|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***ÇAĞ UNIVERSITY***  ***FACULTY OF ECONOMICS AND ADMINISTRATIVE SCIENCES*** | | | | | | | | | | | | | | | | | | | | | | | |
| **Code** | | | | **Course Title** | | | | | | | | | | | | **Credit** | | | | | **ECTS** | | |
| **MAN 110** | | | | Business | | | | | | | | | | | | 2 (2-0-0) | | | | | **6** | | |
| **Prerequisites** | | | | | | | | **None** | | | | | | | | | | | | | | | |
| **Language of Instruction** | | | | | | | | English | | | **Mode of Delivery** | | | | | | | **Face to Face** | | | | | |
| **Type and Level of Course** | | | | | | | | **Compulsory/1.Year/Fall Semester EQF- Level 6** | | | | | | | | | | | | | | | |
| **Lecturers** | | | | | **Name(s)** | | | | | | | Lecture Hours | | | | | Office Hours | | | | **Contacts** | | |
| **Course Coordinator** | | | | | Dr. Canol Kandemir | | | | | | | Mon: 10.15 -12:35 | | | | | Tu: 14-16 | | | | ckandemir@cag.edu.tr | | |
| **Course Objective** | | | | | This course aims at introducing, criticising and improving the functionalist, interpretive, humanist and structuralist organisations. | | | | | | | | | | | | | | | | | | |
| **Learning Outcomes of the Course** | |  | Students who have completed the course successfully should be able to | | | | | | | | | | | | | | | | | **Relationship** | | | |
| Prog. Output | | | **Net Effect** |
| 1 | distinguish functionalist, interpretive, humanist and structuralist paradigms. | | | | | | | | | | | | | | | | | 2 | | | 5 |
| 2 | compare the meta assumptions of four paradigms. | | | | | | | | | | | | | | | | | 2 | | | 5 |
| 3 | recognise functionalist and other organisations with their specifics. | | | | | | | | | | | | | | | | | 2 & 3 & 4 | | | 5 & 4 & 3 |
| 4 | classify organisations within a certain paradigm and against other paradigms. | | | | | | | | | | | | | | | | | 2 & 3 & 4 | | | 5 & 4 & 3 |
| 5 | comment on the similarities and differences between functionalist and other organisations. | | | | | | | | | | | | | | | | | 2 & 3 & 4 | | | 5 & 4 & 3 |
| 6 | relate a real world organisation with 4 paradigms and organisations. | | | | | | | | | | | | | | | | | 2 & 3 & 4 | | | 5 & 4 & 3 |
| 7 | synthesise different paradigms and organisations and construct new organisations. | | | | | | | | | | | | | | | | | 2 & 3 & 4 | | | 5 & 4 & 3 |
| 8 | criticize his/her own arguments and counter arguments as to organisations in a conscious manner. | | | | | | | | | | | | | | | | | 2 & 3 & 4 | | | 5 & 4 & 3 |
| **Course Description:** This course focuses on theoretically comparing the strenghts and weaknesses of different types of business organisations with each other and constructing both more humane, democratic, nature-friendly and effective & efficient organisations. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Contents:( Weekly Lecture Plan )** | | | | | | | | | | | | | | | | | | | | | | | |
| **Weeks** | **Topics** | | | | | | | | | | | | **Preparation** | | | | | | **Teaching Methods** | | | | |
| **1** | Four Paradigms for Business Organisations | | | | | | | | | | | | Part 1.1-1.2-1.3 | | | | | | **Presentation and Discussions** | | | | |
| **2** | Four Paradigms for Business Organisations | | | | | | | | | | | | Part 1.1-1.2-1.3 | | | | | | **Presentation and Discussions** | | | | |
| **3** | Functionalist Organisations:Classical Management Theory and: Industrial Psychology Movement | | | | | | | | | | | | Part 6.2 | | | | | | **Presentation and Discussions** | | | | |
| **4** | Functionalist Organisations: Hawthorne Studies | | | | | | | | | | | | Part 6.2 | | | | | | **Presentation and Discussions** | | | | |
| **5** | Functionalist Organisations: Sociotechnical Systems Theory and Equilibrium Theories | | | | | | | | | | | | Part 6.2 | | | | | | **Presentation and Discussions** | | | | |
| **6** | Functionalist Organisations: Organisations as Open Systems | | | | | | | | | | | | Part 6.2 | | | | | | **Presentation and Discussions** | | | | |
| **7** | Functionalist Organisations: The Quality of Working Life Movement | | | | | | | | | | | | Part 6.2 | | | | | | **Presentation and Discussions** | | | | |
| **8** | Functionalist Organisations: Theories of Bureaucratic Dysfunctions | | | | | | | | | | | | Part 6.2 | | | | | | **Presentation and Discussions** | | | | |
| **9** | Functionalist Organisations:Pluralist Theory | | | | | | | | | | | | Part 6.2 | | | | | | **Presentation and Discussions** | | | | |
| **10** | Interpretive Paradigm and Organisations | | | | | | | | | | | | Part 6.4 | | | | | | **Presentation and Discussions** | | | | |
| **11** | Radical Humanist Organisations | | | | | | | | | | | | Part 6.6 | | | | | | **Presentation and Discussions** | | | | |
| **12** | Radical Humanist Organisations | | | | | | | | | | | | Part 6.6 | | | | | | **Presentation and Discussions** | | | | |
| **13** | Radical Structuralist Organisations | | | | | | | | | | | | Part 6.8 | | | | | | **Presentation and Discussions** | | | | |
| **14** | Radical Structuralist Organisations | | | | | | | | | | | | Part 6.8 | | | | | | **Presentation and Discussions** | | | | |
| **REFERENCES** | | | | | | | | | | | | | | | | | | | | | | | |
| **Textbook** | | | | | | **Sociological Paradigms and Organisational Analysis: Elements of the Sociology of Corporate Life, Gibson Burrell&Garreth Morgan, Routledge, 2019.** | | | | | | | | | | | | | | | | | |
| **Related Links** | | | | | | **-** | | | | | | | | | | | | | | | | | |
| **Recommended Reading** | | | | | | **-** | | | | | | | | | | | | | | | | | |
| **Material Sharing** | | | | | | **If required, additional learning materials and presentation outputs are accessible in the Student Automation System on Çağ University Web Site.** | | | | | | | | | | | | | | | | | |
| **ASSESSMENT METHODS** | | | | | | | | | | | | | | | | | | | | | | | |
| **Activities** | | | | | | | **Number** | | | **Effect** | | | | **Notes** | | | | | | | | | |
| **Midterm Exam** | | | | | | | **1** | | | **40%** | | | |  | | | | | | | | | |
| **Quizzes** | | | | | | | **-** | | | **-** | | | |  | | | | | | | | | |
| **Homework** | | | | | | | **-** | | | **-** | | | |  | | | | | | | | | |
| ***Effect of The Activities*** | | | | | | | **1** | | | **40%** | | | |  | | | | | | | | | |
| ***Effect of The Final Exam*** | | | | | | | **1** | | | **60%** | | | |  | | | | | | | | | |
| **ECTS TABLE** | | | | | | | | | | | | | | | | | | | | | | | |
| **Contents** | | | | | | | | | **Number** | | | | | | **Hours** | | | | | | | **Total** | |
| **Hours in Classroom** | | | | | | | | | **14** | | | | | | **2** | | | | | | | **28** | |
| **Hours out Classroom** | | | | | | | | | **14** | | | | | | **7** | | | | | | | **98** | |
| **Homeworks** | | | | | | | | | **-** | | | | | | **-** | | | | | | | **-** | |
| **Implementation** | | | | | | | | | **-** | | | | | | **-** | | | | | | | **-** | |
| **Quizzes** | | | | | | | | | **-** | | | | | | **-** | | | | | | | **-** | |
| **Midterm Exam** | | | | | | | | | **1** | | | | | | **20** | | | | | | | **20** | |
| **Fieldwork** | | | | | | | | | **-** | | | | | | **-** | | | | | | | **-** | |
| **Final Exam** | | | | | | | | | **1** | | | | | | **30** | | | | | | | **30** | |
| **Total**  **Total / 30**  **ECTS Credit** | | | | | | | | | | | | | | | | | | | | | | **176** | |
| **=176/30**  **=5,86** | |
| **6** | |