NEW COURSE –OR– REVISION TO EXISTING COURSE PROPOSAL

Please use this form to: add a new course, or to revise the title or content of an existing course, including changes to co-requisite and pre-requisite unit values.

STOP
Before you proceed, please review the approval process in advance and leave time for each involved person or committee to review the proposal.

DATE: April 6, 2007
DEPARTMENT/SCHOOL: Jacoby Center, College of the Pacific
CONTACT PERSON: Robert Benedetti
PHONE: 209-946-7478
BLDG & ROOM NO: Wendell Phillips Center, 242-3

New Courses: Please complete this entire section (items 1-18)
Revisions to Courses: Please complete items 1-4 and only those items 5-18 that are being revised.

1. Please complete a. or b., not both.
   a. New Courses:
      • Proposed Course Subject/Number/Title/Prerequisites/Units (e.g., HIST 035: History of...: prerequisites - none: 4 units):

      For approval of new course numbers: Send the request to this email: registrar@pacific.edu. The request needs to include the department, the course title, and a suggested discipline & number. Please attach the email approving the new course number to this proposal.

   b. Revision to Existing Course:
      • Current Course Subject/Number/Title/Prerequisites/Units (e.g., HIST 035: History of...: prerequisites - none: 4 units):

      • Proposed new Course Subject/Number/Title/Prerequisites/Units (if applicable):

2. Please attach syllabus with all required elements, including course learning objectives, (see Faculty Handbook 11.7 for Syllabus requirements).
3. Please provide the copy as it is to appear in the catalog. This includes the course description, specific prerequisites, co-requisites, and any restrictions on registration (e.g., majors only). Note: Unless indicated here, a passing grade for a prerequisite course is considered a “D.”

CATALOG COPY:
This course provides a strong grounding in the theory of organizations, how they are structures to accomplish their objectives, and how different models of managing human resources can affect results.

DEGREE AUDIT INFORMATION

4. Does this course satisfy undergraduate General Education requirements?
   ☑ No ☐ Yes If yes, what area does it satisfy (e.g. IA)?

5. Was this course ever offered under a Special Topics number?
   ☑ No ☐ Yes If yes, provide info below.

<table>
<thead>
<tr>
<th>Special Topics Subject/Course #</th>
<th>Last year taught</th>
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</thead>
<tbody>
<tr>
<td>Course title</td>
<td></td>
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</tbody>
</table>

6. Does this course fulfill General Education or major requirements for your program?
   ☑ No ☐ Yes If yes, then what area/requirement does it fulfill?

7. Does this course fulfill undergraduate minor requirements for your program?
   ☑ No ☑ Yes If yes, then what area/requirement does it fulfill (e.g. upper division elective)?
   Core course for the Civic Leadership Minor

REGISTRATION INFORMATION

8. Units: 3

9. Grading options available to students who enroll (check all that apply):
   ☑ Letter (A-F) ☑ Pass/No Credit ☐ Audit

10. Schedule Type (check all that apply):
    ☑ Lecture ☑ Thesis/Doctoral Project ☑ Activity Course
      ☑ Lab ☑ Internship, Co-op, Fieldwork ☑ Practicum
      ☑ Discussion ☑ Applied Music ☑ Correspondence
      ☑ Seminar ☑ Studio Instruction ☑ Other
      ☑ Research/Independent Study ☑ On-line

11. Expected Enrollment: 25 (17 community enrollees and 8 undergraduates)

12. Is a special fee to be charged?
    ☑ No ☑ Yes If yes, list the charge and fee code:
    ☑ Per unit --or-- ☑ Flat fee
RELATIONSHIP TO OTHER COURSES

13. Is this course cross-listed with others?
   [ ] No  [x] Yes  If yes, which courses? In CPCE, same Course name and description
   
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<th>Subject/Course #</th>
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14. Course Similarities
   a. Is this course similar in content to course(s) in another school or department?
      [x] No  [ ] Yes  If yes, which course(s)?
      
      | Subject/Course # | Title |
      |------------------|------|
      |                  |      |
      |                  |      |
      |                  |      |

   b. If yes, how is this course distinctive?

15. Will other courses be deleted as a result of this proposal when this course is created?
   (Note: if course is still being taught in the future do not delete it here.)
   [x] No  [ ] Yes  If yes, which course(s)?
   
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16. Is the deleted course cross-listed with other courses?
   [x] No  [ ] Yes  If yes, which course(s)?
   
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17. What is the anticipated impact on resources (e.g., faculty, funds, facilities, library, technology, etc.) None. Courses will be taught in the Jacoby Center which has adequate resources.

18. Will University computer labs be needed?
   [x] No  [ ] Yes  If yes, what software will be needed?
Please remember to make the corresponding changes to your program's catalog copy when you receive page proofs for next year's catalog.

**NEW COURSE -OR- REVISION TO EXISTING COURSE PROPOSAL**

**APPROVAL SHEET**

<table>
<thead>
<tr>
<th>DATE: April 6, 2007</th>
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</tr>
</tbody>
</table>

Please obtain signatures in the order they appear below, as applicable.

1. **DEPARTMENT CHAIR:**
   - Robert Benedetti
   - DATE: April 6, 2007

2. **CHAIRS OF OTHER INVOLVED DEPARTMENTS (if applicable):**
   - Signature
   - DATE: 

3. **CHAIR, SCHOOL/COLLEGE CURRICULUM COMMITTEE:**
   - Signature
   - DATE: 

4. **DEAN OF SCHOOL/COLLEGE:**
   - Signature
   - DATE: 

5. **GENERAL EDUCATION COMMITTEE (if applicable):**
   - Signature
   - DATE: 

6. **DEAN OF THE LIBRARY:**
   - Signature
   - DATE: 4/18/07

7. **DIRECTOR, EDUC. TECH. SERVICES (if computer lab, software needed):**
   - Signature
   - DATE: 

8. **GRADUATE STUDIES COMMITTEE (if applicable):**
   - Signature
   - DATE: 

9. **REGISTRAR:**
   - Signature
   - DATE: 4/30/07

**ACADEMIC AFFAIRS COMMITTEE:**

- Signature
- DATE: 5/23/07
**JCTR 125: HUMAN CAPITAL: BUILDING CAPACITY IN ORGANIZATIONS**

(Spring, 2008)

**Meets:** Tuesdays 5:30-8:30 pm, Jacoby Center (WPC 242)

**Instructors:**
- Russ Hayward, Executive Director, YMCA of San Joaquin County (472-9622)
- Roy Childs, Research Director, Jacoby Center (946-2103, rechilds@pacific.edu)

**Course Description:**

This course provides a strong grounding in the theory of organizations, how they are structured to accomplish their objectives, and how different models of developing and managing human resources can affect results. The emphasis is on the nonprofit and public organizations which make up the civic sector.

**Introduction:**

Organizations are not distinctively new. Organizations have been found in many societies worldwide over time. However, their pervasiveness, the fact that they are used to organize the large majority of workers and provide the bulk of the products and services in contemporary societies, is distinctively new. Whether in the for-profit, nonprofit or public sectors, modern society has developed this character only within the last century, with the pace of organizational change increasing most rapidly since the end of World War II.

Another distinctive characteristic of contemporary organizations is their variety in form, making the nature of organizations, and the effects of organizations on people difficult for most to understand. When organizations do not appear to work properly we are inclined to dismiss their malfunctions as “senseless bureaucracy.” Yet because of their importance to the quality of modern life, organizations are the object of tremendous amounts of investigation at multiple levels of analysis—e.g., on individuals and groups within organizations, on the organizations themselves, on the reciprocal influences between organizations and their environments, and most importantly on the clients, customers, consumers or participants they serve. Thus, there is much known which can improve the functioning of organizations and the benefits they provide to society at large.

In this regard, the nonprofit and public organizations in the civic sector have much in common with their for-profit, private sector counterparts. What is known about one kind of organization may sometimes be applied fruitfully to others. At the same time there are often significant differences between the nonprofit and public agencies which make up the civic sector and those in the private sector. For example, the effectiveness of civic organizations is not measured by the profits generated as is the case with private sector organizations, and in turn this often makes the evaluation of organizational performance more difficult. There are a variety of other similarities and differences which will be explored in this course.
Course Objectives:

The overarching purpose of this course is to enable students to acquire and use established principles of organizational analysis at the individual, group, and organizational levels to improve the performance of the civic sector organizations in which they work. Specifically, the course will enable students to:

1. Understand the key organizational concepts and theories used by researchers and practitioners, including their origins, development, strengths, and limitations.

2. Gain the skills needed, through group discussion and case study analysis, to apply organizational concepts and theories to the solution of organizational problems.

3. Develop tools and techniques, including methods of observation, interviews, appraisals, and other forms of feedback to use the knowledge and skills acquired to build the capacity and improve the effectiveness of the organizations in which they work.

Student Responsibilities and Evaluation:

The course alternates readings and lecture/discussions with case analyses and laboratory experiences introducing research concepts and providing opportunities for integration and application.

Grades will be based principally on a quiz, a short research report, two in-class midterm exams emphasizing readings and lecture materials, and an end-of-course case analysis. These assignments will be explained in greater detail by the instructors at appropriate times. Tentative due dates for these assignments are listed in the course calendar below. Attendance, class participation, and adequate preparation demonstrated through class discussion will also be expected from all students and will be considered in grading.

With the exception of the first class meeting, readings should be completed prior to the coverage of topics listed in the course calendar. Students should purchase the following book from the bookstore (cases and other materials will be placed on library reserve or distributed in class).


The following weights will be assigned to the activities and assignments described above:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Quiz</td>
<td>10%</td>
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<tr>
<td>Research report</td>
<td>10%</td>
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<tr>
<td>Midterm Examinations</td>
<td>50%</td>
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<tr>
<td>End of course case analysis</td>
<td>20%</td>
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<tr>
<td>Overall class attendance, participation/preparation</td>
<td>10%</td>
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<tr>
<td></td>
<td>100%</td>
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</table>
Course grades will be assigned as follows.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
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<td>80-89</td>
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<td>70-79</td>
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<td>60-69</td>
<td>D</td>
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<td>&lt;60</td>
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**University Honor Code:**

The University Honor Code is in effect at all times during the course. It is a violation of the Honor Code to give or receive information from another student during an examination; to use unauthorized sources during an examination; or to submit all or part of someone else’s work as one’s own. A complete statement of the Honor Code may be found in the Student Handbook, Tiger Lore. Understanding and adherence to the University Honor Code is the responsibility of the student.

**Topics, Readings, Activities:**

**Weeks 1, 2**

**Study**

**Outline**

A Brief History of Civic Sector Organizations, Human Relations, and Organizational Behavior.

**Readings**

Greenberg: Chapter 1. The Field of Organizational Behavior.
Oster: Introduction: The Emergence of Nonprofits. (e-reserve)

**Case #1**

Communication and Interpersonal Processes: Richland Process Control

**Case #2**

A Brief Case Study of Organizational Power

**Case #3**

Organizational Alternatives and Careers: W. L. Gore

**Principles for Application**

Identifying Influences of Organizational Structure on Life In the Organization.

**Weeks 3, 4**

**Study**

**Outline**

Principles of Organizational Social Psychology: Theories of Perception, Personality, Conflict and Organizational Learning

**Readings**

Greenberg: Chapter 3. Individual Processes: Personality, Emotions, Perception, and Learning

**Lab #1**

Introduction to Personality Inventories, Surveys and Organizational Audits
Lab #2  Interpreting Appraisal Results

Case #4  Work as a “Soap Opera” in a Community Based Educational Organization

Principles for Application  Implications for Supervisory Practice: Perceptions and Personality as a Predictors of Occupational Competence?

Quiz

Weeks 5,6

Study Outline  Assessing the Quality of Career Life (1): Occupational Motivation, Workplace Attitudes and Individual and Organizational Performance

Readings  Greenberg: Chapter 4. What Motivates People to Work?
          Greenberg: Chapter 5. Work Related Attitudes: Prejudice, Job Satisfaction, and Organizational Commitment

Case #5  Getting Tough on Employees: Does It Pay Off?

Principles for Application  Civic Sector Versus Profit Sector Managerial Styles (1)

Weeks 7,8

Study Outline  Assessing the Quality of Career Life (2): Issues in Stress, Turnover, and Career Development

Readings  Greenberg: Chapter 4. Coping with Organizational Life: Stress and Careers

Lab #3  Researching organizational issues: Analyzing Data on Stress and Work Satisfaction (1)

Principles for Application  Civic Sector Versus Profit Sector Managerial Styles (2)

Exam #1

Week 9

Lab #3  Research Report Due

Study
Outline: Hierarchy, Power, and Social Involvement

Readings: Gross and Etzioni: The Compliance Model (e-reserve)
          Mechanic: The Power of Lower Level Employees (e-reserve)

Case #6: Metrocenter Police Department

Lab #4: Researching organizational issues: Analyzing Data on Stress and Work Satisfaction (2)

Principles for Application: Turf, Alienation and Organizational Resistance

Weeks 10, 11, 12

Study Outline: Sources of Organizational Effectiveness (1): Group Formation and Team Effectiveness

Readings: Greenberg: Chapter 7. Group Dynamics and Teamwork
          Orsburn et al: Self Directed Work Teams: The New American Challenge (e-reserve)

Case #7: Quality Circle Consequences

Study Outline: Sources of Organizational Effectiveness (2): Leadership, Goal Setting and Decision Making

Reading: Greenberg: Chapter 10: Making Decisions in Organizations

Case #8: Leadership: “Here’s the Deal”

Principles for Application: Leadership: A “Derivative Topic”?

Weeks 13, 14

Study Outline: Organizational Structure and Design

Readings: Greenberg: Chapter 13. Designing Effective Organizations
          Greenberg: Chapter 12. Culture, Creativity and Innovation

Case #9: Saturn and the Fan
Principles for
Application  Strategy and Structure

Week 15

Exam #2

Study
Outline:  Managing Civic Sector Change

Reading:  Greenberg: Chapter 14: Strategic Planning and Organizational Development

Week 16

Case Analysis (open book, open notes)
### Topic Matrix: Building Capacity in Organizations

#### Human Capital

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Overview</th>
<th>Planning</th>
<th>Organizing</th>
<th>Staffing</th>
<th>Supervising (i.e., Directing/Controlling)</th>
<th>Nonprofit Productivity</th>
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<tbody>
<tr>
<td></td>
<td>Werther and Berman Topics (Third Sector Management)</td>
<td>The Third Sector</td>
<td>Strategic View</td>
<td>Strategic Leadership</td>
<td>Strategic View</td>
<td>Board Development</td>
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<td>1.2</td>
<td>The Field, Nonprofit History</td>
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<td>3.4</td>
<td>Principles of Org. Social Psychology</td>
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<td>5.6</td>
<td>GB(2): Principles, Personality, Identity, Perception, Conflict, and Learning</td>
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<td>GB(6): Coping with...</td>
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<td>13.14</td>
<td>GB(7): Attitudes...</td>
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#### Notes
- The table provides an overview of topics covered in the context of human capital and organizational theory categories.
- Each row represents a specific topic or set of topics covered over a certain number of weeks.
- The columns correspond to different aspects of organizational theory, such as overview planning, organizing, staffing, and supervising.
- The symbols (X) indicate the presence of a topic in each respective column.