

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**SAULT  
COLLEGE**

**COURSE OUTLINE**

**COURSE TITLE:** Organizational Effectiveness

**COURSE CODE:** ELR214 **SEMESTER:** FOUR

**PROGRAM:** Electrical Engineering Technician

- Process Automation
- Process Automation & Trades
- Power Generation

**AUTHOR:** AL GOODERHAM

**DATE:** January 2014 **PREVIOUS OUTLINE DATED:** Jan 2013

**APPROVED:** *“Corey Meunier”*

CHAIR \_\_\_\_\_ DATE

**TOTAL CREDITS:** FOUR

**PREREQUISITE(S)** N/A

**HOURS/WEEK:** TWO

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**I. COURSE DESCRIPTION:**

Knowledge of the patterns and precedents of the past provide the means for a person to gain awareness of his/her place in contemporary culture. Every organization, as a culture, requires critical elements to be effective. Appreciating the roles and contributions of those elements form one's understanding of the organizational culture. Some key elements include Quality Assurance, the organization's relevance to consumer well-being and the operation of inter-disciplinary teams. This course will provide insight into historical and current organizational cultures and the need for motivation in them.

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

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

**1. *Analyze examples of Quality Control approaches, philosophies and implications*****Potential Elements of the Performance:**

- Outline development of Quality Control approaches citing historical mistakes, rhetoric and consequences
- Compare Quality Control philosophies in relation to effective organizational behavior
- Explain the implications of Quality issues, historically and currently, on organizational behavior
- Predict effectiveness of organizational behavior through critical analysis of historical data

**2. *Appreciate the relationship between production and governmental limits for consumer well-being*****Potential Elements of the Performance:**

- Understand governmental limits related to production organizations
- Connect governmental limits to consumer well-being
- Distinguish organizational success through production goals
- Explore the impact of current technology on organizational behavior
- Analyze client contracts with respect to legal principles and rules

**3. *Discriminate between examples of Costs of Quality and the Motivation Factors required for each*****Potential Elements of the Performance:**

- Discriminate between Costs of Quality
- Classify Costs of Quality, Motivation Factors and Code of ethics
- Discuss rights and responsibilities under the Ontario Electrical

- code and collective agreements.
- Compare accepted Motivation Theories

**4. *Appreciate the inter-related roles and responsibilities of inter-disciplinary teams in an organization***

Potential Elements of the Performance:

- Discover the significance of sequencing and ranking of related organizational events
- Understand the implications of logical sequencing in completion of organizational goals
- Debate the importance of identifying Critical Path elements in an inter-disciplinary environment

**III. TOPICS:**

1. Introduction to Quality, TQM
2. Potential Problem Analysis
3. Management Styles (Japanese, Saturn )
4. Quality Improvement Techniques, Deming's 14 Points
5. Historical and current Control Charts
6. Motivation
7. Quality Costs
8. The ISO 9001/CSA Q9001 Standards
9. Microsoft Project Planning and Critical Path

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

- Handouts from the Instructor will be provided
- Suggested reference: Quality Control, 8<sup>th</sup> ed., by Besterfield

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

Case Study Assignment	5 %
Data Comparison Assigns	10%
Control Chart Assignment	5 %
Test #1	50 %
Interdisciplinary Project Assign.	10%
Cost/Motivation Test	20 %
	<b>TOTAL 100%</b>

**NOTES:** If a student misses a test or surprise quiz (maximum 5% of final grade) without contacting the instructor, the Dean's office or the switchboard prior to the test or quiz, a mark of zero will be granted without a re-write option.

**Surprise Quiz's may be given for a maximum of 5% of the final grade and are attributed toward the next test percentage value.**

**No rewrites are given for any test attempted.**

The following semester grades will be assigned to students:

<b>Grade</b>	<b>Definition</b>	<i>Grade Point Equivalent</i>
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.