

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** Organizational Behaviour

**CODE NO. :** BUS1030  
**MODIFIED CODE** BUS0990  
**PROGRAM:** Accounting and Business

**SEMESTER:** Two

**AUTHOR:** Penny Perrier  
**MODIFIED BY:** Velma Simon  
**DATE:** Jan 03

**PREVIOUS OUTLINE DATED:** Jan 02

**APPROVED:**

\_\_\_\_\_  
**DEAN**

\_\_\_\_\_  
**DATE**

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** None

**HOURS/WEEK:** 3 hours/week Total Credit Hours - 45

**Copyright © 2001 The Sault College of Applied Arts & Technology**  
*Reproduction of this document by any means, in whole or in part, without prior written permission of Sault College of Applied Arts & Technology is prohibited.*  
*For additional information, please contact the Dean*  
*School of Health and Human Services*  
*(705) 759-2554, Ext. 603/690*

---

COURSE NAME

---

CODE NO.

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 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 student a systematic method of looking at and understanding the behaviour of people in an organization.

II LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE:

A. Learning Outcomes will be:

1. Analyze the concepts relating to organizational processes and the implications to individual and interpersonal processes.
2. Describe individual differences and their organizational impacts.
3. Define interpersonal and group processes with respect to organizational effectiveness.
4. Describe the elements of change as they relate to individual, interpersonal and organizational processes.

B. Learning Outcomes and Elements of the Performance:

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

Elements of the performance:

- Briefly define organizational behaviour
- Briefly describe the challenges of the Canadian workplace.
- Briefly identify critical skills for today's managers and managers of the 21<sup>st</sup> century.

This learning outcome will constitute 20% of the course's grade.

2. Briefly describe individual differences and their organizational impacts.

Elements of the performance:

- Identify the two key areas of individual differences and how they might affect employees' behaviour at work.
- Describe perception and attribution and explain their importance.
- Identify the factors influencing perception.
- Identify personality determinants.
- Identify personality traits.

---

**COURSE NAME**

---

**CODE NO.**

- Explain major personality attributes influencing organizational behaviour.
- Discuss the personality-job-fit theory.
- Discuss the relationship and application of values in the workplace including values across cultures.
- Discuss the importance of attitudes in the workplace.
- Define motivation and identify the challenges of motivating others.
- Describe the organizational implications for the various motivational theories.
- List the factors in goal setting and performance and describe their relationship.

This learning outcome will constitute 25% of the course's grade.

3. Briefly define interpersonal and group processes with respect to organizational effectiveness.

Elements of performance:

- Describe the stages of group development.
- Describe the influences on groups and teams.
- Identify intragroup activities as well as intergroup relations.
- Differentiate between groups and teams.
- Describe different types of teams
- Describe the elements of high performing teams.
- Define leadership
- Explain why no one leadership style is ideal in all situations.
- Describe leadership skills and identify sources of power.
- Describe the conflict process.
- Describe and apply five interpersonal conflict-handling styles.
- List common barriers to effective communication.
- Describe the elements of interpersonal communication.

This learning outcome will constitute 25% of the course's grade.

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

Elements of the performance:

- Discuss the forces for change.
- Identify types of organizational change.
- Outline the process of managing organizational change.
- Summarize the sources of individual and organizational resistance to change.
- Describe potential sources of stress.
- Explain individual difference variables with respect to coping with stress.

This learning outcome constitutes 30 % of the course grade.

---

COURSE NAME

---

CODE NO.

**III. TOPICS:**

- 1) Working in the Organization of the 21<sup>st</sup> Century.
- 2) Perception and Personality.
- 3) Values, Attitudes and Their Effects in the Workplace.
- 4) Motivation Concepts.
- 5) Foundations of Group Behaviour.
- 6) Understanding Work Teams
- 7) Leadership
- 8) Conflict and Negotiation
- 9) Organizational Change and Stress Management

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

Fundamentals of Organizational Behaviour, Canadian Edition by Stephen P. Robbins and Nancy Langton, Prentice Hall Can. Inc.

---

 COURSE NAME

---

 CODE NO.

## V. EVALUATION PROCESS/GRADING SYSTEM

Assignments will constitute 20% of the grade. Tests will constitute 80%.

4 Test X	20%	=	80
Assignment		=	20
Total			100%

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.75
B	70 – 79%	3.00
C	60 – 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade – limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see Policies & Procedures Manual - Deferred Grades and Make-up).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has been impossible for the faculty member to report grades.	

## VI. SPECIAL NOTES:

- **Missed Tests** – A student who has missed a test for whatever reason may have the opportunity to write a comprehensive supplemental test later in the semester. Permission to write the supplemental test may be granted providing the student has recorded a classroom and lab attendance of 80% or better in the course.
- **Late Assignments** – All assignments are distributed in sufficient time for their prompt orderly completion. All assignments are due at the beginning of class on the due date. Assignments may be submitted early. Late assignments will not be accepted – except in rare circumstances where in the professor's opinion the

---

**COURSE NAME**

---

**CODE NO.**

extension is deemed fair to all parties and is appropriate such as family emergency or severe illness or accident. Only one extension will be granted and it will be for a limited period of time.

- **Attendance** – Attendance will be recorded on a regular basis. Students will make a significant effort to attend all classes, labs, study sessions, case analysis sessions and meetings. Missed sessions will result in students being deprived of instruction and performance feedback, as well as the insight and perspective of their peers. Poor attendance might have an impact on your grants and loans.
- **Special Needs** - If you are a student with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities), you are encouraged to discuss required accommodations with the instructor and/or contact the Special Needs Office, Room E1204, Ext. 493, 717, 491 so that support services can be arranged for you
- **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 post-secondary institutions.
- **Course Modification** - The instructor reserves the right to modify the course as deemed necessary to meet the needs of students.

---

COURSE NAME

---

CODE NO.

**CICE Modifications:**

**Preparation and Participation**

1. An Integrative Educational Assistant 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 Integrative Educational Assistant may not attend all classes with the student(s), support will always be available. When the Integrative Educational Assistant does attend classes he/she will remain as inconspicuous as possible.

**CICE Modifications:**

**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 the Learning Assistance Centre with assistance from an Integrative Educational Assistant.**

***The Integrative Educational Assistant 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.