, paying particular attention to those employee behaviours which management can influence. Traditionally, organizational behaviour (OB) is divided into “micro” OB which focuses on the behaviour of individuals and small groups and “macro” OB which deals with the whole organization (or major units in the organization) and the organization’s relations with its environment. This distinction between micro OB and macro OB is reflected in the topics in this course. Students will realize that most practical management problems require consideration of both micro and macro perspectives simultaneously.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

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

1. Discuss a variety of approaches to the study of organizational behaviour.

**Potential Elements of the Performance:**

- Define organizations
- Provide reasons for studying OB
- Discuss current trends in organizational behaviour
- Explain the five anchors

2. Discuss individual behaviour in some detail with a connection to motivation and attitudes.

**Potential Elements of the Performance:**

- Outline in detail individual behaviour and processes including a discussion of values and personality.
- Explain the perceptual process.
- Define attribution theory and self-fulfilling prophecy.
- Outline other perceptual errors.
- Discuss methods of improving perceptions.
- Provide explanations and examples of various methods of learning such as: Behaviour Modification, Social learning theory and learning through Experience.
- Define major work related attitudes of “job satisfaction and

- organizational commitment” and describe the negative and positive impacts
  - Discuss in detail a variety of motivation theories and define key relevant terms.
3. Explain reward systems in relation to individual differences.

**Potential Elements of the Performance:**

- Explain the meaning of money in the workplace in relation to employee needs, attitudes and values as well as social identity.
  - Describe various reward practices such as seniority-based, competency based and performance based.
4. Explain some issues relating to communication in the workplace.

**Potential Elements of the Performance:**

- Identify a model of communication.
  - Describe a variety of communication channels.
  - Discuss some communication barriers
  - Identify cross-cultural and gender issues in communication.
  - Outline ways to improve interpersonal communication.
  - Indicate some ways of communicating in organizational hierarchies.
  - Describe the “grapevine” and its advantages and disadvantages.
5. Outline team processes and describe how to develop high-performance teams.

**Potential Elements of the Performance:**

- Differentiate between types of teams and informal groups.
  - Define terms such as: norms, roles, cohesiveness and team design features as they impact team effectiveness.
  - Distinguish between self-directed work teams, virtual teams and the value of each.
6. Discuss power and influence as well as conflict and negotiation in the workplace.

**Potential Elements of the Performance:**

- Explain the meaning of power.
- Describe in detail the sources of power in organizations.
- Discuss influence tactics and organizational politics.
- Explain the sources of conflict in organizations.

- Identify approaches to conflict management, as well as resolving conflict through negotiation and third party conflict resolution.
7. Identify issues related to managing workforce diversity, women and racial/ethnic minorities.
  8. Discuss leadership in organizational settings

**Potential Elements of the Performance**

- Understand and describe a variety of perspectives of leadership including trait, behavioural, contingency, transformational and implicit.
  - Discuss cross-cultural and gender issues in leadership.
9. Understand and explain issues related to management decision making.

**Potential Elements of the Performance**

- Define the “Rational” decision-making model.
  - Discuss employee involvement in decision-making.
  - Highlight constraints on team decision making.
10. Discuss job design issues.

**Potential Elements of the Performance**

- Explain the connectedness of job design and work efficiency and work motivation.
  - Highlight core job characteristics.
  - Describe the relationship of individual differences to job design.
  - Explain issues related to increasing motivation through job design.
11. Describe elements and issues related to organizational culture.

**Potential Elements of the Performance**

- Explain what determines organizational culture.
  - Discuss the affects of organizational culture on performance and its impact on business Ethics.
12. Discuss organizational structure and design.

**Potential Elements of the Performance**

- Discuss the elements of organizational structure such as: span

of control, centralization and decentralization, formalization, and mechanistic versus organic structures.

- Differentiate between forms of departmentalization.
- Understand and elaborate on the contingencies of organizational design such as: organizational size, technology, external environment and organizational strategy.

13. Discuss topics in international organizational behaviour.

Discussed throughout and/or randomly as they pertained, i.e. cross-cultural issues, business ethics.

14. Outline issues related to managing organizational change.

#### **Potential Elements of the Performance**

- Explain Lewin's Force Field analysis Model.
- Discuss steps and tactics to managing change.
- Differentiate between the three approaches to organizational change.
- Understand cross-cultural and ethical issues in organizational change.
- Discuss managing stress.

### **III. TOPICS:**

1. Individual differences
2. Team processes
3. Decision making and creativity
4. Communication
5. Power and influence and conflict issues
6. Leadership
7. Organizational structure, culture and change

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

**Canadian Organizational Behaviour 8<sup>th</sup> edition by Steven L. McShane**

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

**A minimum grade of 70% is required to pass this course.**

**Midterm exam – 40%**

**Final exam – 40%**

**Classroom participation – 20%**

The following semester grades will be assigned to students:

<b>Grade</b>	<b>Definition</b>	<i>Grade Point Equivalent</i>
A+	90 – 100%	
A	80 – 89%	4.00
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:

### 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.

### 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.

### Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Extensions:

There will be no extensions on exams or assignments.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may (i) issue a verbal reprimand, (ii) make an assignment of a lower grade with explanation, (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”, (iv) make an automatic assignment of a failing grade, (v) recommend to the Chair dismissal from the course with the assignment of a failing grade. 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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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.

**VII. PRIOR LEARNING ASSESSMENT:**

There is no PLAR in the Human Resource Practices Certificate.