PROGRAM MISSION STATEMENT

The mission of the Public Administration Program reflects the mission of the Business and Public Administration Department and the University. Students graduating in Public Administration are liberally trained to function effectively in the world of work as well as in graduate and professional schools. The sequence of courses leading to a major in Public Administration is designed not only to sharpen the professional skills of the students but also to enhance their ability to think clearly and critically, to analyze, synthesize and evaluate; acquire an understanding of self, and to develop a commitment to ethics and values.

PROGRAM GOALS

The goals of the Public Administration Program include:

1. providing students with a liberal arts education in Public Administration that will, upon graduation (a) prepare them for employment in government and industries, (b) prepare them to continue graduate or professional studies.
2. helping students develop analytical, cognitive, oral and writing skills, as well as developing an awareness of and commitment to values.

3. increasing the enrollment in Public Administration

4. strengthening the Public Administration program with special emphasis on computer application.

5. encouraging the professional development and teaching effectiveness of the Public Administration faculty.

6. implementing and strengthening necessary administrative processes

PROGRAM OUTCOMES

The Public Administration Program is keyed to:
1. produce graduates well grounded in the theory and practice of public administration as a field of academic study and as the implementation arm of government.

2. produce graduates conversant with the use of the various modern technologies that facilitate the implementation of public policies.
3. produce graduates who, beyond their technical expertise, appreciate and intelligently handle the politics that often drive the policies they implement.

4. produce graduates who, in an increasingly “global-village” type world, understand and are prepared to collaborate with other culturally different administrative
systems in finding solutions to problems that are becoming increasingly global.

COURSE DESCRIPTION:

The university catalogue (2006-2011, p. 233) describes this course as follows: “An examination of the social, psychological, and behavioral aspects of organization, including the concept of administrative leadership.”

This course aims at improving our understanding of organizations and the actions (behaviors) of people who work in them. We shall also study theories that have been formulated about organizations and the actions of their members. Organizational Theory attempts to explain the functioning of organizations in order, like any other theory, to enable prediction and possible control of the results of a given change. The behavior of members of an organization can mean the organization’s success or failure to achieve its objectives. Therefore, predicting, understanding and influencing behavior in organizations are important tasks of management.

Organizational behavior is normally analyzed (studied) at three levels: individual, group, and organization system. These represent the elements whose activities determine an organization’s expected outcomes. They are the three sources of “behavior” in an organization. Organizations hire their employees first as individuals each bringing with them their personal characteristics which will necessarily be exhibited in the workplace. These individuals may eventually be grouped into work teams to carry out specific assignments (e.g., sales). The third level of analysis looks at the kind of bearing (influence) which organizational arrangements like structure, culture, technology and overall management styles have on employee attitudes and behavior. These three levels are, as it were, the actors to watch in an organization. After the PROLOGUE, the text is organized (PARTS 2-4) in a way that facilitates the watching of each “actor.”

STUDENT LEARNING OUTCOMES:
Upon completing this course, the student will be able to:

1. define “organization” and organizational behavior.
2. differentiate formal from informal organizations.
3. appreciate the contributions of the Behavioral Sciences to OB.
4. appreciate the service role of organizations in our daily lives.
5. detect and help to check any unethical and environmentally harmful behaviors on the part of any organization.
6. appreciate organizations’ overall relationships with the rest of society.

REQUIRED TEXT:


READING ASSIGNMENTS

WEEK CHAPTER/PAGE

PART 1: PROLOGUE

1-3. Introduction to OB: The Field/Contributing Disciplines
Chp. 1 p. 1-6
Challenges and Opportunities p. 6-13

PART 2: THE INDIVIDUAL IN THE ORGANIZATION

4-5. Personality & Values: Personality. Values, Linking an individual’s personality and values to the workplace, Global implications Chp. 2, p 14-31
6-7. Perception and Individual Decision making: What is perception?/Person perception: Making judgments about others/The link between perception and individual decision making/Decision making in organizations/Organizational constraints on decision making/What about ethics in decision making?/Global implications Chp. 3, p. 32-46
8 Job Attitudes: Attitudes/Job satisfaction/Global implications Chp. 4, p. 47-61.

**PART 3: GROUPS IN THE ORGANIZATION**


11. Leadership: What is leadership?/Traditional theories of leadership/Contemporary approaches to leadership/Authentic leadership: Are ethics the foundation of leadership?/Challenges to the leadership construct/Finding and creating effective leaders/Global implication chp. 11, p. 159-179

**PART 4: THE ORGANIZATION SYSTEM**
NB: Class presentations will be based on the three chapters of this part: Foundations of Organization Structure Chp. 14 Organizational Culture Chp. 15 Organizational Change and Development Chp. 16

17. REVISION AND FINAL EXAM

**COURSE REQUIREMENTS**

Class presentation 10 points
In-class Mid-Term exam (closed-book) 30 points
One in-class (closed-book) test 30 points
Final exam /term paper 30 points

- All assignments are due at the beginning of class.
- Points will be deducted for any late assignments.
• All exams are to be taken on the dates scheduled. NO MAKE-UP!
• Class attendance will be taken daily.
  Pay attention to and utilize the various internet resources accompanying the text (See, cover and page xix for web address.)

PLEASE NOTE: PART 4, “Organization System,” deals with topics with which every working adult is familiar. Class presentations will therefore be based on this part. The schedule will be distributed the 3\textsuperscript{rd} week of class.

ETHICS COMPONENT:

Formal organizations (especially private sector ones) are competitive enterprises. They are fertile grounds for one-upmanship. The various methods organizations employ in that game are fraught with ethical temptations.

“Ethics in Business” is a regular discussion. From what they hear on TV, read in the papers and might have experienced in their own workplaces, students should have a lot to say on this issue.

LIBRARY COMPONENT:

Research and term-paper questions will be framed in ways that compel the student to incorporate ideas from sources beyond the course required readings. Such materials (available in the REFERENCE and RESERVE sections of the library) include:

. “Academy of Management Manual” (published monthly)
  V.H Vroom and A.G Jago. 1988. The new Leadership: Managing Participation in
Student Classroom Decorum Expectations
(Included in all the Faculty Syllabi)

To enhance the learning atmosphere of the classroom, students are expected to dress and behave in a fashion conducive to learning in the classroom. More specifically, students will refrain from disruptive classroom behavior i.e., talking to classmates, disrespectful responses to teacher instructions; swearing; wearing clothes that impede academic learning such as but not limited to, wearing body-revealing clothing and excessively baggy pants; hats/caps, and/or headdress. Students will turn off telephones prior to entering the classroom. Students who exhibit the behaviors described above, or similar behaviors will be immediately dismissed from class at the third documented offense. The student will be readmitted to class only following a decision by the department chair. The student may appeal the decision of the department chair to the Dean of the College offering the course, and, subsequently, to the Office of the Vice President for Academic Affairs, and then to the President of Shaw University. The decision of the President will be final. Failure to follow the procedures herein outlined will result in termination of the appeal, and revert to the decision of the department chair.

Each behavior construed by the teacher/professor as non contributive to learning will be recorded, properly documented, and appropriately reported to the student and to the chair of the academic department offering the course. The report will be in written form with a copy provided to both the student and the department chair. The faculty member should retain a copy for his/her own records.
SHAW UNIVERSITY

FALL 2012
PAD 320-01: ORGANIZATIONAL BEHAVIOR

(3 credit hours)

INSTRUCTOR: DR. RAYMOND O. ALARIBE
OFFICE HOURS: TH 9:00-12:00; 3:00-5:00PM
OFFICE LOCATION: TUPPER 208
PHONE: 919-546-8558; e-mail: ralaribe@shawu.edu
CLASS DAY/TIME/LOCATION: 1:00-2:15T-TH, ISC103

PROGRAM MISSION STATEMENT

The mission of the Public Administration Program reflects the mission of the Business and Public Administration Department and the University. Students graduating in Public Administration are liberally trained to function effectively in the world of work as well as in graduate and professional schools. The sequence of courses leading to a major in Public Administration is designed not only to sharpen the professional skills of the students but also to enhance their ability to think clearly and critically, to analyze, synthesize and evaluate; acquire an understanding of self, and to develop a commitment to ethics and values.

PROGRAM GOALS

The goals of the Public Administration Program include:
7. providing students with a liberal arts education in Public Administration that will, upon graduation (a) prepare them for employment in government and industries, (b) prepare them to continue graduate or professional studies.

8. helping students develop analytical, cognitive, oral and writing skills, as well as developing an awareness of and commitment to values.

9. increasing the enrollment in Public Administration

10. strengthening the Public Administration program with special emphasis on computer application.

11. encouraging the professional development and teaching effectiveness of the Public Administration faculty.

12. implementing and strengthening necessary administrative processes

PROGRAM OUTCOMES

The Public Administration Program is keyed to:
1. produce graduates well grounded in the theory and practice of public administration as a field of academic study and as the implementation arm of government.

2. produce graduates conversant with the use of the various modern technologies that facilitate the implementation of public policies.
3. produce graduates who, beyond their technical expertise, appreciate and intelligently handle the politics that often drive the policies they implement.

4. produce graduates who, in an increasingly “global-village” type world, understand and are prepared to collaborate with other culturally different administrative systems in finding solutions to problems that are becoming increasingly global.

COURSE DESCRIPTION:

The university catalogue (2006-2011, p. 233) describes this course as follows: “An examination of the social, psychological, and behavioral aspects of organization, including the concept of administrative leadership.”

This course aims at improving our understanding of organizations and the actions (behaviors) of people who work in them. We shall also study theories that have been formulated about organizations and the actions of their members. Organizational Theory attempts to explain the functioning of organizations in order, like any other theory, to enable prediction and possible control of the results of a given change. The behavior of members of an organization can mean the organization’s success or failure to achieve its objectives. Therefore, predicting, understanding and influencing behavior in organizations are important tasks of management.

Organizational behavior is normally analyzed (studied) at three levels: individual, group, and organization system. These represent the elements whose activities determine an organization’s expected outcomes. They are the three sources of “behavior” in an organization. Organizations hire their employees first as individuals each bringing with them their personal characteristics which will necessarily be exhibited in the workplace. These individuals may eventually be grouped into work teams to carry out specific assignments (e.g., sales). The third level of analysis looks at the kind
of bearing (influence) which organizational arrangements like structure, culture, technology and overall management styles have on employee attitudes and behavior. These three levels are, as it were, the actors to watch in an organization. After the PROLOGUE, the text is organized (PARTS 2-4) in a way that facilitates the watching of each “actor.”

STUDENT LEARNING OUTCOMES:
Upon completing this course, the student will be able to:

7. define “organization” and organizational behavior.
8. differentiate formal from informal organizations.
9. appreciate the contributions of the Behavioral Sciences to OB
10. appreciate the service role of organizations in our daily lives.
11. detect and help to check any unethical and environmentally harmful behaviors on the part of any organization.
12. appreciate organizations’ overall relationships with the rest of society.

REQUIRED TEXT:

READING ASSIGNMENTS

WEEK                        CHAPTER/PAGE

PART 1: PROLOGUE

1&2. Introduction to OB: The Field/Contributing Disciplines
Chp. 1 p. 1-6
Challenges and Opportunities p. 6-13

PART 2: THE INDIVIDUAL IN THE ORGANIZATION

3. Foundations of Individual Behavior: Ability, Attitudes, Job
PART 3: GROUPS IN THE ORGANIZATION

9. Understanding work teams: Types of teams/Creating Effective Teams/ Turning Individuals into Team Players Chp. 9 p. 140-157
11. Power and Politics in the Organization Chp. 12, p. 197-209

PART 4: THE ORGANIZATION SYSTEM

NB: Class presentations will be based on the three chapters of this part: Foundations of Organization Structure Chp. 14 Organizational Culture Chp. 15 Organizational Change and Development Chp. 16

17. REVISION AND FINAL EXAM

NB: EVERY CHAPTER ENDS WITH “IMPLIEDITIONS FOR MANAGERS”
YOU MUST READ THIS. GOOD LUCK!

COURSE REQUIREMENTS

1 in-class, closed-book test 30 points
Class presentation 10 points
In-class Mid-Term exam (closed-book) 30 points
Final exam /term paper 30 points

• All assignments are due at the beginning of class.
• Points will be deducted for any late assignments.
• All exams are to be taken on the dates scheduled. NO MAKE-UP!
• Class attendance will be taken daily.
  . Pay attention to and utilize the various internet resources accompanying the text (See, cover and page xix for web address.)

PLEASE NOTE: PART 4, “Organization System,” deals with topics with which every working adult is familiar. Class presentations will therefore be based on this part. The schedule will be distributed the 3rd week of class.

STUDENT PARTICIPATION AND WRITING RUBRIC

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Exemplary</th>
<th>Outstanding</th>
<th>Satisfactory</th>
<th>Adequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction/participation in classroom learning activities</td>
<td>Demonstrates critical thinking skills - evidence that student read assigned materials; asks appropriate focused questions; responds to questions when prompted; contributes not minimal answers; little evidence</td>
<td>Reasonable signs of critical thinking skills; interacts with classmates and responds to questions when prompted; class discussions and volunteer answers; no disruptive questions; freely volunteers opinions without dominating discussion.</td>
<td>Occasionally demonstrates critical thinking skills; interacts with classmates, and responds to questions when prompted; class discussions and volunteer answers; no disruptive questions; freely volunteers opinions without dominating discussion.</td>
<td>Rarely demonstrates critical thinking skills; rarely participates in class discussions; does not contribute when asked; questions are not asked; discussion is dominated by one person.</td>
</tr>
</tbody>
</table>

Unsatisfactory

5 4 3 2 1

Evidence is lacking of critical thinking skills; does not participate in class discussions; does not contribute when asked; questions are not asked; discussion is dominated by one person.
<table>
<thead>
<tr>
<th>Logical Writing demonstrated</th>
<th>Profes-</th>
<th>Punctuality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less developed and focused.</td>
<td>sional</td>
<td>0-2 times tardy</td>
</tr>
<tr>
<td>Occasionally</td>
<td>attitude</td>
<td>3-4 times tardy</td>
</tr>
<tr>
<td>Rarely writes</td>
<td>and demeanor</td>
<td>5-6 times tardy</td>
</tr>
<tr>
<td>Hardly</td>
<td></td>
<td>7-8 times tardy</td>
</tr>
<tr>
<td>Logical Writing</td>
<td>Reasonably conducive behavior in class; enthusiastic to learn; alert; no cell phone or electronic devices.</td>
<td>9-10 times tardy</td>
</tr>
<tr>
<td>Demonstrates superbly</td>
<td>Minimally disruptive and disrespectful; sometimes lethargic in the classroom.</td>
<td></td>
</tr>
<tr>
<td>Under-organized paper with</td>
<td>Disruptive and disrespectful; rarely enthusiastic.</td>
<td></td>
</tr>
<tr>
<td>Rambles</td>
<td>Constantly disruptive and disrespectful; lacks enthusiasm.</td>
<td></td>
</tr>
<tr>
<td>an introduction that clearly presents the theme, and the order in which it will be argued; a body of the essay covering all the main points; and a conclusion that sums up all the points argued</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ETHICS COMPONENT:

Formal organizations (especially private sector ones) are competitive enterprises. They are fertile grounds for one-upmanship. The various methods organizations employ in that game are fraught with ethical temptations. “Ethics in Business” is a regular discussion. From what they hear on TV, read in the papers and might have experienced in their own workplaces, students should have a lot to say on this issue.

LIBRARY COMPONENT:

Research and term-paper questions will be framed in ways that compel the student to incorporate ideas from sources beyond the course required readings. Such materials (available in the REFERENCE and RESERVE sections of the library) include:

1. “Academy of Management Manual” (published monthly)
3. “Academy of Management Journal” (published monthly)
4. “Journal of Management Inquiry” (published monthly)

Student Classroom Decorum Expectations
(Included in all the Faculty Syllabi)

To enhance the learning atmosphere of the classroom, students are expected to dress and behave in a fashion conducive to learning in the classroom. More specifically, students will refrain from disruptive classroom behavior i.e., talking to classmates, disrespectful
responses to teacher instructions; swearing; wearing clothes that impede academic learning such as but not limited to, wearing body-revealing clothing and excessively baggy pants; hats/caps, and/or headdress. Students will turn off telephones prior to entering the classroom. Students who exhibit the behaviors described above, or similar behaviors will be immediately dismissed from class at the third documented offense. The student will be readmitted to class only following a decision by the department chair. The student may appeal the decision of the department chair to the Dean of the College offering the course, and, subsequently, to the Office of the Vice President for Academic Affairs, and then to the President of Shaw University. The decision of the President will be final. Failure to follow the procedures herein outlined will result in termination of the appeal, and revert to the decision of the department chair.

Each behavior construed by the teacher/professor as non contributive to learning will be recorded, properly documented, and appropriately reported to the student and to the chair of the academic department offering the course. The report will be in written form with a copy provided to both the student and the department chair. The faculty member should retain a copy for his/her own records.