



# COURSE OUTLINE

## ELR214

Prepared: A. Gooderham    Approved: Corey Meunier

<b>Course Code: Title</b>	ELR214: ORGANIZATIONAL EFFECTIVENESS
<b>Program Number: Name</b>	4026: ELECTRICAL TN-PROC
<b>Department:</b>	ELECT./INSTRUMENTATION PS
<b>Semester/Term:</b>	18W
<b>Course Description:</b>	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 inform 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.
<b>Total Credits:</b>	4
<b>Hours/Week:</b>	2
<b>Total Hours:</b>	30
<b>Substitutes:</b>	IND100
<b>Vocational Learning Outcomes (VLO's):</b>  Please refer to program web page for a complete listing of program outcomes where applicable.	<b>4026 - ELECTRICAL TN-PROC</b> #8. Use computer skills and tools to solve routine electrical related problems. #9. Assist in creating and conducting quality assurance procedures under the supervision of a qualified person. #10. Prepare and maintain records and documentation systems. #12. Apply health and safety standards and best practices to workplaces. #13. Perform tasks in accordance with relevant legislation, policies, procedures, standards, regulations, and ethical principles. #17. Apply project management principles to assist in the implementation of projects.
<b>Essential Employability Skills (EES):</b>	#1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. #2. Respond to written, spoken, or visual messages in a manner that ensures effective communication. #3. Execute mathematical operations accurately. #4. Apply a systematic approach to solve problems. #5. Use a variety of thinking skills to anticipate and solve problems.

	<p>#6. Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>#7. Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>#8. Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>#9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>#10. Manage the use of time and other resources to complete projects.</p> <p>#11. Take responsibility for ones own actions, decisions, and consequences.</p>														
<b>General Education Themes:</b>	<p>Civic Life</p> <p>Social and Cultural Understanding</p> <p>Science and Technology</p>														
<b>Course Evaluation:</b>	<p>Passing Grade: 50%, D</p>														
<b>Other Course Evaluation &amp; Assessment Requirements:</b>	<p>Surprise Quizzes may be given for a maximum of 5% of the final grade and are attributed toward the next test percentage value.</p> <p>No rewrites are given for any test attempted.</p> <p>Grade Definition Grade Point Equivalent A+ 90 - 100% 4.00 A 80 - 89% B 70 - 79% 3.00 C 60 - 69% 2.00 D 50 - 59% 1.00 F (Fail)49% and below 0.00</p> <p>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.</p>														
<b>Evaluation Process and Grading System:</b>	<table border="1"> <thead> <tr> <th>Evaluation Type</th> <th>Evaluation Weight</th> </tr> </thead> <tbody> <tr> <td>Case Study</td> <td>5%</td> </tr> <tr> <td>Control Chart</td> <td>5%</td> </tr> <tr> <td>Cost, Motivation Test</td> <td>20%</td> </tr> <tr> <td>Data Comparison</td> <td>10%</td> </tr> <tr> <td>Interdisciplinary Project</td> <td>10%</td> </tr> <tr> <td>Test1</td> <td>50%</td> </tr> </tbody> </table>	Evaluation Type	Evaluation Weight	Case Study	5%	Control Chart	5%	Cost, Motivation Test	20%	Data Comparison	10%	Interdisciplinary Project	10%	Test1	50%
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<b>Books and Required Resources:</b>	<p>Quality Control by Besterfield Publisher: Pearson Edition: 8 ISBN: 978-0-13-500095-3</p>														
<b>Course Outcomes and Learning Objectives:</b>	<p><b>Course Outcome 1.</b></p>														

Analyze examples of Quality Control approaches, philosophies and implications

### **Learning Objectives 1.**

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

### **Course Outcome 2.**

Appreciate the relationship between production and governmental limits for consumer well-being

### **Learning Objectives 2.**

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

### **Course Outcome 3.**

Discriminate between examples of Costs of Quality and the Motivation Factors required for each

### **Learning Objectives 3.**

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

### **Course Outcome 4.**

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

### **Learning Objectives 4.**

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

**Date:**

Tuesday, January 2, 2018

Please refer to the course outline addendum on the Learning Management System for further information.