

FAYETTEVILLE STATE UNIVERSITY
Department of Government and History

COURSE SYLLABUS

COURSE: ORGANIZATIONAL THEORY-POLI 301-01

SEMESTER: Fall 2002

CREDIT HOURS: 3

INSTRUCTOR: NGOZI CALEB KAMALU, Ph.D. , PROFESSOR

MEETING PERIOD: MWF - I 1:00 AM - 11:50 AM

FORUM: JOSEPH KNUCLKES SCIENCE ANNEX, ROOM 301

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CONFERENCE HOURS:

Monday: 12:00 Noon – 2:00 PM

Wed. 12:00 Noon – 2:00 PM; 4:00 PM – 6:00 PM

Fri.: 12:00 – 2:00 PM

COURSE DESCRIPTION:

This course, POLI- 301 is designed to introduce us to the study of organizational models and designs. It examines in a comparative sense, competing theories of organization, which in essence explain and predict the way organizations and people in them behave in disparate organizational circumstances, structure and cultures. It provides an interdisciplinary analysis of modern organizations and their influence upon their employees or members. These miniature societies provide the fertile ground on which the dominant values of Max Weber's rational bureaucracy or Robert Presthus' organizational society are inculcated and sought in a structural and spatially restricted context.

Furthermore, this course attempts to present a systematic view of organized systems or some elements of them by developing various paradigms which define elements of organization and how these correlate with each other and to the output processes of the organization. Not only does this course strive to explain organizational behavioral, in terms of examining individual reactions to varying degrees of behavioral prescription, or organizational structure, it nonetheless focuses on human variable as affected by structural considerations.

These in effect help shed light on not only why things occur the way they do in complex organizations, but what ought to happen under certain kinds of structural or interpersonal arrangements. Also, it deal with human characteristics and processes which define or characterize organizational behavioral, such as learning behaviors, decision making, role models and personality traits. Moreover, it emphasis the study of bureaucracies as they evolve in response to the particular needs of their clientele and the examination of organizations as products of their ecology in general with particular interest on government and other public service related functions.

REQUIRED TEXTBOOK: Michael L. Vasu et al., ORGANIZATIONAL BEHAVIOR AND PUBLIC MANAGEMENT. (New York: Marcel Dekker, Inc. 1998- 3rd edition)

COURSE OBJECTIVE:

By the end of the course, students of organization theory should be able to accomplish the following:

I. Intellectually resolve some of the conflict between contending theories of organization.

2. Be conversant with general theories of organization and be able to observe, understand, and explain contemporary organizational behavior.
3. Be able to compare the environmental influence affecting disparate bureaucracies in the public sector with those in the private arena.
4. Develop the ability to predict future organizational behavior.
5. Comprehend how the paradigms of organization apply to the administrative process and efforts underway to improve public management.
6. Develop and nurture appreciation of how organizations are a product of their surrounding, their designs, and structural functions, and adaptation techniques, including growth, change, and resistance to change.
7. Demonstrate the ability to make practical applications of theories of organizational behavior to public administration.
8. Develop interest to pursue careers in public service in general with particular emphases on labor relations and or personnel/human resource management.

EVALUATION:

Three major evaluations are required in this course. They include two examinations and a research assignment project. The examination contents will reflect class work and materials, but with relevant application to current political processes and administrative developments. There will be prior announcement of examinations regarding dates, style, format, and number of chapters, scope, and content to be covered. The third paper will be a research assignment on the contributions of select personalities to organization theory. The people may range from Elton Mayo to Douglas Macgregor. In the event more examinations are written, it is exclusively the discretion of the instructor to drop any lowest grades or not. The scope, topic, and focus of the research paper must be approved by the instructor. Despite showing analytical competence, the research papers must include footnotes/endnotes and complete bibliography. The grading standards will strongly be based on good organization of ideas, factual information, clarity of ideas and concepts, accuracy of spellings and good grammar.

CHEATING/PLAGIARISM:

Students are strongly warned against practices of PLAGIARISM. This is because the basic principle of academic integrity permeates this class, guides all its activities and conduct, and therefore will not be tolerated under any circumstances or condition. In order to restore credibility, value, must be adhered to strictly. Thus, the goals stated above can only be achieved when educational achievement is held at high esteem. Relying on the definition of WEBSTER'S COLLEGIATE DICTIONARY. Plagiarism is an act intended to commit literary theft: present as new and original an idea or production derived from an existing source. Thus in applying this scenario to our condition, it encompasses cheating in examination, passing off materials and ideas in cases pertaining to assignments, examinations, term papers, etc.,

without crediting the sources where justification to the need for intellectual honesty. Any student who grossly violates this provisions and rules will automatically receive and "F" (failure) grade in this course.

CLASS PARTICIPATION:

Class participation remains an integral part of learning because not only does it make students active participants, but it enables them to bring individual real life cases, problems, experiences, and possible solutions to class. This contributes to the enrichment of the discussion. Class participation includes comments, question, constructive criticisms, and possible suggestions, which contribute to the understanding of the subject matter. Such efforts and contributions on the part of the student will not escape notice and recognition.

ADDITIONAL READING:

Additional suggested readings may be recommended by the instructor at the end of each class period. The reading materials may be drawn from sources which include but not limited to books, articles, and selected case studies to supplement class readings.

GRADING SCALE:

The distribution of scores based on a four point system is as follows:

Midterm Examination	-----	33.3%
Class Attendance and participation	-----	10 points (Bonus)
Exam. 2 (Post-midterm)	-----	33.33 %
Exam. 3 - (Org. Theory research paper	-----	33.3%

Grade A = 92 - 100; Grade B = 83 -91

Grade C = 73 - 82; Grade D = 64 - 72

Grade F = 0 - 63

CLASS ATTENDANCE AND MAKEUP:

Consensus opinion holds that regular and punctual class attendance is the engine of scholarship. However, regular class attendance remains the essential obligation of the student. Every student is expected to attend class regularly and punctually. Excused or non-excused absence does not relieve and student of his or her academic requirement and obligations. Class attendance roll call will be taken at the end of every class. It is the responsibility of the student to verify that his or her presence is adequately recorded in the instructor's attendance book.

In order to maintain class order and tranquility; guard against distractions and avoid unwanted practices, students are strongly discouraged from bringing radios tape recorders, beepers, babies, food and drink to class.

Permissible reasons for any student to qualify for a make up of required course work are limited to: sickness, death in family, participation in University related activities (sports, band, choir, seminar, etc) and extraordinary circumstances which include court appearances, family emergencies, etc. The pre-mentioned provisions will require an authentic proof at the appropriate time. Whenever convenient and possible, the student should inform the instructor prior to departure in cases that will result in failure to do required work.

Furthermore, upon return, the student must consult with the instructor for a makeup. Once this earnest request is granted, a mutually agreeable arrangement involving date, scope, style, and structure of the makeup should be reached. Failure to comply with these rules and procedures may result in the instructor's denial of such a request.

COURSE OUTLINE:

CHAPTERS/GENERAL THEMES

1. Introduction to organizational behavior in the public sector
2. Approaches to organization theory
3. Motivation in organizations
4. Leadership
5. Role behavior: Individuals and groups
6. Communication
7. Decision Making
8. Work participation and total quality management
9. Organizational change 10. Management systems
11. Information, computers, and organization theory in public management.
12. Performance appraisal
13. Management ethics.

SUPPLEMENTAL READINGS

1. Jay M. Shafritz and j. Stephen Ott, CLASSICS OF ORGANIZATION THEORY (Pacific Grove, CA: Brooks/Cole Publishers, 1992)
2. Robert Kreitner and Angelo Kinicki, ORGANIZATIONAL BEHAVIOR) Boston, MA: Richard D. Irwin, 1989)
3. Arthur G. Bedeian and Raymong Z. Zamnuto, ORGANIZATION THEORY AND DESIGN (Chicago: Dryden, 1991)
4. Richard H. Hall ORGANIZATIONS: STUCTURES, PROCESSSES AND OUTCOME (Englewood Cliffs, NJ: Prentice Hall, 1991)

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