

**GODFREY OKOYE UNIVERSITY
ENUGU, ENUGU STATE, NIGERIA**

www.gouni.edu.ng



B.SC. PUBLIC ADMINISTRATION/

**The Core Curriculum Minimum Academic
Standards (CCMAS)**

September, 2023.

Course Contents

Overview

Public administration is very important in societies because it deals with the planning, design and coordination of the operations of governmental bodies. Traditionally, it is hinged on six dimensions namely strategic framework, accountability of public institutions, development of policies, judicial management of human resources, public service delivery and prudent management of public finances. The growing complexity of modern governance and the everincreasing demands by the citizenry for effective service delivery by the machinery of government behoves the need for broad competences and skills in public sector management to stakeholders. Hence, it is designed for the education and training of students to become skilled in policy making, budgetary planning, coordination of public programs etc. This will ensure compliance to public rules, greater commitment to the administrative functions of the state, enhanced governmental transparency for public interest and ability to cope with the challenges and realities of contemporary tasks in public administration.

The undergraduate programme in Public Administration is a four-year programme in the Discipline of Administration and/or Management. It leads to the award of the Bachelor of Science (B.Sc.) degree, for undergraduate students wishing to obtain first degree in Public Administration in the Nigerian University System. The program incorporates innovations in content and delivery modes to achieve best practices in education and training, to produce creative, efficient, versatile administrative officers with the pedigree for effective leadership in the administration of governmental and private organisations.

Philosophy

The philosophy of this program is to impart paradigms, utopias, models, best practices on recipients to become innovative and entrepreneurial in the field of Public Administration to achieve greater efficiency in service delivery, partnership between public and private sectors, citizens participation, transparency and accountability.

Objectives

Provide basic knowledge and skills needed for the understanding and analysis of problems related to the management and administration of public and private sector organisations.

Produce high level personnel that can contribute to the development of administrative practices through research and publications.

Equip students with knowledge and skills of decision making; especially the analytical skills needed for recognising, defining and solving problems.

Develop in students, leadership and interpersonal relations skills in administration.

develop in student entrepreneurial skills and competencies to adequately prepare them to be innovative in job creation, provide training aimed at

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improving and upgrading the existing and potential manpower needed for national development, and

[Produce personnel that is competent to manage complex relations in the ever-changing bureaucracy and growing business environment

Unique features of the programme

This CCMAS has comparative advantages over the BMAS and similar programmes in top-rated universities all over the world on the following grounds:

it places premium on the adequate preparation of public administrators who will function efficiently and effectively in public sector organisations and non-governmental settings;

inculcates in the student's awareness about the socio-cultural environment in which they find themselves and how such environment conditions behaviour;

produces graduates that will able to state, explain, predict and influence human behaviour in public sector and non-governmental organisations;

emphasizes the development of the knowledge of human behaviour in relation to the ethics of the Public Administration profession;

demonstrates the relationship between culture and behaviour and why a uni-modal system of behaviour may not work in complex organisations such as the governmental and nongovernmental sectors;

produces graduates with a commitment to discipline, hard work, excellence and selfreliance;

develops in student a wholesome attitude to society, respect for institutions and the rule of law;

produces graduates who are considerate and accord respect to the rights of others;

develops in students a high sense of patriotism;

prepares the students to appreciate the shift in emphasis in Public Administration from a mere maintenance of law and order to the contemporary concept of New Public Management which stresses on service delivery and development orientation; and

stresses the importance of employability skills (entrepreneurship) to the graduates so as to discourage overdependence on government for employment generation.

Employability Skills

The CCMAS in Public Administration should give the students comprehensive education that equips them with knowledge and decision-making skills in a variety of problem areas. The skills should include competencies in computer literacy, quantitative skills, communication skills, interpersonal skills, organisation skills, Information Technology skill and Entrepreneurship skills. Administrative and Management related cognitive abilities and skills required are as follows:

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ability to recognise and analyse administrative and management problems and evolve strategies for their solution;

ability to recognise and implement good administrative and management policies;

computational and data processing skills, relating to administrative, financial and manpower data;

ability to demonstrate knowledge and understanding of essential facts, concepts and principles, and apply theories to Administration and Management;

acquire knowledge in problem solving through workshops in Public Administration, Seminars and Student excursion to public institutions; and

Equipping graduates of the programme with entrepreneurial skills to be self-employed or even as employers of labour.

21st Century skills

The programme would lead to the development/acquisition of the following 21st century skills by the students:

critical thinking;

communication skills;

creativity;

problem solving;

perseverance;

collaboration;

information literacy;

technology skills and digital literacy;

media literacy;

global awareness; and 11. self-direction.

Admission and Graduation Requirements

Candidates are admitted into the degree programmes in any of the following three ways: 1. The University Tertiary Matriculation Examination (UTME)
Direct Entry
Inter-University Transfer

UTME Entry Mode

In addition to UTME requirements, the prospective candidate for a 4-year degree programme is expected to have obtained credit passes in five Senior Secondary Certificate (SSC) subjects or its equivalent including English Language, Mathematics, Government or Civic Education or History, Economics and any other social sciences or art subjects at not more than two sittings.

Direct Entry Mode

In addition to O'Level requirements stipulated above, applicants should possess at least two A 'Level Papers or its equivalent in relevant subjects on a grade of at least "B".

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OND in relevant discipline with at least upper credit grade in addition to the five credit passes as in UTME requirement above.

HND in relevant discipline with at least lower credit in addition to five credit passes as in UTME requirement above.

Duration

A student will not be allowed to exceed an additional 50 percent of the duration of the programme if they failed to graduate within the minimum number of years.

UTME

Four (4) academic sessions or eight (8) semesters

Direct Entry

Three academic sessions or six (6) semesters.

In general, no student will be allowed to exceed an additional 50% of the normal durations of the programme.

Graduation Requirements

Course System

Credits are weights attached to a course. One credit is equivalent to one hour per week per semester of 15 weeks of lecturers or three hours of laboratory/studio/workshop work per week per semester of 15 weeks (where applicable).

Global Course Structure

100 Level

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English	2	C	15	45
GST 112	Nigerian Peoples and Culture	2	C	30	-
AMS 101	Principles of Management	2	C	30	-
AMS 103	Introduction to Computer	2	C	30	-
AMS 102	Basic Mathematics	2	C	30	-
AMS 104	Principles of Project Management	2	C	30	-
PAD 101	Elements of Public Administration	3	C	45	-
GOU-PAD 102	Principles and Practice of Government	2	C	30	-
GOU-PAD 103	Government and Igbo Apprenticeship	2	C	30	-

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GOU-PAD 104	Introduction to Market Administration	2	E	15	45
GOU-PAD 105	Personal Development, Human and Public Relation	2	C	30	-
GOU-PAD 106	Community Policing and Internal Security	2	E	30	-
GOU-PAD 107	African Traditional Institutions	2	C	30	-
GOU-PAD 108	Introduction to Development Theory	2	C	30	-
	TOTAL	31			

200 Level

Course Code	Course Title	Units	Status	LH	PH
GST 212	Philosophy, Logic, and Human Existence	2	C	30	-
ENT 211	Entrepreneurship and Innovation	2	C	15	45
PAD 201	Introduction to Public Administration	3	C	45	-
PAD 205	Office Administration	2	C	30	-
PAD 202	Nigerian Government & Administration	2	C	30	-
PAD 212	Rural and Community Development	2	C	30	-
GOU-PAD 203	Sports Administration in Nigeria	2	E	15	45
GOU-PAD 204	Auditing and Public Administration	2	C	30	-
GOU-PAD 206	Administration of Development Centers in Nigeria	2	C	30	-
GOU-PAD 207	Town Union and Rural Development in Nigeria	2	C	30	-
GOU-PAD 208	Public and Private Sector Relation in Nigeria	2	C	30	-
GOU-PAD 211	Contemporary Public Administration in Nigeria	2	C	30	-
GOU-PAD 213	Land Administration in Nigeria	2	C	15	45
	TOTAL	37			

300 Level

Course Code	Course Title	Units	Status	LH	PH
GST 312	Peace and Conflict Resolution	2	C	30	-
ENT 312	Venture Creation	2	C	15	45
PAD 301	Administrative Theory	2	C	30	-
PAD 303	International Administration	2	C	30	-
PAD 305	Public Personnel Administration	3	C	45	-
PAD 307	Research Methods	3	C	45	-
PAD 309	Comparative Local Government	2	C	30	-
PAD 311	Public Finance	2	C	30	-

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PAD 313	Administrative Law	2	C	30	-
PAD 302	Administrative Behaviour	2	C	30	-
PAD 306	Development Administration	2	C	30	-
PAD 308	E-governance	2	C	30	-
PAD 310	Intergovernmental Relations	2	C	30	-
PAD 312	Traditional Administrative System in Nigeria	2	C	30	-
GOU-PAD 314	Public Administration and Technology Transfer	2	C	15	45
	Total	30			

400 Level

Course Code	Course Title	Units	Status	LH	PH
PAD 401	Theory and Practice of Planning	2	C	30	-
PAD 403	Public Policy Analysis	3	C	45	-
PAD 405	Workshop in Public Administration	2	C	30	-
PAD 407	Public Finance Administration	3	C	45	-
PAD 409	Public Service Ethics & Accountability	2	C	30	-
PAD 411	Social & Welfare Administration in Nigeria	2	C	30	-
PAD 402	Public Project Analysis and Management	2	C	45	-
PAD 404	Public Enterprises Management	2	C	30	-
PAD 406	Research Project	6	C		270
PAD 408	Comparative Public Administration	2	C	30	-
GOU-PAD 412	Administrative Reform 1	2	C	30	-
GOU-PAD 413	Administrative Reform 11	2	C	30	-
GOU-PAD 414	Labour Administration in Nigeria	2	C	30	-
	TOTAL	32			

Course Contents and Learning Outcomes

100 Level

GST 111: Communication in English

(2 Unit C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to:
 identify possible sound patterns in English Language;
 list notable Language skills;
 classify word formation processes;
 construct simple and fairly complex sentences in English;
 apply logical and critical reasoning skills for meaningful presentations;

Course Contents

demonstrate an appreciable level of the art of public speaking and listening;
and 7. write simple and technical reports.

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Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing, Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing, Note making etc. Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112: Nigerian People and Culture

(2 Unit C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:
analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
list and identify the major linguistic groups in Nigeria;
explain the gradual evolution of Nigeria as a political unit;
analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
enumerate the challenges of the Nigerian State towards Nation building
analyse the role of the Judiciary in upholding people's fundamental rights
identify acceptable norms and values of the major ethnic groups in Nigeria; and
list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course Contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and

Course Contents

economics of selfreliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Reorientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

AMS 101: Principles of Management

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to:
demonstrate understanding of basic concepts related to management knowledge;
explain the roles, skills and functions of management;
identify organizational problems and the processes of decisions making;
describe the complexities associated with management of human resources in the organizations; and
apply the knowledge in handling management complexities.

Course Contents

Basic concepts in management. Management principles. functions of the management (such as planning directing, coordinating e.t.c). Nature and Purpose of the organizing function, department, line and staff, staffing, e.t.c. Employee's selection, and Staff appraisal, management development, motivation, and leadership. Controlling: The control process, control technique, recent developments in the control function. The Nigerian environment. Management problems in Nigeria. Introduction to decision making

AMS 102: Basic Mathematics

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:
identify the basic concepts of mathematics;
demonstrate preliminary understanding of mathematical applications in the field of management;
perform basic computations in algebra, differential and integral calculus; 4.
develop problem-solving skills from the mathematical ideas learnt; and

Course Contents

5. distinguish basic mathematics principles and its application.

Course Contents

Number systems. Indices, Surds and logarithms. Polynomials. Remainder and factor theorems. Polynomial equations. Rational functions. Partial fractions. Fields. Ordered fields. Inequalities. Mathematical Induction. Permutations and combinations. Binomial theorem. Sequences and series. The quadratic equation and function. Relation between the roots and the coefficients. Complex numbers. Addition. Subtraction, multiplication and division. Argand diagram. De-Moivre's theorem, n-th roots of complex numbers. Elementary set theory. Venn diagrams and applications. De-Morgan's laws. Trigonometry. Elementary properties of basic trigonometric functions. Addition formulae and basic identities. Sine and cosine formulae. Half angle formulae. Area of a triangle. Solution of trigonometric equations. Inverse trigonometric functions. Functions. Concept and notation. Examples. Composition, exponential and logarithmic functions. Graphs and properties. Limits and continuity. Techniques for finding limits. The derivative. Calculation from first principles. Techniques of differentiation. Chain rule. Higher order derivatives. Extremum problems. Mean-value theorem. Applications. Indeterminate forms and L' Hospital's rule. Taylor's and MaClaren's series. Curve sketching. Integrations as the reverse of differentiation, as area, as limit of finite sums. Definite integrals. Properties of definite integrals. Applications.

AMS 103: Introduction to Computing

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to:

- explain basic concept of computing and different programmes in computing science;
- explain hardware and software, and the functional units of computer;
- describe information processing and its roles in society;
- illustrate how an operating system kernel. Supports the execution of programmes;
- write simple programme in a pure functional programming language and determine the correctness of simple programmes;
- practical knowledge of software application and the internet.

Course Contents

Historical prospective of computing- characteristics of each programme in computing. Hardware, software, and human ware. Application in business and other segments of society. Information processing and its roles in society. Laboratory assignment using PC's operating system, and severally commonly used application software, such as word processors, spreadsheets, presentations, graphics and other applications. Internet and online resources, browsers, and search engines

Course Contents

AMS 104: Principles of Project Management

(2 units C: LH 30)

Learning Outcomes

At the end of this course, students will be able to:
define the concept and purpose of project management;
identify the processes and actors in project management;
demonstrate a working knowledge of key project management methods;
describe the tools and techniques used in project management; and
identify projects bottle neck and possible solutions

Course Contents

Concept of project management. purpose. processes of project delivery within any project management environment. Actors. The tools and techniques used in project management. Traditional and contemporary project management methods. projects bottle neck and possible solutions. project life cycle

PAD 101: Elements of Public Administration

(3 Units C: LH 45)

Learning Outcomes

On completion of this course, the students should be able to:
describe the nature and functions of Public Administration;
identify the different approaches to the study of Public Administration;
3. explain the role of Public Administration in national development; and
4. discuss the forms of control over Public Administration.

Course Contents

Nature of Public Administrations. Public Administration – Arts or Science? Ecology of Public Administration. Similarities and differences between Public and Private Administration. Functions of Public Administration. Role of Public Administration in National Development. Schools or Conceptual Approaches to the Study of Public Administration. The Goal Model, System Model, Decision-making Model, the Classical Model, Human Relations Model, Sociological Model. Public Administration and other Social Sciences. Forms of Control over Administration.

GOU-PAD 102: Principles and Practice of Government (2 Units; Compulsory; LH = 30)

Senate Approved Relevance

Government is the vehicle for governance of society, which is the establishment and enforcement of rules and provisioning of basic services. Training of public administrators well -grounded in the art of governance is in consonance with Godfrey Okoye University's aim to produce graduates who would be outstanding in learning, balanced in character, personality and ready to pursue epistemic unity in all

Course Contents

ramifications. Relevance is in producing graduates of Public Administration who are knowledgeable in political matters, bargaining skills, and who have the spirit of patriotism and understanding of global events. This is in line with SDG goals, numbers 11 and 16, on making cities and human settlements inclusive, safe, resilient, and sustainable, and promote peaceful and inclusive societies for sustainable development, provide access to justice for all, and build effective, accountable, and inclusive institutions respectively.

Overview

Governments are necessary to maintain law and order as laws are essential for society to function. The critical role of public administration is providing administrative leadership for the society. This expresses the need to train public administrators with the requisite knowledge to arrange, manage and supervise the organizations that regulate and control state laws and statutes. As government agencies grow to accommodate the needs of society, public administrators act as special advisors to satisfy the public's interests and needs.

This course is designed to expose students to the knowledge of government as machinery of governance and enable them to acquire and develop leadership and management skills desirable in managing people and public resources efficiently. The objectives, learning outcomes and course contents are designed to address these issues.

Objectives

The objectives of the course are to:

- Explain the concept of government and politics respectively.
- Identify and explain the various approaches to the study of political science.
- Discuss the reasons for the study of government.
- Enumerate the functions of government in the society.
- Discuss the organs of government and their functions.
- State and elucidate the systems of government and their features.
- Outline and expatiate the types of political system.
- Discuss the theories of origin of state.
- Discuss the concept of Constitution and identify the features of constitutionalism.

Learning Outcomes

On completion of this course, students should be able to:

- Define government and politics respectively.
- State and explain five approaches to the study of political science.
- Give five reasons for the study of Government.
- Outline four functions of Government in the society.
- Mention the three organs of government and state three functions of each.
- Identify three systems of government.
- State and explain three theories of origin of state.
- Discuss four elements of Constitutionalism.
- State two differences between government and state.

Course Contents

Course Contents

Meaning of Government. Meaning of Politics. Approaches to the study of political science. Reasons for the study of Government. Functions of Government in the society. Organs of government and their functions. Systems of government and their features. Types of political system. Theories of origin of state. Difference between Government and State. Party system. Pressure group. Constitution. Constitutionalism. Government and state compared. Political ideologies. Appraisal of the Nigerian Constitution. Assessment of Nigeria system of government.

Minimum Academic Standard

Relevant textbooks, students may need to listen to programme and news on the radio and television, read newspapers, magazines, journals and log on to the internet.

Course Contents

GOU-PAD 103: Government and Igbo Apprenticeship (2 Units; Compulsory; LH = 30)

Senate-Approved Relevance

The need to train highly qualified graduates of Public Administration imbued with requisite knowledge and skill to advise the government and implement public policies at every level and sectors of government is in line with Godfrey Okoye University's quest to tackle Nigeria and Africa's quest for development. Relevance is seen in graduates of Public Administration from Godfrey Okoye University being able to render advice that will lead to formulation and implementation of suitable policies which will enhance the economic emancipation, youth empowerment and entrepreneurial mindset.

Overview

The Igbo Apprenticeship system is an extension of the entrepreneurial spirit of the Igbos of the South Eastern geo-political zone of Nigeria where an induction strategy is utilized to initiate mostly young Igbos into entrepreneurial ventures by established entrepreneurs popularly referred to as 'oga' (Master).

The younger generation is full of bright and innovative ideas that are vital to the long-term success and sustainability of any industry. Apprenticeships are an excellent way to encourage young people and allow them to learn a wide range of skills in many different environments pertaining to their interests and career choices. Also with the rampant unemployment hitting young people the hardest, it is one of the best ways to engage them. Apprenticeships offer not only training but also improved job prospects. This course is important because it aligns with achieving SDGs goals numbers 1, 2, 8 and 9 on zero poverty, zero hunger, decent work, economic growth, and industry, innovation, and infrastructure. The objectives of the course, its learning outcomes are provided to meet this need.

Objectives

The objectives of the course are to:

1. Explain the meaning of Igbo Apprenticeship System.
2. Discuss the nature of Igbo Apprenticeship System.
3. Trace the history of Igbo Apprenticeship system.
4. Identify and discuss the types of Igbo Apprenticeship system.
5. Identify the skills needed in Igbo Apprenticeship system.
6. Describe the phases involved in Igbo apprenticeship system.
7. Expound a theory of Igbo apprenticeship system.
8. Discuss the government law on apprenticeship in Nigeria.
9. Evaluate the role of government in promoting apprenticeship.

Learning Outcomes

On completion of this course, students should be able to:

1. Define Igbo apprenticeship system.
2. Narrate the history and evolution of Igbo apprenticeship system.
4. Identify and explain three types of Igbo apprenticeship system.

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5. Identify five skills needed in Igbo apprenticeship system.
6. State four phases involved in Igbo apprenticeship system.
7. State and explain the theory of Igbo apprenticeship system.
8. Assess the efforts of the government in promoting apprenticeship in Nigeria.

Course Contents

The concept of Igbo Apprenticeship system. Nature of Igbo Apprenticeship system. Objectives of Igbo Apprenticeship. Origin and evolution of Igbo Apprenticeship system. Types of Igbo Apprenticeship system. Skills needed in Igbo Apprenticeship system. Difference between the master and the apprentice. Phases involved in Igbo Apprenticeship system. Theory of Igbo Apprenticeship system. Government law on Apprenticeship in Nigeria. The role of government in promoting Apprenticeship in Nigeria. The role of Enugu state government in promoting Apprenticeship in Enugu state. Attitudes needed for the Apprenticeship system. Contributions of Igbo Apprenticeship to economic development Nigeria. The future of the Igbo Apprenticeship system.

Minimum Academic Standard

Copy of the labour Act. Relevant Textbooks.

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GOU-PAD 104: Introduction to Market Administration (2 Units; Elective; LH = 15; PH = 45)

Senate Approved Relevance

The need to train highly qualified graduates of Public Administration imbued with requisite knowledge and skill to advise the government and implement public policies at every level and sectors of government is in line with Godfrey Okoye University's quest to tackle Nigeria and Africa's desire for development. Relevance is seen in graduates of Public Administration from Godfrey Okoye University acquiring the capacity to render advice that will lead to formulation and implementation of suitable policies and programmes which will lead to the establishment and maintenance of orderly markets in rural and urban areas for buying and selling of goods and services.

Overview

Markets whether at urban or rural areas are very important institutions. They are specific sites where buyers and sellers meet primarily for the purpose of commercial transaction. This involves the interaction of the forces of demand and supply. These forces, mostly involving human interaction for the exchange of goods and services require the intervention of government to make policies that regulate market operations through synergy with market authority for the maintenance of peaceful coexistence. This makes it necessary to prepare students of public administration to acquire the requisite knowledge of market administration and governance.

This course is designed to expose students to the leadership structures that exist in the market and how they administer the market to ensure orderly conduct of activities. It will also educate students on the role of government in the establishment and maintenance of markets. This course is important because it seeks to achieve SDGs goals numbers 8, 9 and 16 on decent work and economic growth, industry, innovation, and infrastructure and peace, justice, and strong institutions. The objectives of the course, its learning outcomes and contents are provided to meet this need.

Objectives

The objectives of the course are to:

1. Explain the meaning of market.
2. Discuss the categories of market.
3. Describe the role of government in the establishment and maintenance of market.
4. Identify and describe the composition and functions of market authority.
5. Discuss the relationship between the government and market authority.
6. Enumerate the rules and regulations governing the market.
7. Determine the causes of market crisis.
8. Discuss the solutions to market crisis.
10. Present the result of empirical analysis of the leadership structure in Ogbete Main Market Enugu, Ariaria International Market Aba, and Marine Market Onitsha.

Learning Outcomes

Course Contents

On completion of this course, students should be able to:

1. Define market.
2. State four categories of market.
3. Discuss the composition and functions of market authority.
4. Describe four roles of government in the establishment and maintenance of market.
5. Discuss the relationship between the government and market authority.
6. State five rules and regulations governing the market.
7. Mention five causes of market crisis.
8. Suggest four solutions to market crisis.

Course Contents

Definition of the concept of market. The nature of market. Categories of market. How market is established. The role of government in the establishment of market. Maintenance of market. Composition of market. Functions of market authority. Relationship between the government and market authority. Market crisis. Causes of market crisis. Solutions to market crisis. Case Study of some major markets in south eastern Nigeria. Field trip to Ogbete main market authority. Contribution of market to national development. Comparison of urban and rural market. Difference between open market and stock market.

Minimum Academic Standard

Relevant textbooks, Copies of market rules and regulations. A visit to and interaction with the leadership of Ogbete main market authority Enugu state.

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**GOU-PAD 105: Personal Development, Human and Public Relation (2 Units;
Compulsory; LH = 30)**

Senate Approved Relevance

Over the years, civil servants in Nigeria have been hit by the effects of the economic crisis, such as wage cuts, hurdles in the hierarchy due to the lack of evaluation and possible discriminations, more workload and greater insecurity. It therefore becomes necessary to examine the relationship between the personal development of public administration officers and their perceptions of self-worth in combination with their emotional intelligence capabilities. Since Godfrey Okoye University is determined to produce graduates who would be outstanding in learning, balanced in character, personality and ready to pursue epistemic unity in all ramifications, the need to train expert public administrators who can work with an enhanced credibility and overall reputation of the public service becomes necessary.

Overview

The Nigerian public administration has been characterized as “maladministration,” a term that describes the inefficiency of its services. Some administrative reforms have been introduced with the aim to either decrease its cost or to enhance its efficiency in service delivery. It is argued that personal development, human and public relation under this new framework of reforms remains a challenge for the employees in the public sector and the final recipients of its services, the citizens as a whole. Thus, personal development along with human relation and public relation constitutes a “triangle” of essential traits that need to exist in the public administration in order to promote innovation and efficiency.

In line with SDG goals, number 8, on decent work and economic growth, this course is designed to develop intelligent and moral behavior, values and attitudes, which are essential in the development of a distinctive public administrator. The purpose of this course is to familiarize students with the basic concepts and principles of human and public relations for effective public service delivery. The objectives of the course, its learning outcome, and contents are provided to meet this need.

Objectives

The objectives of the course are to:

Explain the meaning of personal development, human relation, and public relation.

Discuss the differences between human relation and public relation.

List and explain good work habits.

Describe the concept of office etiquette.

Discuss the qualities of a good worker.

Enumerate the importance of good human relation.

Identify roles of a public relation officer in the public sector.

Discuss ways to promote good public relation in the public service.

Learning Outcomes

On completing this course, students should be able to:

Course Contents

Explain the meaning of personal development, human relation, and public relation.

Elaborate four differences between human relation and public relation.

State and discuss five good work habits.

Write short notes on office etiquette.

State five qualities of a good worker.

Enumerate four good human relations.

Identify four roles of a public relation officer in public sector.

State five ways to promote good public relation in the public service.

Course Contents

Personal development and personality development defined. Human relation. Nature of human relation. Public relation. Human relations on the job. Developing good work habit. Office etiquette. Qualities of a good worker. Objectives of good human relation. Importance of good human relation. Human needs which affect efficiency. Challenges facing human relation. **Public Relations Defined**. Evolution of public relation. Importance of public relation. The role of a public relation officer in public sector. Ways to promote good public relation in the public service. **Relation between human relation and public relation**.

Minimum Academic Standard

Textbooks, Civil service handbook.

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GOU-PAD 106: Community Policing and Internal Security (2 Units; Elective; LH = 30)

Senate-Approved Relevance

Internal insecurity in our neighbourhoods nowadays has become a big source of worry to many communities. Imparting knowledge to undergraduates who will be highly skilled and knowledgeable in community policing and internal security is in line with Godfrey Okoye University's mission to impact quality education aimed at inculcating in students strong personality that will ensure the promotion of religious, cultural and epistemological dialogue. The course aligns with the mission of Godfrey Okoye University to train public administrators who are able to offer reasonable advice to their political leaders and to the society at large on how to tackle internal security challenges and other societal vices through community policing.

Overview

The crisis in the criminal justice system has been the subject of academic and policy debates, with the consensus being that state apparatuses alone are incapable of tackling the crime situation. Policing has been thin and often non-existent over much of the national space. The problem of ineffective policing still persists in postcolonial Nigeria. As a result, governments are seeking non-state alternatives or complements to the state apparatuses. One of these alternatives is community-based or community-driven crime prevention practices. However, the effectiveness of community-based crime prevention practices is still a subject of controversy despite the widespread prevalence of these practices.

The importance of this course lies in meeting the Sustainable Development Goals, number 16, on peace, justice, and strong institutions. The objectives of the course, its learning outcomes, and contents are provided to meet this need.

Objectives

The objectives of the course are as follows: to,

Explain the meaning of community policing and of internal security respectively.

Narrate the history of community policing in Nigeria.

Discuss the nature of community policing in South Eastern Nigeria.

State the characteristics of community policing.

State the components of community policing.

Outline and discuss the various security challenges in south Eastern Nigeria.

Discuss the relationship between Nigeria police force and informal police in South Eastern Nigeria.

Describe the nature of police/ community partnership in Enugu state.

Identify the causes of internal insecurity in South Eastern Nigeria.

Learning Outcomes

On completion of this course, students should be able to:

Explain community policing and internal security respectively.

Trace the history of community policing in Nigeria.

State four characteristics of community policing.

Course Contents

State and explain the three components of community policing.

Outline and discuss four security challenges facing south Eastern Nigeria.

Discuss the relationship between Nigeria police force and informal police in South Eastern Nigeria.

Identify five causes of internal insecurity in South Eastern Nigeria.

Course Contents

Definition of terms. Meaning of community policing. Meaning of internal security. History of community policing. Nature of community policing. Characteristics of community policing. Components of community policing. Internal security challenges in South Eastern Nigeria. Impact of insecurity in South Eastern Nigeria. Relationship between Nigeria police force and informal police in south Eastern Nigeria. Nature of police community partnership in Enugu state. Causes of internal insecurity in South Eastern Nigeria. Community policing apparatus in south Eastern Nigeria. Challenges associated with community policing in South Eastern Nigeria. Role of traditional rulers in community policing. Case studies: State by state analysis of community policing in Imo, Abia, Ebonyi, Anambra, and Enugu states.

Minimum Academic Standard

Relevant Textbooks.

Course Contents

GOU-PAD 107: African Traditional Institutions (2 Units; Compulsory; LH = 30)

Senate Approved Relevance

A number of studies have affirmed the legitimacy and relevance of African traditional institutions in the socio-cultural, economic and political lives of Africans, particularly in the rural areas. Training of highly qualified graduate of Public Administration who are able to align and harmonize traditional governance institutions with the modern State is in line with Godfrey Okoye University's aim to produce graduates who would be outstanding in learning, balanced in character, personality and ready to contribute to societal development. Relevance is in recognition of the fact that capable democratic states must be grounded on indigenous social values and contexts, while adapting to changing realities. This is in consonance with Sustainable Development Goals numbers 11, 16 and 17 on sustainable cities and communities, peace, justice, strong institutions and partnership for the goals.

Overview

Large segments of the rural populations, the overwhelming majority in most African countries, continue to adhere principally to traditional institutions. This is largely due to the roles that traditional authorities play in the process of good governance which can broadly be separated into three categories: first, their advisory role to government; second, their developmental role, complementing government's efforts in mobilizing the population for the implementation of development projects; and third, their role in conflict resolution. The debate is on how to integrate the two systems more effectively in order to better serve citizens in terms of representation and participation, service delivery, social and health standards and access to justice.

This course is designed to make the students understand and be able to analyze characteristics and dynamics of traditional institutions in order to gain insight into their actual and potential contributions to democratic governance and economic transformation in our communities.

Objectives

The objectives of the course are to:

- Explain African traditional institutions.
- State and explain the types of traditional institution in Nigeria.
- Trace the history of traditional institution in Nigeria.
- Discuss the significance of traditional institution in Nigeria.
- Describe the constitutional framework on traditional institution in Nigeria.
- Elucidate the roles of traditional institution in Nigeria.
- Discuss the relation between the traditional institution and the Government- Federal, state and local government.
- Describe how autonomous communities are created.
- Establish the causes of conflict between traditional institution and Town union.
- Evaluate the criticisms against the traditional institution in Nigeria.

Learning Outcomes

Course Contents

On completion of this course, students should be able to:

Explain African traditional institution.

State and explain four types of traditional institution in Nigeria.

Trace the history of traditional institution in Nigeria.

Outline five significance of traditional institution in Nigeria.

Describe the constitutional framework on traditional institution in Nigeria.

State five roles of traditional institution in Nigeria.

Discuss the relation between the traditional institution and the Government- Federal, state and local government.

Describe how autonomous communities are created.

State four causes of conflict between traditional institution and Town union.

Course Contents

Introduction. Meaning of traditional institution. History of traditional institution. Nature of African traditional institution. Types of traditional institution in Nigeria. Traditional institution in historical perspective. Significance of traditional institution in Nigeria. Constitutional framework on traditional institution in Nigeria. Roles of traditional institution in Nigeria. Democratic values of traditional institution. Relation between the traditional institution and the Government- Federal, state and local government. Creation of autonomous community. Causes of conflict between traditional institution and Town union. Criticisms against the traditional institution. Chieftaincy title in South Eastern Nigeria. Significance of chieftaincy title. The future of traditional institution in Nigeria.

Minimum Academic Standard

Relevant Textbooks, journals, etc.

Course Contents

GOU-PAD 108: Introduction to Development Theory (2 Units; Compulsory; LH = 30)

Senate Approved Relevance

Over the years, developing countries have been characterized by high poverty levels with low national and per capita incomes. Thus, the outcome has been a vicious cycle of poverty where there is low savings, investments, capital accumulation, productivity, and low quality of life. Training of highly equipped graduates who can **scan the past, present, and the future, and find fundamental links between cultural and political institutions and the lives of common people is in line with the desire of Godfrey Okoye University to produce graduates who** would become job creators in the future. Relevance is seen in graduates of Public Administration of **Godfrey Okoye** University being able to advise and enact practical, real-societal solutions designed to build fairer communities in which we all have the opportunity to live dignified and meaningful lives. This is in pursuance of the Sustainable Development Goals, numbers 1, 2 and 10, on no poverty, zero hunger and reduced inequalities.

Overview

Every community and every nation wishes to move from one stage of development to another. Development is essentially a humanitarian project that aims to expand the choices people have to lead lives that they value. In general, *development theory* views *development* as progress from simple to more complex understandings of the self and the world over time. Development theory is a collection of theories about how desirable change in society is best achieved. The course scrutinizes the four major theories of development: modernization, dependency, world- systems and globalization.

This course is designed to enable students to have understanding of how the processes of change in societies take place. The objectives of the course, its learning outcomes, and contents are provided to address this.

Objectives

The objectives of the course are to:

- Interpret the concept of development.
- Identify and discuss the core values of development.
- Explain the concept of development theory.
- Trace the roots of development theories.
- Identify and discuss the development theories
- State Rostow's stages of growth.
- State and explain the seventeen Sustainable development Goals.
- State and discuss the policies of the Nigerian Government aimed at realizing the sustainable development goals.
- Assess the extent of the application of development theories in Nigeria.
- Identify and discuss areas of application of development theories in Enugu State.

Learning Outcomes

On completion of the course, students should be able to:

Course Contents

- Define the concept of development.
- State and explain the three core values of development.
- Define development theory.
- Trace the roots of development theories.
- State five assumptions of modernization theory.
- Describe three of Rostow's stages of growth.
- State three assumptions of the dependency theory.
- Establish four criticisms against Solow Swan growth theory.
- Identify five of the seventeen Sustainable development Goals.
- State and discuss three policies of Nigeria Government towards realizing the Sustainable development Goals.
- Appraise the extent of application of development theories in Enugu State.

Course Contents

The concept of development. Three core values of development. Meaning of development theory. Origin of development theories. Classical (19th century English) model. Marx's historical materialism. Rostow's stages of growth. Vicious circle theory. Balanced versus unbalanced growth. Lewis-Fei-Ranis model. Baran's neo-Marxism. Dependency theory. Neoclassicism. Solow's neoclassical. New (endogenous) growth theory. Sustainable development. Human development theory. Comparison of four main theories of Development. Application of development theories in Nigeria. Application of development theories to Enugu State of Nigeria.

Minimum Academic Standard

Relevant textbooks, journals, internet facilities.

GOU-MAN 103: Business and Igbo Apprenticeship (2 Units; Compulsory; LH = 30; PH = 0)

Senate-Approved Relevance

The auspicious need to train qualified professional managers acquainted with necessary knowledge to advance in business enterprise at every level of human resource development is in line with Godfrey Okoye University's mandate to produce graduates with entrepreneurial mind set. The relevance of Business and Igbo apprenticeship system lies in the understanding that the youths in the South-east geo-political zone of Nigeria will arguably learn to pick the mantle of business acumen, hardwork and skills from their masters or forbearers. This opportunity will stimulate the Igbo spirit of youth empowerment, employment and even poverty reduction.

Overview

The Igbo apprenticeship system is symbolic of the entrepreneurial spirit of the Igbo industry process, hardworking and perseverance of people of the South-east geo-political zone. With this apprenticeship system, young men and women are inducted into entrepreneurial ventures by hardworking and established entrepreneurs in what is today referred to as "Oga and boy" extended relationship. This business apprenticeship has the capacity to get the young into work and solve the perennial challenge of unemployment ravaging the youth population in this part of the world.

This need is inconsonant with Sustainable Development Goals (SDGs) numbers 1, 2, 8 and 9 such as no poverty, zero hunger, decent work and economic growth; industry, innovation and

Course Contents

infrastructure respectively. Thus the objectives of the course learning outcomes and contents are discussed to meet this need.

Objectives

The objectives of the course are to:

Define business apprenticeship.

Explain the history of the Igbo business apprenticeship system.

Identify the types of businesses suitable for Igbo apprenticeship system.

Explain the requisite traits and skills needed to excel in apprenticeship.

Highlight the basic steps required for successful apprenticeship.

Develop a theory that could guide future apprenticeship development in the geo-political zone.

Discuss the unwritten and written agreements that will lead to sustainable apprenticeship system.

Explain key legislations that could lead to sustainability in Igbo business apprenticeship system.

Learning outcomes

On completion of this course, students should be able to:

Explain what business apprenticeship is.

Discuss the history of Igbo business apprenticeship system.

Describe at least two types of apprenticeship system.

Discuss six requisite traits and skills needed for a successful apprenticeship system.

Explain three basic steps required for a successful apprenticeship training.

Discuss a theory of apprenticeship guidelines for apprentices.

Analyze one unwritten and one written agreement that could guide a sustainable apprenticeship system.

Course Content

The Igbo business apprenticeship concepts and philosophy. Objectives of Igbo apprenticeship. Origin of Igbo Apprenticeship. Categorization of apprenticeship. Skills and traits for a successful Apprenticeship. Apprenticeship duration and Agreements. The Igbo Apprenticeship in pre and post Nigerian civil war. Decline in Igbo Apprenticeship System in recent times. Igbo Apprenticeship and Employment Opportunities. Igbo Apprenticeship and Family Business. Formalization of Igbo Apprenticeship. Ethical issues. Need for Government Regulations. The Triple Helix Model in Igbo Apprenticeship. Conflicts in Igbo Apprenticeship. Conflicts Management in Apprenticeship. Steps in Igbo apprenticeship. The contributions and challenges of Igbo business apprenticeship system.

Minimum Academic Standard

Relevant textbook, journal articles on Apprenticeship and other NUC – facilities.

GODFREY OKOYE UNIVERSITY
FACULTY OF MANAGEMENT AND SOCIAL SCIENCES

ADMINISTRATION AND MANAGEMENT: MANAGEMENT

B.Sc. Management

GOU-MAN 123: Introduction to Entrepreneurial Mindset (2 Units; Compulsory; LH = 30; PH = 0)

Senate-approved relevance

In line with Godfrey Okoye University's mission of producing professional managers with core attributes of logical reasoning and good entrepreneurial competence, graduates of Management are trained to keep track of how well an enterprise is equipped to survive competition. This course challenges the students to possess sound entrepreneurial mindset whether they are working for an employer or running their own private businesses. The University upholds the basic principles and fundamentals of managing an enterprise to leverage on competition among rival competitors. The Programme also is imbued with the art of harnessing fundamental aspects of entrepreneurial thinking and development of personal entrepreneurial behaviour for solving business level challenges.

Overview

The course, Introduction to Entrepreneurial Mindset, is relevant in preparing the first year students to appreciate the place of the University in transforming them from what they are to superior human capital of value highly sought after in the global community, develop underlying beliefs and assumptions that drive the behaviour enabling entrepreneurs to succeed. This course will equip students with adequate knowledge and opportunities that ignite ambition and foster self-reliance, resourcefulness, perseverance and determination which yield entrepreneurial success.

The course introduces the role of the entrepreneur, innovation and technology in the entrepreneurial process. The focus is the development of growth oriented and innovative ventures: whether for-profit or not-for-profit.

Objectives

The objectives of this course are to:

- Explain the concept of Entrepreneurial Mindset.
- Discuss what is meant by Entrepreneurship.
- Explain the concept of Innovation.
- Describe the role of the entrepreneur in the new enterprise creation process.
- List Entrepreneurial Characteristics and Traits.
- Discuss the attitudes, values, characteristics, behaviour, and processes associated with possessing an entrepreneurial mindset.
- Describe how to enhance entrepreneurial competencies.
- Explain how entrepreneurs engage in successful appropriate entrepreneurial behaviours.
- Discuss the core concepts of Entrepreneurial Thought, Processes and Action.
- Explain how to create and innovate through entrepreneurial thinking and entrepreneurial behaviour.

Learning Outcomes

On completion of the course, students should be able to:

- Define Entrepreneurial Mindset.
- Discuss two interpretations of Entrepreneurship by different scholars.

Course Contents

- State the concept of Innovation and explain three of its types.
- Mention five roles of the entrepreneur in the new enterprise creation process.
- Explain five characteristics and five traits of Entrepreneurship.
- State four attitudes, values, characteristics, behaviour, and processes associated with possessing an entrepreneurial mindset.
- Highlight five ways to enhance entrepreneurial competencies.
- Explain at least two ways entrepreneurs engage in successful appropriate entrepreneurial behaviour.
- Describe three core concepts of Entrepreneurial Thought, Processes and Action.
- Discuss how to create and innovate through entrepreneurial thinking and entrepreneurial behaviour.

Course Content

Meaning of Entrepreneurship. Overview of Entrepreneurial Mindset. Entrepreneurship and Innovation. Types of Innovation. Challenges of Innovation. Roles of entrepreneurs in the new enterprise creation process. Nature of entrepreneurial characteristics. Entrepreneurial Traits. Attitudes, values, characteristics, behaviour, and processes associated with possessing an entrepreneurial mindset. Understanding entrepreneurial competencies. Engaging in entrepreneurial behaviours. Concept of entrepreneurial thought. Entrepreneurial Processes and Action. Creating and innovating through entrepreneurial thinking and entrepreneurial behaviour.

Minimum academic standard

As presented in the 70% CCMAS and other NUC facilities

200 Level

GST 212: Philosophy, Logic and Human Existence

(2 Units C: LH 30)

Learning Outcomes

- A student who has successfully gone through this course should be able to:
- know the basic features of philosophy as an academic discipline;
 - identify the main branches of philosophy & the centrality of logic in philosophical discourse;
 - know the elementary rules of reasoning;
 - distinguish between valid and invalid arguments;
 - think critically and assess arguments in texts, conversations and day-to-day discussions;
 - critically assess the rationality or otherwise of human conduct under different existential conditions;
 - develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
 - guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic— the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding, etc.

ENT 211: Entrepreneurship and Innovation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to:

- explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
- state the characteristics of an entrepreneur;
- analyze the importance of micro and small businesses in wealth creation, employment, and financial independence;
- engage in entrepreneurial thinking;
- identify key elements in innovation;
- describe stages in enterprise formation, partnership and networking including business planning;
- describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
- state the basic principles of e-commerce.

Course Contents

Concept of entrepreneurship (entrepreneurship, intrapreneurship/corporate entrepreneurship,). theories, rationale and relevance of entrepreneurship (Schumpeterian and other perspectives, risk-taking, necessity and opportunity-based entrepreneurship and creative destruction). Characteristics of entrepreneurs (opportunity seeker, risk taker, natural and nurtured, problem solver and change agent, innovator and creative thinker). Entrepreneurial thinking (critical thinking, reflective thinking, and creative thinking). Innovation (concept of innovation, dimensions of innovation, change and innovation, knowledge and innovation). Enterprise formation, partnership and networking (basics of business plan, forms of business ownership, business registration and forming alliances and joint ventures). Contemporary entrepreneurship issues (knowledge, skills and technology, intellectual property, virtual office, networking). Entrepreneurship in Nigeria (biography of inspirational entrepreneurs, youth and women entrepreneurship, entrepreneurship support institutions, youth enterprise networks and environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

Course Contents

PAD 201: Introduction to Public Administration

(3 Units C: LH 45)

Learning Outcomes

On completion of this course, the students should be able to:
state the classifications or typologies of organizations;
state the basic principles of organizations;
distinguish between the functions of line, staff and auxiliary agencies in Public Administration
explain the meaning and functions of the Civil Service;
discuss the relationship between domestic and international public administrative practices;
examine the nature, strengths, and weaknesses of the bureaucracy.

Course Contents

Classification or typologies of organisations. Principles of organisations: Hierarchy, authority, Delegation, coordination, communication, supervision and span of control. Bureaucracy - nature, strengths and weaknesses. Features of an ideal type of bureaucracy. Meaning of the Civil Service. International Public Administration and its relationship with domestic Public Administration. Line, Staff and Auxiliary Agencies.

PAD 202: Nigeria Government and Administration (2 Units C: LH 30)

Learning Outcomes

At the end of this course, the students should be able to:
recall the major colonial and post-colonial political, constitutional and administrative developments in Nigeria;
examine the pattern of organization of governmental institutions in terms of their composition, structure, functions and reforms of the civil service;
evaluate the issues of transparency and public accountability;
discuss the reasons for, and the impact of colonialism on the political and administrative development in Nigeria; and
appraise the landmark reforms of the Civil Service.

Course Contents

The course consists of British conquest and colonial administration of Nigeria. Political and constitutional development in Nigeria. Federalism in Nigeria. Origin, structure and functions of the Civil Service. Composition and functions of other executive agencies. The relationships between the Civil Service, the Legislature and the Judiciary. The Electoral Process in Nigeria and the Civil Service Reforms. Public Accountability.

PAD 205: Office Administration

(2 Units C: LH 30)

Course Contents

Learning Outcomes

On completion of this course, the students should be able to:
define the concept of office administration and its importance in the world;
describe the essentials of office training;
demonstrate the writing of business and official letters;
mention emerging skills and techniques for office administration;
assess the role of ICT in office management; and
identify the differences between manual and electronic records management.

Course Contents

Basic concepts in office administration. The essentials of office training in basic skills, emerging skills and techniques for office administration. Management services. Writing of business and official letters. Writing applications and replying to application. ICT and Office Administration. Manual Vs. Electronic Records Management etc.

PAD 212: Rural and Community Development. (2 Units C: LH 30)

Learning Outcomes

This course will enable the students to:
identify the opportunity of understanding and participating in Rural and Community Development;
define the basic related concepts in rural and community development;
explain the dynamics of community leadership;
evaluate the theories of rural and community development; and
appraise the role of community development in national development.

Course Contents

This course will focus on the definitions and meaning of concepts such as Development, Rural Area, Rural Development, Community Development, Ruralism, Communalism, Traditional Institutions, Rural Elite Groups, Self-help, Social Mobilisation, Cooperative Organisations etc. Characteristics of rural areas. The special role of community development. The dynamics of community leadership. Theories of rural and community development. Approaches to rural and community development. Processes and Practice of Community Development. Mobilisation and Strategies for community development. The Role of Community Development in National Programmes in Countries like Tanzania, China, Sudan etc. Rural Development Programmes in Nigeria: DFRRI, Better Life for Rural Women. Nigerian Agricultural, Cooperative and Rural Development Bank (NACRDB), OFN, FEAP, NAPEP, River Basins, NEEDs, SEEDs etc.

GOU-PAD 203: Sports Administration in Nigeria (2 Units; Elective; LH = 15; PH = 45)

Senate Approved Relevance

Course Contents

Sport receives a special attention both from society and from the state; consequently, administration in sports is an integral part of the existence of the sphere of sports. All major sporting events equal to a world championship or the Olympic Games necessarily involve state institutions and government authorities to participate in organizing such events. In line with Godfrey Okoye University's mission to impact quality education aimed at inculcating in students strong personality that will ensure the promotion of religious, religious, cultural and epistemological dialogue, this course blends theoretical knowledge of sports management with practical, hands-on experience. Therefore, students will acquire the skills that are in high demand by employers in today's sports business environment.

Overview

The specialization in Sport Administration addresses the planning, organizational leadership, and evaluative aspects of management within the sport enterprises by holding the institution of sport to a high level of inquiry and serious scientific scrutiny. Graduates can rest assured knowing there is a multitude of career options they can explore on graduation. Some career options include, but are not limited to: professional sport organizations and leagues, sport sponsorship agencies, athlete representation agencies, etc.

This course is designed to inculcate in the students the basic elements and skills needed for sports management. The study therefore aligns with SDGs goals, numbers 1, 2 and 8, on no poverty, zero hunger, and decent work and economic growth. The objectives of the course, its learning outcome, and contents are provided to meet this need.

Objectives

The objectives of the course are to:

Explain sports administration.

Discuss the different types of sports.

Describe the roles of Government in the promotion of sporting activities.

Ascertain the benefits of sports to the society.

Determine the entrepreneurial opportunities derivable from sports.

Investigate and discuss the means of financing sports in Nigeria.

Discuss the various sporting events in Nigeria.

Establish roles of sports administrators.

Illustrate the contributions of sports to national development.

Learning Outcomes

On completion of this course, students should be able to:

Explain sports administration.

State four types of sports.

Establish five roles of Government in the promotion of sporting activities.

Mention five benefits of sports to the society

Outline three disadvantages of sports to the society.

State five entrepreneurial opportunities in sports.

Discuss five means of financing sports in Nigeria.

Course Contents

State and interpret four sporting events in Nigeria.
Discuss five roles of sports administrators
State five contributions of sports to national development.

Course contents

Meaning and nature of sports administration. Scope of sports administration. Types of sports. Sports and the Individual. The role of Government in the promotion of sporting activities. Benefits of sports to the society. Disadvantages of sports to the society. Entrepreneurial opportunities in sports. Financing sports in Nigeria. Various sporting events. Role of sports administrators. How to become a sports administrator. Importance of Public Administration in Sports. The Legal Framework for Sports Development in Nigeria. National institute for sports. Contributions of sports to national development. Contributions of sports to the development of Enugu state. Case studies: A visit to two stadia in south eastern Nigeria. The future of sports administration in Nigeria.

Minimum Academic Standard

Sports text books, Standard University recreational centre, visit to stadium.

Course Contents

GOU-PAD 204: Auditing and Public Administration (2 Units; Compulsory; LH = 30)

Senate Approved Relevance

For sound and effective functioning of government and to ascertain that the benefit of public funds being used reach the lowest strata of society and to every individual, it is indispensable to train and produce graduates with the requisite knowledge of auditing. It is Godfrey Okoye University's aim to produce graduates who would be outstanding in learning, balanced in character, personality and ready to pursue epistemic unity in all ramifications. This makes it necessary for graduates of Public Administration to acquire knowledge of how to detect fraud, and error by being able to examine the Account Records so as to determine whether or not it gives a true and fair view of the state of affairs of the economy, and to render advice the political class appropriately.

Overview

Public budgeting and appropriations process are at the heart of policy and decision making in Nigeria government. Over the years, universities and programmes in Public Administration teach budgeting under a variety of titles. When contemplating career opportunities, students learn that budgeting is where the action is.

This course is designed to educate the students on the fundamental issues of accountability, how funds are used, how their use is reported to the public, and what impact funding has had. The importance of this course lies in meeting the Sustainable Development Goals, numbers 1, 2, 16, on no poverty, zero hunger and peace, justice, and strong institutions. The objectives of the course, its learning outcomes, and contents are provided to meet this need.

Objectives

The objectives of the course are to:

Define and explain the meaning of auditing.

Discuss scope of public sector auditing.

Investigate the origin and evolution of public sector auditing.

Discuss the importance of auditing in the public sector.

List and explain the kinds of auditing in the public sector.

State and explain the rights and duties of an auditor.

Discuss the qualities of an auditor.

Describe the techniques of auditing.

Discuss the fundamental principles of public sector auditing.

Discuss International auditing standards.

Discuss the legal framework of auditing in Nigeria.

Present the result of an empirical review of audit report

Learning Outcomes

On completion of this course, students should be able to:

Define auditing.

Trace the origin and evolution of public sector auditing.

Establish five importance of auditing in the public sector.

State and explain three kinds of auditing in the public sector.

Mention five rights and duties of an auditor.

Course Contents

Enumerate the qualities of an auditor.

Discuss the techniques of auditing.

Elaborate the fundamental principles of public sector auditing.

Outline four roles of the Auditor General of the Federation in Nigeria.

Course Contents

Meaning of auditing. Scope of public sector auditing. Origin and evolution of public sector auditing. Importance of auditing in the public sector. Kinds of auditing in the public sector. Rights and duties of an auditor. Qualities of an auditor. Techniques of auditing. Fundamental principles of public sector auditing. Limitations to auditing. International auditing standards. Legal framework of auditing in Nigeria. Auditing standard in Nigeria. The role of the Auditor General of the Federation in Nigeria. The Audit Act of Enugu State. Challenges of Public Sector Auditing in Nigeria. Empirical review of audit reports.

Minimum Academic Standard

Textbooks, Audit Act, Audit report

Course Contents

GOU-PAD 206: Administration of Development Centers in Nigeria (2 Units; Compulsory; LH= 30)

Senate Approved Relevance

It is generally believed that the basic justification of local government creation in modern polity is to promote participation of local communities in governance and to harness local efforts for development purposes. Training of highly skilled graduates knowledgeable and able to take development closer to the people – serving as a bridge and facilitating interactions between local population and central authorities is in consonance with Godfrey Okoye University's aim to produce graduates who would be outstanding in learning, balanced in character, personality and ready to contribute to societal development.

Overview

It has been difficult for government to adequately meet the needs of communities as they are elastic as that of individual citizens. The complexities of development processes prove that more efforts are needed to guarantee adequate relationship (in terms of governance) between grass-roots people and central authorities, and to ensure prompt delivery of democratic dividends to the people. This is what informed the creation of development centers in some states of the federation.

This course is designed to expose students to the pattern of administration of development centers in south Eastern Nigeria. This is in line with SDG goals, numbers 11 and 16, on making cities and human settlements inclusive, safe, resilient, and sustainable, and promote peaceful and inclusive societies for sustainable development, provide access to justice for all, and build effective, accountable, and inclusive institutions respectively. The objectives of the course, its learning outcome, and contents are provided to meet this need.

Objectives

The objectives of the course are to:

Define development center.

Describe the nature of development center.

Trace the origin of development center in Nigeria.

Discuss the position of the 1999 Constitution on development center creation.

Discuss the reasons for creating development centers.

Describe the structure of development center.

Present the organogram of development center administration.

Ascertain the relationship between development center administrators and local government area council.

Identify the functions of development center in south Eastern Nigeria.

Discuss the funding of development centers.

Learning Outcomes

On completion of this course, students should be able to:

Define development center.

Course Contents

Trace the origin of development centers in Nigeria.

State four reasons for the creation of development centers.

Describe the structure of a development center

Design the organogram of development center administration.

Discuss the relationship between development center administrators and local government area council.

Enumerate five functions of development center in south Eastern Nigeria.

State five challenges facing development centers in South Eastern Nigeria.

Course Contents

Introduction. Meaning of development center. Nature of development center. Origin of development center in Nigeria. The 1999 Constitution on development center creation. Geographical presence of development centers in Nigeria. Purpose of creating development centers. Structure of development center. Organogram of development center administration. Relationship between development center administrators and local government area council. Functions of development center in south Eastern Nigeria. Fundraising and Development Centers. Funding of development centers. Assessment of Projects Executed through Development Centers. Challenges facing development centers in South Eastern Nigeria. Case studies- visit to and assessment of activities of development centers across five South Eastern states of Nigeria.

Minimum Academic Standard

Relevant Textbooks

Course Contents

GOU-PAD 207: Town Union and Rural Development in Nigeria (2 Units; Compulsory; LH = 30)

Senate Approved Relevance

Despite the involvement of town unions in rural development in Nigeria for several decades, the various rural communities remain poor, backwards and continually experiencing massive rural -urban migration or at worst exodus. Training of graduates who would be grounded with the knowledge of leadership skills necessary for grass root development aligns with Godfrey Okoye University's aim to produce graduates who would be outstanding in learning, balanced in character, personality and ready to pursue epistemic unity in all ramifications. Relevance is in producing graduates of Public Administration who can help communities to bring about social change and improve the quality of life in their local area. This aligns with SDGs goals numbers 10 and 11 on reduced inequalities and building sustainable cities and communities.

Overview

People have been very conscious of the need to engage a more robust organization and administrative bodies which can provide and foster stable self-reliant development in their local communities. Many scholars and government actors are now realizing that town unions and indigenous institutions have proved to be more successful in engendering development in rural communities comparable to what the state has done in socio-economic development. Town union is synonymous with development. It is an agency of community through which innovations and development purposes are achieved for the community.

This course is designed to inculcate in the students how town union as an agency of the community, contribute to community governance and grass root development. The objectives of the course, its learning outcome, and contents are provided to address this.

Objectives

The objectives of the course are to:

Explain the meaning of Town Union.

Describe the nature of a typical indigenous Igbo society

Describe how town unions are formed and recognized by the local and state governments

State the organization and structure of town union.

Describe the significance of town unions.

Discuss the primary role of town unions.

Identify the sources of funds for town union.

Discuss the functions of the executive of town union.

Explain the challenges facing town unions.

Learning Outcomes

On completion of this course, students should be able to:

Course Contents

Explain the meaning of Town Union.

Describe how town unions are formed and recognized by the local and state governments

State five steps involved in the organization and structure of town union.

State five importance of town unions.

Discuss five primary roles of town unions.

Identify five sources of funds for town union.

Discuss four functions of the executive of town union.

State five challenges facing town unions.

Course Contents

Meaning of Town Union. Nature of a typical indigenous Igbo society. Formation and recognition of town union. Organization and structure of town union. Conduct of town union meetings. Significance of town unions. Leadership trust in town union executives. Primary role of town unions. Sources of funds for town union. Composition of town union executives and the community traditional ruler. Government attitude to provision of development in rural communities. Functions of the executive of town union. Challenges facing town unions. Igbo elites in town unions. Relationship between home and abroad town union. Urbanizing the rural areas. Case studies- visit to selected communities in Enugu East local government to assess the projects executed by their town union.

Minimum Academic Standard

Obtained copies of constitution of town unions, obtained minutes of town union meetings, relevant textbooks.

Course Contents

GOU-PAD 208: Public and Private Sector Relation in Nigeria (2 Units; Compulsory; LH = 30)

Senate Approved Relevance

Partnerships of any kind come with challenges and obstacles that might be a threat to the success of the vision they have. There is increasing interest in the use of public-private partnerships in emerging markets. Godfrey Okoye University strives to produce graduates who would be outstanding in learning, balanced in character, personality and ready to pursue epistemic unity in all ramifications. This necessitates the need to produce graduates of Public Administration who can expertly advise the government on what to do if they are to establish successful long term partnerships with private partners and ensure that the public partner has the right information on the right projects, for the right partners at the right time.

Overview

Public Sector encompasses the companies, enterprises, or businesses wherein the Government is the owner of the business by way of a majority shareholding in the business. These businesses are controlled, managed, and operated by the Government. The private sector includes those companies, enterprises, or businesses that are owned by private individuals or private companies. The companies in the private sector are controlled, managed and operated by private individuals / private entities. Relevance is in producing public administrators with requisite knowledge in contributing to advancements in workforce development and capacity building in both public and private sectors.

This is in line with SDGs goals, numbers 9 and 16 and 17, on industry, innovation, and infrastructure, peace, justice, and strong institutions, and partnership for the goals respectively. The objectives of the course, its learning outcome, and contents are provided to address these.

Objectives

The objectives of the course are to:

- Elucidate the concept of public sector and private sector respectively
- Ascertain the role of government in the private sector.
- Examine Indigenization Policy in Nigeria.
- Discuss the concept of Privatization.
- Establish the rationale for commercialization.
- Discuss the advantages and disadvantages of liberalization.
- Explain the concept and rationale for contracting out services.
- Assess the level of implementation of privatization policy in Nigeria.
- Assess some privatized agencies in Nigeria and Enugu state respectively.
- Assess some projects executed through public private partnership.

Learning Outcomes

- On completion of this course, students should be able to:
- Differentiate between public sector and private sector.
- State five roles of government in private sector.

Course Contents

Write short notes on indigenization policy of Nigeria.

State five reasons for Privatization.

Outline four advantages of commercialization.

Point out four disadvantages of liberalization.

State three reasons why government contracts out services.

State and explain five types of Public Private Partnerships.

Assess of two privatized agencies in Nigeria.

Assess one project executed though public private partnership in Enugu State

Course Contents

Introduction and Definition of terms. Meaning of public sector. Meaning of private sector. Relation between public and private sector. Role of government in private sector. Indigenization policy in Nigeria. Privatization. Reasons for Privatization. Commercialization. Liberalization. Contracting out services. Public Private Partnerships. Assessment of privatization policy in Nigeria. Assessment of some privatized agencies in Nigeria. Analysis of some privatized agencies of Enugu state government. Assessment of some projects executed though public private partnership. Evaluation and Conclusion.

Minimum Academic Standard

Relevant Textbooks, Bureau

Course Contents

GOU-PAD 211: Contemporary Public Administration in Nigeria (2 Units; Compulsory; LH = 30)

Senate-Approved Relevance

Public administration is the major instrument through which government; federal, state or local manages development. Training of well-equipped graduate of public administration who are knowledgeable and able to work/manage people, develop leadership qualities, stand a chance to hold important government positions and make an impact in government is in line with Godfrey Okoye University's aim to produce graduates who would be outstanding in learning, balanced in character, personality and ready to pursue epistemic unity in all ramifications. In line with SDG goals, number 1, 2 and 16, on no poverty, zero hunger and peace, justice, and strong institutions, relevance is in producing graduates of Public Administration who can advise the government on how to effectively provide for and govern its citizens.

Overview

The primary focus of public administration solely relies on providing public services as decided by political executives. Owing to constant demand and changes in the social and technology landscape, the work of public administrators is very complex and dynamic in nature. There is also the challenge of human inefficiency and human relationship factors. To confront these challenges, many public institutions are beginning to adopt elements of public management to improve procedure, cutting the red tape, adopting the customer first policy, improving efficiency, in order to maintain competitive advantage in the provision of services.

This course is designed to effectively address the above named challenges by exposing student to leadership and management skills needed for planning, organizing, directing, coordinating and controlling of government actions. The objectives of the course, its learning outcome, and contents are provided to address this.

Objectives

The objectives of the course are to:

- Discuss the nature of Public administration in Nigeria prior to colonialism.
- Trace the evolution of modern public administration in Nigeria.
- Elaborate the ecology of Nigeria Public Administration.
- Explain the features of Nigeria civil service.
- Identify the various civil service reforms in Nigeria.
- Determine the features public corporations in Nigeria.
- Discuss the processes of planning and budgeting in Nigeria civil service.
- Identify and discuss the structures that manage public personnel in Nigeria public service.

Learning Outcomes

On completion of this course, students should be able to:

- Write one page about the nature of Public administration in Nigeria prior to colonialism.
- Trace the evolution of modern public administration in Nigeria.

Course Contents

Identify three ecological factors of Nigeria Public Administration.

State five features of Nigeria civil service.

Outline seven civil service reforms in Nigeria.

Enumerate five features of Public corporations in Nigeria.

Illustrate four processes involved in Planning and budgeting in Nigeria civil service.

Identify three agencies that manage public personnel in Nigeria.

Course Contents

Introduction. Public administration in Nigeria prior to colonialism. Features of Public Corporation. Evolution of modern public administration in Nigeria. Provision of Public Services. The Challenges of the Public Sector. Ecology of Nigeria Public Administration. The Nigeria civil service. Civil service reforms in Nigeria. Public corporations in Nigeria. Planning and budgeting in Nigeria civil service. Public Personnel Agencies. Management of public personnel in Nigeria public service. Local Government system in Nigeria. Nigeria public administration from 1960 to 2022. Public service ethics of Nigeria. Code of conduct for public service. Steve Orosanya public service reform.

Minimum Academic Standard

Relevant textbooks, journals, Nigeria Public service rules and regulation.

Course Contents

GOU-PAD 213: Land Administration in Nigeria (2 Units; Compulsory; LH = 15; PH = 45)

Senate Approved Relevance

This concerns relates to good governance in matters of land administration. The training of high quality graduates imbued with sound knowledge of land administration and sustainable land management is indispensable for good governance, economic, social and environmental development. There is need for decent systems of land administration which can support the development of efficient land markets and a sound land-use control system. From its inception, Godfrey Okoye University has been committed to the training of graduates who would be outstanding in learning, balanced in character, personality and ready to pursue epistemic unity in all ramifications. Relevance is in graduates of Public Administration being able to develop better land administration, land management and land governance policy in line with SDG goals, numbers 3, 11, and 15, on good health and well-being, sustainable cities and communities, and life on land respectively.

Overview

Land is both a sacred entity and source of human settlement and survival. Moreover, access to land is a vital component of sustainable development. This is why issues concerning land must be handled with the utmost respect and responsibility. Land administration is about those public sector activities and policies put in place by government to support the alienation, development, use, valuation and transfer of land through legislation and policies. In 1996, many countries committed themselves to promoting optimal use of productive land in urban and rural areas, and to protecting fragile ecosystems and vulnerable areas affected by the negative impacts of human settlement.

This course is designed to educate the students of Public Administration of Godfrey Okoye University on how to put land resources to efficient use, such as producing food, providing shelter, preserving the environment, making sustainable use of natural resources. The objectives of the course, its learning outcome, and contents are provided to address this.

Objectives

The objectives of the course are to:

Explain the meaning of land administration.

Discuss the land use Act of Nigeria.

State the requirement for acquiring land in Nigeria.

Describe how individual and commercial building plans are approved.

Discuss the concept of Residential Estate planning.

Differentiate between Federal Housing Estates and State Housing Estate.

Expatiate how urban open space planning is carried out

Describe how land and Buildings are taxed

Present the result of empirical case study of some housing estates in Enugu state.

Course Contents

Discuss the role of Ministry of Regional and Urban Planning

Learning Outcomes

On completion of this course, students should be able to:

Explain the meaning of land use.

Discuss the land use Act of Nigeria.

State five requirements for acquiring land in Nigeria.

Describe how individual and commercial building plans are approved.

State five differences between Federal Housing Estates and State Housing Estate.

Carry out empirical case study of two housing estates in Enugu state.

Identify five roles of Ministry of Regional and Urban Planning.

Course Contents

Introduction. The concept of land. Meaning of land administration. Land and Good Governance. Functions of Land Use Act. The land use Act of Nigeria. Requirement for acquiring land. Building Plans. Individual and commercial building plan approval. Land Administration and the Ecosystem. Residential Estate planning. Federal Housing Estates. State Housing Estate. Urban open space planning. Empirical case study analysis of some housing estates in Enugu state. Review of the Housing Policies and Programmes in Nigeria. Property tax. The role of Ministry of Regional and Urban Planning.

Minimum Academic Standard

Relevant textbooks.

GOU–MAN 205: Globalization and Business (3 Units; Compulsory; LH = 45; PH = 0)

Senate-Approved Relevance

The training of high level skilled professional managers who are highly knowledgeable and have the knack to drive change in the South-east geo-political zone through business alliances with the rest of the world cannot be over-emphasized. This assertion is in congruence with Godfrey Okoye University's mission of producing outstanding graduates talented in creating collaborations and linkages with the global community through trade. The course will equip our prospective professional managers with the factors driving globalization and creation of business linkages with other countries especially in the case of African continental free trade agreement. This is yet an under-explored trade and investments channel.

Overview

The South Eastern part of Nigeria is blessed with great industrialists who have contributed immensely to the economies of the zone through owners' industrial organizations. Today's business men and women must have the capacity to understand the dynamics of international competition as driven by globalization and liberalization of the world economy. This underscores the importance of producing highly talented professional managers who would participate actively and play a leading role in globalization of trade and investments. The course will enable professional managers to take advantages of their training in exploring the opportunities offered in different sectors of the Nigerian economy through the study of globalization and business.

The course meets the Sustainable Development Goals (SDGs) numbers 1, 3, 4, 5, 8 and 9 on poverty reduction, quality education, gender equality, decent work and economic growth;

Course Contents

industry, innovation and infrastructure respectively. The objective of the course, learning outcomes and contents are provided to address the goals of the course.

Objectives

The objectives of the course are to:

- Explain the meaning of globalization.
- Discuss the history of globalization.
- Explain the four dimensions of globalization.
- List five most globalized countries and discuss their story.
- List three least globalized nations.
- Highlight the factors that have contributed to the increased growth in globalization.
- Discuss anti-globalization forces which affect business.

Learning outcomes

On completion of this course, the students should be able to

- Define globalization.
- Explain the historical background to globalization.
- Discuss four dimensions of globalization.
- List five most globalized countries in the world.
- Discuss three least globalized countries and explain the reason for their state.
- Explain the factors that have accelerated globalized trade and investments.
- Explain the anti-globalization forces affecting trade investments and cross border migration.

Course Content

Concept of globalization. Historical development. Dimensions of globalization. Most globalized nations. Least globalized nations. Factors accelerating globalization. Trade restriction and investments through protectionism. Anti-globalization forces. Future challenges of globalization in developing countries. African Continental Free trade Agreement (AfCFTA): Meaning and Purpose. African countries in AfCFTA. The articles or agreement establishing AfCFTA. The Processes for AfCFTA Membership. Why Africans need the AfCFTA. The Economic benefits of AfCFTA. The Conflicts between AfCFTA and other existing regional trade areas. AfCFTA and movement of peoples in Africa. Conflicts with other continental trade blocks in the world (European Union etc.). Prospects of AfCFTA. Challenges to AfCFTA success.

Minimum Academic Standard

As presented in the 70% CCMAS and other NUC facilities

GODFREY OKOYE UNIVERSITY
FACULTY OF MANAGEMENT AND SOCIAL SCIENCES

ADMINISTRATION AND MANAGEMENT: MANAGEMENT

B.Sc. Management

GOU-MAN 206: Business Ethics and Social Responsibility (2 Units; Compulsory; LH = 30; PH = 0)

Senate-Approved Relevance

The place of values, ethics and the recognition of public interest cannot be taken for granted in a pluralistic moral decadent society like Nigeria. The business environment within which the professional manager makes decision is so unethically polluted that it becomes impossible to make a decision that is neutral. Thus, the professional managers are daily influenced by environmental factors like finance, private gains, national or state security or even ethnic and tribal considerations. Under such scenario, it becomes apt that the prospective managers for private and public sector organizations should be imbued with values, ethics and recognition of public interest in their training. This ideal is in tandem with the vision of Godfrey Okoye University in training of graduates who will be outstanding in learning, balanced in character and personality and ever willing to pursue epistemic unity in all its ramifications.

Business ethics and social responsibility will equip our prospective professional managers with the intellectual capacity and social responsibility to contribute immensely in running or creating an ethical organization.

Overview

In any decision making process, the professional manager considers not only the immediate environment which constitute the direct beneficiaries of the outcome of that decision, but also other peripheral actors upon whom such decision would also impinge in one way or the other. The South East geo-political zone of Nigeria has enormous quantum number of businesses that are susceptible to abuses like frauds, theft and bribery and many waiting for an opportunity to strike. Therefore, business ethics must be taught as a counter balance to our distorted values.

The importance of this course lies in meeting the need for achieving Sustainable Development Goals (SDGs) numbers 4, 5, 8 and 9 on quality education, gender equality, decent work and economic growth; industry, innovations and infrastructure respectively. The objective, learning outcomes and course content are explained to meet these goals.

Objectives

The objectives of the course are to:

- Define ethics and ethical decision.
- Discuss the environment in which an ethical decision is made.
- Explain the conduct expected of a professional manager in both private and public sector organizations.
- Highlight the guidelines/features of business ethics.
- Examine what social responsibility of business means.
- Discuss the various types of social responsibility.
- Explain the importance of social responsibility in private businesses.
- Explain the importance of social responsibility in public sector organizations.

Learning Outcomes

On completion of this course, students should be able to:

Course Contents

Explain ethics.

Discuss the environment in which an ethical decision is made.

Describe six managerial conducts of a professional manager.

Discuss five features of business ethics.

Explain the meaning of social responsibility.

Discuss at least two types of social responsibility.

Explain the importance of social responsibility in Business Organizations.

Explain the importance of social responsibility in Public sector Organizations.

Course Content

Evolution of concern for ethics. Frameworks for analyzing ethical decision. Features of business ethics and characteristics of social responsibility. Types of social responsibility and Importance of Social responsibility in business. Challenges of social responsibility in Nigerian Organizations, Recommendations. Corporate Social Responsibility (CSR). Definitions and history of CSR. Purpose and types of CSR. The concept of “Triple Bottom Helix”. Benefits of CSR for Stakeholders. CSR Initiatives in Nigeria. The arguments against CSR. CSR in Multinational corporations. The Future of CSR. The Role of CSR in Sports. The Role of CSR in community development projects. The import of militancy in Niger Delta region in driving CSR activities. The Role of Government agencies in driving CSR activities.

Minimum Academic Standards

Textbook, journal articles, other NUC-MAS requirements.

GODFREY OKOYE UNIVERSITY
FACULTY OF MANAGEMENT AND SOCIAL SCIENCES

ADMINISTRATION AND MANAGEMENT: MANAGEMENT

B.Sc. Management

GOU-MAN 208: Management and Technology Transfer (2 Units; Compulsory; LH = 30; PH = 0).

Senate-Approved Relevance

The three levels of governments have since realized that transfer of technology is at the heart of economic growth and national development. The development successes of both advanced nations and less developing countries have depended to a large extent on the utilization and efficiency of technology transfers especially in an era of globalization and liberalization of the world economy. Knowledge of management and technology transfer has become critical due to its relevance in promoting business growth, employment generation, and research and development strides in society. This is in tandem with Godfrey Okoye University's vision and mission of producing graduates who are outstanding in learning, balanced in character and willing to pursue epistemic unity in all ramifications. The University wants to change the narrative for Management students in the area of knowledge transfer that would engender innovations, create opportunities that would improve the interaction between the "town and gown synergy"

Overview

Young people have a positive relation to technology matters. The university leverages on their positive attitude and openness to technology to teach them how to transfer technology to the industrial sector. The impact of technology transfer especially in Industry and Management can never be over emphasized. Technology transfer brings positive economic growth to both the government and private sector-led organizations.

This no doubt aligns with the Sustainable Development Goals (SDGs) numbers 9, 10 and 17 on industry, innovation and infrastructure, reduced inequalities and partnership for respectively. The objectives, learning outcomes and course content are provided to address the goals of this course.

Objectives

- Explain the meaning of technology transfer.
- Discuss the various technology transfer mechanisms.
- Explain the models of technology transfer.
- Highlight the role of private sector organizations in technology transfer.
- State the role of government in creating the enabling environment for technology transfer.
- Evaluate the government agency for local content law and expatriate quota for Multinational Corporations in Nigeria.
- Identify the challenges of Management and technology transfer in South-east zone.

Learning Outcome

On completion of this course, students should be able to:

- Explain the meaning of technology transfer.
- Discuss two mechanisms for technology transfer.
- Explain three models of technology transfer.
- List seven types of technology transfer.

Course Contents

- Explain the role of private sector organizations in technology transfer.
- Discuss the role of government in accelerating technology transfer.
- Discuss the government agencies, involved in technology transfer.
- Identify three challenges militating against management technology transfer.

Course Content

Concept and philosophy of technology transfer. Role of Management technology transfer. Technology transfer mechanisms. Models of technology transfer. Role of government sector in technology. Organization Strategic direction in technology transfer. Protection of intellectual property rights. Nigeria government policy on technology transfer. Sources of Innovation and technology transfer. Types and Patterns of Innovation. Collaboration Strategies and Arrangements. Choosing and Monitoring Partners and mode of Collaboration. Implementing technology transfer. Technology transfers across borders. Governance in technology transfer. Local content and expatriate quota legislation. Challenges and way forward.

Minimum Academic Standard

Relevant textbooks, journal articles and other NUC-MAS facilities.

GODFREY OKOYE UNIVERSITY

FACULTY OF MANAGEMENT AND SOCIAL SCIENCES

ADMINISTRATION AND MANAGEMENT: MANAGEMENT

B.Sc. Management

GOU-MAN 211: Elements of Basic Business Literacy (2 Units; Compulsory; LH = 30; PH = 0)

Senate-Approved Relevance

The practice and principles of business is not new in the South East geo-political zone. However what is new is that the modern practices are not well understood. This leads to haphazard applications of its skills. Thus the training of professional managers who understand these basic principles and apply them in the day-to-day running of enterprises becomes apt. This idea is in tandem with Godfrey Okoye University's mission of producing graduate who are outstanding in learning and character able to key into the national and international collaborations in private and public sector. Elements of Basic Business literacy will equip our prospective professional managers with the necessary intellectual capacity and business acumen to contribute immensely in running or creating business enterprises with modern technology.

Overview

Small and medium enterprises (SMEs) in the South eastern part of Nigeria are the biggest and powerful vehicle of creating and expanding wealth, employment generation and even pay taxes to the state and Federal governments. This reveals the relevance of teaching students of

Course Contents

Management elements of business literacy at the foundation level with the knowledge and skills of understanding basic Business literacy.

The course is designed to expose students to the rudiments of business enterprises and management. It also exposes them to the influence of the environment on such businesses. The importance of the course lies in meeting the need for achieving Sustainable Development Goals (SDGs) numbers 1, 2, 4, 5, 8, and 9 on poverty reduction, zero hunger; quality education; gender equality; decent work and economic growth; industry, innovations and infrastructure respectively. The objectives of the course, learning outcomes and content are provided to address this need.

Objectives

The objectives of the course are to:

- Explain the history of business.
- Discuss what happened in the Barter era.
- Highlight the purpose of Business.
- Enumerate the characteristics of business from social, legal and economic perspectives.
- Discuss the role of government in Business.
- Explain different forms of Business ownerships.
- Examine the different methods of business growth and expansion.
- Explain Business combination.
- Discuss factors affecting choice of Business ownerships.
- Explain cash flow and enumerate its types.
- Highlight the challenges of developing cash flow.
- Explain different ways of building up capital in Business organization.

Learning Outcomes

On successful completion of this course, the students should be able to:

- Explain the history of Business.
- Differentiate the barter era from modern business.
- Explain the importance of business.
- Itemize seven characteristics of business.
- Examine the role of government in Business.
- Distinguish two different forms of business ownerships.
- Explain three different methods of business growth and expansion.
- Discuss two types of business combinations.
- Describe four environment factors affecting choice of business ownerships.
- Discuss cash flow in business and cash flow management.
- Highlight three types of cash flows.
- Discuss two ways of building up capital in Business Organizations.

Course content

History of Business. The Barter era. Purpose of business. Characteristics of business from social, legal and economic perspectives. The role of government in business. Forms of Business Ownership. Sole proprietorship. Partnership. Corporation. Method of business growth and expansion. Business combinations. Factors affecting choice of Business ownership. Meaning of Cash Flow. Types of cash flow. Cash Flow management, Challenges of developing Cash Flow. Ways of building up capital in Business. Understanding Business Environment. Characteristics of Business Environment and its importance. Internal environment. External environment. Concept of E-Business.

Minimum Academic Standard

Course Contents

As contained in the 70% NUC CCMAS and other requirements.

300 Level Courses

GST 312- Peace and Conflict Resolution (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:
analyze the concepts of peace, conflict and security;
list major forms, types and root causes of conflict and violence;
differentiate between conflict and terrorism;
enumerate security and peace building strategies; and
describe roles of international organizations, media and traditional institutions in peace building.

Course Contents

Concepts of peace, conflict and security in a multi-ethnic nation. Types and theories of conflicts: ethnic, religious, economic, geo-political conflicts. Structural conflict theory, realist theory of conflict, frustration-aggression conflict theory. Root causes of conflict and violence in Africa: indigene and settlers' phenomena; boundary/boarder disputes; political disputes; ethnic disputes and rivalries. Economic inequalities; social dispute. Nationalist movements and agitations. Selected conflict case studies – Tiv-Junkun; Zango Kartaf. Chieftaincy and land disputes, etc. Peace building, management of conflicts and security. Peace and human development. Approaches to ease & conflict management - (religious, government, community leaders etc.). elements of peace studies and conflict resolution. Conflict dynamics assessment scales. Constructive and destructive, justice and legal framework. Concepts of social justice; the Nigerian legal system. Insurgency and terrorism. Peace mediation and peace keeping. Peace and Security Council (international, national and local levels). Agents of conflict resolution – conventions, treaties, community policing. evolution and imperatives. Alternative Dispute Resolution (ADR). Dialogue, arbitration, negotiation, collaboration, etc. Roles of international organizations in conflict resolution - (a). the United Nations (UN) and its conflict resolution organs; the African Union and Peace Security Council. ECOWAS in peace keeping. The media and traditional institutions in peace building. Managing post-conflict situations; refugees. Internally Displaced Persons (IDPS). The role of NGOs in post-conflict situations.

ENT 312 – Venture Creation (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students, through case study and practical approaches, should be able to:

Course Contents

describe the key steps in venture creation;
spot opportunities in problems and in high potential sectors regardless of geographical location;
state how original products, ideas, and concepts are developed;
develop business concept for further incubation or pitching for funding;
identify key sources of entrepreneurial finance;
implement the requirements for establishing and managing micro and small enterprises;
conduct entrepreneurial marketing and e-commerce;
apply a wide variety of emerging technological solutions to entrepreneurship, and
appreciate why ventures fail due to lack of planning and poor implementation.

Course Contents

Opportunity identification: sources of business opportunities in Nigeria, environmental scanning. Demand and supply gap/unmet needs/market gaps/market research. Unutilised resources, social and climate conditions and technology adoption gap. New business development: business planning, market research, etc. Entrepreneurial finance: venture capital, equity finance. Micro finance, personal savings, small business investment organizations and business plan competition. Entrepreneurial marketing and e-commerce. Principles of marketing, customer acquisition and retention. B2B, C2C and B2C models of e-commerce. First mover advantage, e-commerce business models and successful ecommerce companies. Small business management/family business. Leadership & management: basic book keeping, nature of family business and Family Business Growth Model. Negotiations and business communication: strategy and tactics of negotiation/bargaining. Traditional and modern business communication methods. Opportunity Discovery Demonstrations: business idea generation and presentations. Business idea contest, brainstorming sessions, idea pitching, etc. Technological Solutions: the concepts of market/customer solution, customer solution and emerging technologies. Business Applications of new technologies: Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy, etc. Digital business and e-commerce strategies).

PAD 301: Administrative Theory

(2 Units C: LH 30)

Learning Outcomes

After a successful completion of the course, the students should be able to:
evaluate the theories of administration;
explain the links between Administrative Theories and Administration
identify the difficulties in applying administrative theories in developing countries;

Course Contents

discuss the utility of theory of administration; and
recommend better administrative practices for the Nigerian public service.

Course Contents

Concept of Theory in Management and Social Sciences. The features of theory. Links between Administrative Theories and Practice of Administration. Difficulties in applying Administrative Theories in Nigeria and other developing countries. Theories of administration e.g. the Scientific Management Theory, the Systems Theory, the Human Relations Theory, the Managerial Behavioural Theory. Theory X and Theory Y. The Grid Approach. Max Weber's Bureaucracy. . Contingency Theory. Leadership Theories, Motivation Theories, Contingency Theory etc. Testing specific theories and models in Nigerian Public Service. Criteria for locating maladministrative practices, proposed solutions for the introduction of better administrative practices in Nigerian Public Service.

PAD 302: Administrative Behaviour

(2 Units C: LH 30)

Learning Outcomes

After a successful completion of the course, the students should be able to:
state the reasons for different behaviours at work;
identify the role of leadership in organisations;
explain reasons guiding leadership decisions in organizations;
determine the effect of such decisions on the workers;
state the relevance of information technology to organisational design;
discuss problems associated with organizational designs;
enumerate conflict management strategies for organizations.

Course Contents

This course explores the concept of Administrative Behaviour. Formal and Informal Organisation. Nature of Work and Behaviour at Work. Decision Making in Organisations. Facts and values in decision making. Rationality in administrative organisation. Authority. Role concept. Power. The relevance of information technology to organisational design. The birth of an organisation. Problems of organisational design. Organisational politics. Personality development. Organisational change. Frustration at work. Stress and stress management. Conflict and its management. Leadership. Communication and motivation. Organisational climate.

PAD 303: International Administration

(2 Units C: LH 30)

Learning Outcomes

After a successful completion of the course, the students should be able to:
identify the actors in the international system;
recognise the different international organisations;

Course Contents

examine the ways by which international organisations and actors are administered;
evaluate North-South Relations;
examine international law, morality and their application; and
appraise international civil service

Course Contents

This course consists of definitions and meaning of international administration. Factors leading to the formation of international organisations. Other actors in contemporary international system. Characteristics of international system. Transnational problems and international cooperation. International decision making. International organisations such as the League of Nations, United Nations, African Union, ECOWAS, OAS, OPEC, European Union etc; regional economic cooperation. North-South relations. Approaches to NorthSouth cooperation. South-South Cooperation. International law and morality. Application of international law and morality. International civil service.

PAD 305: Public Personnel Administration

(3 Units C: LH 45)

Learning Outcomes

After a successful completion of the course, the students should be able to:
discuss the environment of Public Personnel Administration;
identify the functions of public personnel administration;
determine the need for training and development;
describe the management of separation - retirement, pension and gratuity;
evaluate the practice of personnel administration in the Nigerian public sector

Course Contents

This course examines the scope and meaning of Public Personnel Administration. The environment of Public Personnel Administration. Functions of Personnel Administration. Personnel Planning. Job Description and Job Analysis. Recruitment, Selection, Placement and Induction Processes of Human Resource. Training and Development of Human Resource. Compensation Management. Motivation, Promotion, Staff Performance Evaluation of Employees Conduct and Discipline. Wages and salary administration. Industrial Relations – collective bargaining, trade disputes, grievances and grievance procedures, trade unionism in Nigeria, Management of Separation/retirement. Pension and gratuity. Personnel Administration in the public sector.

PAD 306: Development Administration

(2 Units C: LH 30)

Course Contents

Learning Outcomes

After a successful completion of the course, the students should be able to:
describe the nature, meaning and assumptions of Development Administration;
analyse the issues of growth and development;
assess the various strategies for national development; 4. state the obstacles to development administration; and
5. examine case studies in development administration.

Course Contents

Definitions, meaning and nature of Development Administration.
Assumptions of Development Administration. Evolution of Development Administration. Differences between Public Administration and Development Administration. Environment of Development Administration. Concepts in Development Administration – Growth, Development, Modernisation, Underdevelopment, Less Developed Countries, Third world etc. Theories of Development Administration. Models of Economic Development. The Role of Bureaucracy in National Development. Development Planning as a Strategy for national development. Other Strategies in Development Administration: Rural and Community Development, International Organisations, Policy Instrument, Gender Issues in Development, Foreign Aid etc. Obstacles to Development Administration.

PAD 307: Research Methods

(3 Units C: LH 45)

Learning Outcomes

After a successful completion of the course, the students should be able to:
state the step-by-step approaches to start and complete a research project;
apply computer application in data management and analysis of research in Public Administration;
formulate hypotheses and testing of hypotheses; and
report on the findings, documentation and references of research work.

Course Contents

This course provides a background to the conduct of social and organisational research generally, and Public Administration specifically. Epistemological and conceptual issues necessary for carrying out a research project. Nature and significance of research in Public Administration. Skills of Scientific Investigation, information Gathering, Analysis and interpretation in dealing with business and organisational behaviour problems in Nigeria. The art of problem identification and analysis. Data gathering, analysis and report writing. The problems and prospects of business research in a seller's market like Nigeria. A step-by-step approach on how to start and complete a research project - the background to the study, statement of the problem, objectives of

Course Contents

the study, significance of the study etc. The course also exposes students to computer application in data management and analysis and lastly on testing of hypotheses. Documentation and references.

PAD 308: E-Governance

(2 Units C: LH 30)

Learning Outcomes

After a successful completion of the course, the students should be able to: identify the basic concepts and uses of ICT in public sector management; state the barriers of ICT in public sector management; mention recent ICT developments and opportunities in the public sector determine the policies that promote the use of ICT in the public sector; and explain the uses of ICT in public service delivery; and demonstrate the utilization of one software for management.

Course Contents

The concept and use of ICT in Public Sector Management. Barriers to the effective use of ICT in governance. Policies that will promote the use of ICT in governance. Definitions and classification of E-Governance. Development and functions of ICT. The benefits and opportunities of ICT in public sector management. Online service delivery in healthcare, education, agriculture, judicial administration, business, arts and culture, rural and urban development, local authority, state and federal administrations, and information communication management. Recent ICT developments and opportunities in the public sector; e.g. the internet, Electronic Service Delivery (ESD), workflow system knowledge management and Enterprise Resource Planning (ERP). Barriers to ICT applications in the public sector. Policies to promote the use of ICT in the public sector.

PAD 309: Comparative Local Government

(2 Units C: LH 30)

Learning Outcomes

After a successful completion of the course, the students should be able to:

This course will enable the students to:
discuss the practice of pre-colonial, colonial and post-colonial administration in Nigeria;
analyze the problems and need for local government reforms;
mention local government reforms in Nigeria within the past two decades;
compare local governments structures in different countries;
compare sources of finance for local governments in developed and developing countries; and
state the lessons to learn from this comparative analysis.

Course Contents

Course Contents

The history of local government in Nigeria: Comparative study of local governments in the world. Their impact on Africa and Nigeria. Sources and management of local government revenues. Role of local governments in national development. Inter-governmental relations. Control of local government. Local Government Service Commission. Problem of local government. Local government reforms. Local government in Britain, USA, France, Japan, South Africa, Ghana, etc, their creation, functions, structures, sources of finance, control and autonomy (comparative study).

PAD 311: Public Finance

(2 Units C: LH 30)

Learning Outcomes

After a successful completion of the course, the students should be able to: state the meaning and relationship of public finance to other branches of study; mention the instruments of macroeconomic policies in Nigeria; identify the various sources of revenue accruing to the federal, state, local government and public enterprises; explain the concept of user charges in Public finance; 5. appraise the principles of revenue allocation in Nigeria; and 6. analyze income and expenditure aspects of government.

Course Contents

Definitions and Meaning of Public Finance. The relationship between Public Finance and other Branches of Study. Distinction and similarities between Public Finance and Business (private) Finance. Functions of Public Finance. Instruments of Macro-Economic Policy – monetary policy, fiscal policy, incomes and prices policy, administrative measures etc. Sources of revenue to federal government, state governments, local governments and public enterprises. Accounting for collected revenues. Oil revenue. Taxation. Users charges. Government borrowing and public debit creation. Grants. Sovereign commonwealth fund. Deficit financing. Intergovernmental fiscal relations. Revenue allocation in Nigeria. National income analysis. Expenditure aspects of government.

PAD 313: Administrative Law

(2 Units C: LH 30)

Learning Outcomes

After a successful completion of the course, the students should be able to: state laws, rules, regulations, and constitutions for professional administrators; explain the fundamental human rights; determine the sources of law; state processes for redress of grievances; and examine separation of powers and control of administrative powers.

Course Contents

Course Contents

Basic concept of laws, rules, regulations. Some constitutional provisions such as fundamental human rights, fundamental objectives and directive principles of government. Duties and obligations of citizens. Public service rules and related regulations that would guide their behaviours and actions as future professional administrators. The Meaning, nature, scope and sources of Administrative Law. Administrative Law process. Purposes of Government. Rule of Law. Separation of Powers. Legislation and Delegated legislation. Redress of Grievances. Public Corporations. Discretionary Powers. Control of Administrative Powers. Case Studies in Administrative Law.

PAD 310: Intergovernmental Relations

(2 Units C: LH 30)

Learning Outcomes

After a successful completion of the course, the students should be able to: describe the administrative and financial relationship between the different levels of government (federal, states and Local Governments); discuss the vertical imbalance and horizontal disparities between the different levels of government; assess fiscal federalism in Nigeria; identify the problems facing Intergovernmental Relations in Nigeria; and list institutions for managing intergovernmental relations.

Course Contents

This course explores Federalism and IGR: Theories and Approaches to Federalism and IGR. Historical Development of the Nigeria federal system. The Legislature, Executive and Judiciary. Bureaucracy and Interest Groups. Politics and Actors. The Legislative and Political Aspects of IGR. Bureaucracy, Politics and Public Policy. Fiscal Federalism and Financing. The Assignment of Expenditure Responsibilities and Revenue Rights – Sole and Concurrent Responsibilities, Taxes and other sources of Revenue, and Vertical Imbalance and Horizontal Disparities. Problems of Intergovernmental Relations in Nigeria. The Future of IGR: Reforming Bureaucracy, Intergovernmental Programmes, Policy Making and Implementation.

PAD 312: Traditional Administrative System in Nigeria (2 Units C: LH 30)

Learning Outcomes

After a successful completion of the course, the students should be able to: describe the nature of traditional administrative systems before colonialism; identify the forms and types of administrative system in Nigeria prior to colonialism; discuss the centralized institutions before colonialism; state the groups and administration within the groups; and identify similarities and differences between the traditional and colonial administrative systems.

Course Contents

Course Contents

Early History of Nigeria and Cultures in detail. Migration and Formation of Centralized Institutions. Hausa State. Kanem-Borno; Yoruba States, Benin etc. Administration in those states. Formation of Acephalous Groups East and West of the Niger, Delta, North and South of the Benue. Administration within these groups.

GOU-PAD 314: Public Administration and Technology Transfer (2 Units; Compulsory; LH = 15; PH = 45)

Senate Approved Relevance

Governments have long recognized that transfer of technology is at the heart of the process of economic growth and national development, and that the progress of both developed and developing countries depends on the extent and efficiency of such transfers. Knowledge of technology transfer for public administrators has become necessary because it is an important part of the technological innovation process, promoting scientific and technological research and the associated skills and procedures to the wider society and the marketplace. In line with its mission to promote quality education, Godfrey Okoye University is committed to impact in Public Administration students the knowledge of technology that brings innovative opportunities with potential to improve interactions between governments and organizations.

Overview

Public administration is an academic discipline and professional field of practice that focuses on the institutions and processes used to carry out public policies and programs. It is academically interdisciplinary because it draws heavily upon concepts and theories from law, political science, organizational psychology, sociology, anthropology, business management, international relations, and information systems. Historically, technology transfer is arguably responsible for the birth of public administration. International Scholars began to pay attention to technology transfer because of the successes of the Marshal Plan. Technology Transfer brings several positive implications for government, businessmen, research universities, researchers and scientists.

This course is designed to make the students grounded in the knowledge of technology that brings innovative opportunities in the public sector and has the potential to improve interactions between governments and organizations through knowledge transfer and simplifications of procedures, as well as contributing to open government. This aligns with SDG goals, numbers 9, 10 and 17, on industry, innovation, and infrastructure; reduced inequalities, and partnership for the goals. The objectives of the course, its learning outcome, and contents are provided to meet this need.

Objectives

The objectives of the course are to:

- Explain the meaning of technology transfer.
- Elaborate the various technology transfer mechanisms.

Course Contents

Discuss the Models of technology transfer.
Identify the types of technology transfer.
Discuss the importance of technology transfer.
State the role of government in technology transfer.
Describe the role government in promoting intellectual property
Appraise the local content law and expatriate quota in Nigeria
Identify some of the disadvantages of technology transfer.
Discuss the application of local content and expatriate quota in Enugu state
List some sectors in Enugu State with evidence of technology transfer

Learning Outcomes

On completion of this course, students should be able to:
Explain the meaning of technology transfer.
State and explain four technology transfer mechanisms.
Discuss three Models of technology transfer.
Identify five types of technology transfer.
Discuss five importance of technology transfer.
State four roles of government in technology transfer
Describe five disadvantages of technology transfer.
Identify five areas of technology transfer in Enugu state
Discuss the application of local content and expatriate quota in Enugu state
List five sectors in Enugu State with evidence of technology transfer

Course Contents

Introduction. The concept of technology. Meaning of technology transfer. Nature of technology transfer. Technology transfer mechanisms. Models of technology transfer. Types of technology transfer. Process of technology transfer. Importance of technology transfer. Role of government in technology transfer. Intellectual property. Government and intellectual property support. Nigeria government policy on technology transfer. The local content law of Nigeria. The expatriate quota. Disadvantages of technology transfer. Ease of doing business in Nigeria. Areas of technology transfer in Enugu state. Application of local content and expatriate quota in Enugu state. Challenges and solutions to technology transfer.

Minimum Academic Standard

Relevant Textbooks

GOU-MAN 305: Innovation Management (2 Units; Compulsory; LH = 30; PH = 0)

Senate-Approved Relevance

Empowering professional managers who have skills and visions at creating new products and services especially in the South-East geo-political zone of Nigeria cannot be over-emphasized. This ideal is highly espoused by Godfrey Okoye University's mission to pursue interdisciplinary approach to entrepreneurial training and innovations amongst other learning objectives. Innovation management will equip our prospective graduate with adequate intellectual and business skills in thought processes which will lead to their proficiency in innovation principles, knowledge, creativity and management. Significantly, this course will

Course Contents

empower them to adopt new innovation in products and services in production and operations management of any business organizations.

Overview

Managers must be able to convert society needs into opportunities for profitable business. Innovation entails the task of endowing human and material resources with new greater wealth-producing capacity. This highlights the importance of preparing students in the Management programme with the knowledge and skills on innovation management.

Today's business enterprises, including hospitals or government agencies, bring together a great caliber of men and women with high knowledge and skills at every level of enterprise. This course is designed to expose students to innovation and innovation management; organizing for innovation; different classes of technological innovations. Also, it is geared towards building the capacity of students in the area of innovation strategies and processes in new products through research and development in South Eastern Nigeria with reference to Enugu State. The importance of this course lies in meeting the need to achieve Sustainable Development Goals (SDGs) numbers 1, 2, 4, 9 and 12 on poverty reduction; and hunger; inclusive and quality education, industry, innovation and infrastructure sustainable production and consumption respectively. The objectives of the course, learning outcomes and contents are provided to address these needs.

Objectives

The objectives of the course are to:

- Explain innovation and components of innovation management.
- Discuss how business organizes for innovation.
- Explain the different classes of technological innovations.
- Enumerate different innovation strategies.
- Explain the networks and communities of innovators.
- Describe the management of research and development in organizations.
- Examine new products of innovation and its process.
- Explain the other side of Research and Development (R&D): Learning through other innovators (Bench Marking)
- Discuss the economic cost of innovation.
- Enumerate the challenges facing innovative organs in our environment.

Learning Outcomes

On completion of this course, the students should be able to:

- Enumerate five components of innovation management.
- Discuss how business implements innovation management.
- Explain the processes of technological innovations.
- Describe four strategies employed in innovation management.
- Explain three different networks and communities of innovators.
- Discuss the management of Research and Development (R&D) in organizations.
- Explain three new products of innovation and their processes.
- Evaluate the other side of Research and Development learning such as bench marking.
- Discuss the economic cost of innovation.
- Explain two most important challenges facing innovation management in organizations.

Course Contents

Course Content

Concept of innovation. Innovation overtime. Innovation management and historical patterns. The mythology of innovation. Innovation and corporate strategy. How businesses organize innovations. Technologies of innovation. Networks and communities of innovation. Managerial challenges and competitive advantage of innovation. New products of innovation. Changes in consumer behavior over the project life cycle. Concept testing. Redesign of product lines. Bench Marking. Re-engineering. Anatomy of successful innovations. Economic Costs of innovations. Challenges confronting organizational innovations etc. Governmental Influence on Innovation.

Minimum Academic Standard

Samples of registration of new products in NAFDAC and Standard Organizations of Nigeria. (SON). Industrial visits. Other NUC-MAS requirements facilities

GODFREY OKOYE UNIVERSITY
FACULTY OF MANAGEMENT AND SOCIAL SCIENCES

ADMINISTRATION AND MANAGEMENT: MANAGEMENT

B.Sc. Management

GOU-MAN 315: Elements of Family Business I (2 Units; Compulsory; LH = 30; PH = 0)

Senate-Approved Relevance

This course is developed for the training of professional managers who are highly skilled in assisting an already existing family business or have the innate ability of scaling up similar businesses especially in the South-east geo-political zone of the country that have such businesses in quantum. This ideal is in consonance with Godfrey Okoye University's mission of producing graduates that are outstanding in learning and character, able to key into her spider web of national and international collaborations. Elements of family business management I will equip our prospective professional managers with the necessary intellect and business acumen to be able to contribute significantly in managing already existing or incorporating family business that will outlive its founders or owner managers.

Overview

Small and Medium Enterprises (SMEs) family owned enterprises are the biggest employers of labour in the South east geo-political zone of the country. They also offer other significant benefits such as wealth creation, poverty reduction, development of indigenous entrepreneurship, payment of taxes amongst others. This highlights the importance of preparing students in the Management programme with the knowledge and skills on how to run, manage and even scale up already existing ones to higher levels.

The course is designed to expose students to the philosophy, principles and skills in planning, incorporating family businesses and managing them in such a way that the business would outlive owner-managers/ founders. It will also build the capacity of students in the area of addressing succession plan which is the bane of many family businesses in south eastern Nigeria with particular reference to Enugu State. The importance of the course lies in meeting the need in achieving Sustainable Development Goals (SDGs) numbers 1, 2, 4, 5, 8, 9 and 10 on poverty reduction; zero hunger; quality education; gender equality; decent work and economic growth; industry, innovations and infrastructure; and reduced inequality respectively. The objectives of the course, learning outcomes and contents are provided to address this need.

Objectives

The objectives of the course are to:

- Explain what a family or generational business is.
- Describe the proportion of family businesses in south east geo-political zone of the country.
- Enumerate the probable advantages and disadvantages of running / scaling up a family business.
- Discuss some basic characteristics of family businesses in Enugu metropolis.
- Explain the origin and functions of Corporate Affairs Commission (CAC).
- Discuss the implications of incorporating a family business with Corporate Affairs Commission (CAC).
- Explain the steps of registering and incorporating a family business.
- Enumerate the challenges family owned business in Enugu metropolis.

Learning outcomes

Course Contents

On completion of this course, the students should be able to:

- Enumerate at least five well known family businesses in Enugu metropolis.
- Evaluate at least five successful family businesses that have survived their founders' demise.
- Explain at least five advantages and disadvantages of family businesses.
- Discuss six characteristics of family business.
- Explain the history and duties of Corporate Affairs Commission (CAC).
- Explain the implications of incorporating a family business with CAC.
- Itemize the basic steps for registering and incorporating a family business.
- Identify six challenges facing family businesses in Enugu metropolis.

Course Content

Concept of family / generational business. Proportions of family businesses in Enugu metropolis. Advantages and disadvantages. Basic characteristics of family business. Scope and examples of Family Businesses in Nigeria. History and functions of Corporate Affairs Commission (CAC). Implications of incorporating family businesses with CAC. Steps of incorporating family business with CAC. Common challenges facing family businesses in south east geo-political zone. Succession plan for a family business. Advantages and disadvantages. Inherent risks / uncertainties in family business. Risks in delegations and decision making. Risks management, steps, advantages and disadvantages, practical exposure to family business registration. Winding up of Family businesses. Future Implications.

Minimum Academic Standards

Copies of Corporate Affairs Commission registration requirements and procedure. Industrial visits to well-run family businesses in Enugu metropolis. Other NUC-MAS requirement facilities.

GODFREY OKOYE UNIVERSITY
FACULTY OF MANAGEMENT AND SOCIAL SCIENCES

ADMINISTRATION AND MANAGEMENT: MANAGEMENT

B.Sc. Management

GOU-MAN 316: Total Quality Management (3 Units; Compulsory; LH = 30; PH = 0)

Senate-Approved Relevance

The provision of highly skilled professional Managers who have the knowledge, the understanding and the intellectual capacity to drive change in the South east geo-political zone with its current lethargic working conditions can no longer be taken for granted. This condition has somewhat made the zone unable to face the international competition driven by globalization and liberalization of the world economy. This is in tandem with the mission and vision of Godfrey Okoye University of producing quality graduates that are capable of making contributions both at the national and international economies where customer focus remains the key word. What is required by the South-east industrial sector is an acceptance and implementation of Total Quality Management (TQM) principles in totality.

Overview

The South eastern geo-political zone is endowed with great entrepreneurs who have made impacts on its economies through establishments of industrial organizations. The industries owned by these industrial giants followed a “push” strategy; that is, they produced products to maximize the utilization of the plant capacity and then look for the customers. The customer orientation was totally missing, leading to ever-widening gap between the customer needs and products provided. The industry environment is stagnant with little or no innovation, no improvement in product and services delivery, technology and modernization. Consequently, the conventional South east industries are unable to face the challenges posed by liberalization and globalization of the world economy. This underscores the importance of preparing students in Management programme with the knowledge and competencies of Total Quality Management which will help them to fit into these industries and create changes in their operations and quality management processes.

This course meets the need in achieving sustainable Development Goals (SGDs) numbers 3,4,7,8,9,and 12 on good health and well-being; quality education; affordable and clean energy, decent work and economic growth, industry, innovation and infrastructure; responsible consumption and production respectively. The objectives of the course, learning outcomes and contents are provided to address the goals of the course.

Objectives

The objectives of the course are to:

- Explain quality concepts and definitions.
- Enumerate vital characteristics of quality.
- Discuss evolution of quality management and Total Quality Management (TQM).
- Examine concepts and features of TQM.
- Discuss the eight building blocks of TQM.
- Explain the pre-requisites for the success of TQM.
- Explain different costs of quality, enumerate total quality management pioneers.
- Discuss the contributions of quality gurus in the industries.

Learning Outcomes

On completion of this course, the students should be able to:

- Define quality and its concepts.

Course Contents

Explain five vital characteristics of quality.

Discuss the historical evolution of quality management and total quality management (TQM).

Explain four concepts and features of TQM.

Discuss the eight building blocks of TQM.

Enumerate four pre-requisites for the success of TQM. List the pioneers of total quality management.

Discuss the contributions of top total quality management gurus in the World.

Explain the eleven steps of total quality management towards becoming a world class organization.

Course Content

Meaning of Quality. Characteristics of quality. Dimensions of product quality. Evolution of quality management and total quality management concept. TQM and world class management systems. Features of TQM and the eight building blocks of TQM. Pre-requisites for the success of 'TQM'. Costs of quality management. Total quality management gurus and their contributors ISO 9000 Quality Management System. Evolution of ISO 9000 and other different versions of ISO 9000. Expectations of Customers and why quality improvement efforts fail. Current challenges of TQM in Nigeria Organizations. Role of Standard Organizations in Nigeria (SON) in the maintenance of quality standards. The Impact of NAFDAC in quality of products in Nigeria. Quality movements in other countries (Japan, Hong Kong, India etc.). Statistical Process Control- Introduction. Inspection and Quality Control. Continuous Sampling Inspection. Single sampling plan. Multiple sampling plan. Sequential sampling plan. X-chart and R-chart. Causes of Process Variation.

Minimum Academic Standards

Sample documents of organizations implementing TQM, copies of standard organizations of Nigeria registration requirements and procedures. Other NUC-MAS requirements facilities.

GODFREY OKOYE UNIVERSITY
FACULTY OF MANAGEMENT AND SOCIAL SCIENCES

ADMINISTRATION AND MANAGEMENT: MANAGEMENT

B.Sc. Management

GOU-MAN 332: Change Management and Pro-activity (2 Units; Compulsory; LH = 30; PH = 0)

Senate-Approved Relevance

Graduates of Management who acquire knowledge and skills in Change Management and Pro-activity have the abilities to solve institutional, societal, environmental and global economic challenges. In consonance with the Godfrey Okoye University vision, mission, to produce students who possess sharp management/leadership skills, this course will equip our students with analytical, communication, organizing, strategic thinking and problem-solving abilities. These skill-sets would help them to critically analyze problems and apply the necessary approach to solving management problems, be self-reliant, create jobs, address local needs and absorb a wide range of new skills that would be put to use in their everyday work life; so as to remain relevant within global best practices.

Overview

Change Management as a course of study is the application of a structured process and set of tools for leading the people side of change to achieve a desired outcome. It focuses on how to help people engage, adopt and use leadership skills to develop and execute the best strategy and operations needed in organizations.

The pro-activities of management of change can be organized in the following ways: motivating change, creating vision, developing political support, managing the transition and sustaining momentum so as to improve organizational effectiveness and performances that will enable the organization adapt to global competitiveness. The relevance of the course lies in meeting the Sustainable Development Goals (SDGs) numbers 4, 5, 8 and 9 on quality education, decent work and economic growth; industry, innovation and infrastructure respectively.

Objectives

The objectives of this course are to;

Explain the concept of change management.

Explore the dynamics of effective change management.

Describe how to unlock resistance to change.

Identify the change related communication techniques.

Enumerate types of organization change.

Describe the forces of change.

Explain the motivational triggers of change to members of an organization.

Analyze fears of change.

Enumerate different approaches to change.

Explore opportunities to change.

Identify new and emerging skills.

Learning Outcomes

Course Contents

By the end of this course, students should be able to;
State three meanings of change.
Explain two major categories of change dynamics.
List three types of resistance to change.
Enumerate three change related techniques.
Describe two types of organizational change.
Name and discuss two forces of change.
Discuss three motivational triggers of change.
Describe two fears of change.
State four reasons why change initiatives fail.
List three approaches to change.
Discuss three opportunities to change.
List at least four new and emerging skills.

Course Content

Concept of change management. Dynamics of effective change management. Resistance to change. Change-related communication techniques. Forces of change. Motivational triggers of change. Organizational structure and change. Structure and management of change. Organizational culture and management of change. Work process and management of change. Role of information technology in management of change. Approaches to management of change. Toolkits for management of change. Models for management of change. Organizational development. Change and strategy in organization. Opportunities to change management. New skills needed for change management. Process for planned change. Theories of change management. Other change strategies: Organizational Development and Re-engineering.

Minimum Academic Standard

As presented in the 70% CCMAS and other NUC facilities

400 Level Courses

PAD 401: Theory and Practice of Planning

(2 Units C: LH 30)

Learning Outcomes

After a successful completion of the course, the students should be able to:
state the reasons and types of planning;
discuss the theories of planning;
state the relationship between budgeting and planning;
examine planning methods in developed economies;
identify the problems and prospects of planning;
evaluate the emerging strategies in planning; and
evaluate development planning experiences in Nigeria.

Course Contents

Course Contents

Definitions, meaning, nature, types, characteristics and processes of planning. Strategies of planning. The reasons for planning in developing countries. Planning in capitalist (market), socialist (command) and mixed (developing) economies. The models and theories of planning. The relationship between budgeting and planning. Manpower planning and utilisation. Development planning experiences in Nigeria. Emerging Strategies in planning such as the Millennium Development Goals (MDGs). Public Private Partnership (PPP) Policy. NEPAD, NEED, SERVICOM, APRM, Monetary Reforms. Obstacles to planning in Nigeria.

PAD 402: Public Project Management

(3 Units C: LH 45)

Learning Outcomes

After a successful completion of the course, the students should be able to: discuss the relationship between programmes, projects and development plans;
explain the project life cycle;
determine the project appraisal techniques;
construct and analyze the project network diagram;
distinguish between different types of project appraisals; and
explain the role of leadership in project management.

Course Contents

Definitions and meaning of a project. The interrelationships between programmes, projects and development plans. Types or classifications of projects. Importance of projects. Principles of project management. Project life cycle. Scope of the project. Identification of project activities. Estimation of Activity duration. Resource requirement and costs. Construction and Analysis of the project network diagram. Implementation of the Project. Different aspects of project appraisals such as economic, technical, organizational, managerial, cone and – financial. The methodology for social benefit cost analysis and criteria for project choice. Project environment. Organizational aspects of project management and project management techniques such as PERT and CPM. Leadership in Project Management.

PAD 403: Public Policy Making and Analysis

(3 Units C: LH 45)

Learning Outcomes

After a successful completion of the course, the students should be able to:

examine public policy making, implementation and evaluation;
identify policy actors and agenda setting;
evaluate the theories and models of public policy;
describe case studies in policy analysis; and
discuss problems of policy making, implementation and evaluation.

Course Contents

Course Contents

Nature and Complexity of Policy Making. Implementation and Evaluation. Basic concepts like Policy, Plan, Programme, Project, Actors, Stakeholders, Policy Arena, etc. are defined and illustrated. The Policy Cycle. Agenda Setting in Policy Formulation. Formal and Informal ways of Generating Policy. Relevant Ideas, theories of Decision-making. Selected Models in Policy Analysis. Selected policies in Nigeria, among which are:- General Economic and Social Development Policy, Health, Sanitation and Welfare Policy. Housing Policy. Defence and Foreign Policy. Education Policy. Agriculture and Rural Development Policy, etc.

PAD 404: Public Enterprises Management

(2 Units C: LH 30)

Learning Outcomes

After a successful completion of the course, the students should be able to:
define the basic concepts and characteristics of public enterprises;
identify the role of public enterprises in national development;
evaluate the performance of public enterprises in Nigeria; 4. identify the factors contributing to poor performance; and
5. examine the public enterprise reforms in Nigeria.

Course Contents

Definitions and meaning of Public Enterprises. Characteristics of Public Enterprises. Classification of Public Enterprises. Objectives of public enterprises in Nigeria. Ecology of Public Enterprises. Organisation and Structure of Public Enterprises in Nigeria. The Role of Public Enterprises in National Development. Capital Structure and Funding. Performance Measurement and Control of Public Enterprises. Environment under which Public Enterprises operate in Nigeria. Relationship between State and Federal Parastatals. Factors contributing to poor performance of public enterprises. Autonomy and Accountability of Public Enterprises in Nigeria. Detailed Consideration of Commissioned Reports on Parastatals. Public Enterprises reforms: Privatisation, Commercialisation Management Contract etc. The Impact of these reforms on Public Sector Service Delivery. Multi-National Corporations and National Development.

PAD 405: Workshop in Public Administration

(2 Units C: LH 30)

Learning Outcomes

After a successful completion of the course, the students should be able to:
discuss the rules and regulations guiding the civil service;
explain the norms and languages such as priority, action, reference slips, glossary and acronyms used in public offices etc.;
identify office norms and languages use in organisations;
determine the channels of correspondence;
explain the concept of office abbreviations and its glossaries; and

Course Contents

prepare an annual report and handover note.

Course Contents

The purpose and use of files. The content and application of the civil service rules. The financial regulations. The financial memoranda. The stores regulations. The Public Service Regulations. The art of minuting, drafting; letter writing, and filing. The preparation of annual reports and handing over notes, etc. Office norms and languages such as priority, action and reference slips, channels of correspondence, glossary of office abbreviations, etc.

PAD 406: Research Project

(6 Units C: PH 270)

Learning Outcomes

After a successful completion of the course, the students should be able to:

- state the problems of research under investigation;
- evaluate the literature review and theoretical framework of analysis;
- identify sources of data;
- develop skill in analysing and writing reports based on an empirical or library study of a specific subject matter or topic in relevant areas of Administration;
- 5. summarise the findings, documentation and report writing; and
- 6. conclude and recommend measures where necessary.

Course Contents

Developing students' skill in analysing and writing reports based on an empirical or library study of a specific subject matter or topic in relevant areas of Administration. Students should present a research-based report of not less than 2,000 words at the end of the session.

PAD 407: Public Finance Administration

(3 Units C: LH 45)

Learning Outcomes

After a successful completion of the course, the students should be able to:

- describe the general overview of revenue sources to governments;
- examine the nature, scope and objectives of Public Finance Administration;
- state differences between budget and budgeting;
- examine accounting and auditing;
- examine cash and treasury management;
- identify sources and management of public debt and Nigeria's External Reserves; and
- identify public finance administration reforms in Nigeria.

Course Contents

A general overview of sources of revenue to government and public institutions (Federal, State, Local Governments, Departments and Agencies).

Course Contents

Nature, Scope, Objectives and Processes of Public Finance Administration. Statutory Laws Governing Public Finance Administration in Nigeria. Budget and Budgeting. The Relationship between Budgeting and Development Planning. Financial Memoranda. Financial Regulations and Financial Circulars. Accounting and Auditing. Cash and Treasury Management. Public Debt Management. Foreign Exchange Management. Management of Nigeria's External Reserves. Financial Management at the State and Local Government Levels. Public Financial Management Reforms: Cashless Policy, Whistle Blowing Policy, Treasury Single Account (TSA) Policy, Integrated Personnel and Pay-roll Information System (IPPIS), Bank Verification Number, Tax Identification Number, Financial Intelligence Unit etc.

PAD 408: Comparative Public Administration (2 Units C: LH 30)

Learning Outcomes

After a successful completion of the course, the students should be able to: examine the benefits of studying cross-national public administration; explain the rationale and significance of a comparative approach; identify the limitations of comparative public administration; compare public administration practices in developing nations; compare public administration in Euro, Asia, America, Africa, Latin America etc.; and assess impact of globalization on public administration in Nigeria.

Course Contents

An overview of a cross-national study of Public Administration in developed and developing countries. Topics to be treated include: Concept and Evolution of Comparative Public Administration as a field of study. The rationale and significance of a comparative approach to the study of Public Administration. Limitations of Comparative Public Administration. Approaches to the study of Comparative Public Administration. Differences in their social, economic and political development. Models and proposition building in Comparative Public Administration. Structure and functions of bureaucracy. Comparative analysis of Public Administration in selected advanced countries of Europe, Asia and America and comparative analysis of public administration in developing countries of Africa, Latin America and the Middle East. International administrative institutions and practices. Global fight against corruption and maladministration. Globalisation and Public Administration.

PAD 409: Public Service Ethics and Accountability (2 Units C: LH 30)

Learning Outcomes

On completion of this course, the students should be able to: identify the rules, regulations and principles governing the behaviour of public servants and the government; determine strategies on how to promote ethical performance;

Course Contents

state ethical dilemma for government officials;
examine the effect of unethical behaviour on service delivery and development; and
identify the agencies for managing ethics and accountability.

Course Contents

The Nature and Operations of Nigeria's ethical Infrastructure. Accountability Mechanisms in the Public Sector. The Conceptual and Theoretical Issues comprising such Concepts as Ethics, Ethical Values/Standards, the Infrastructures of Ethics, Work Ethics, Accountability, Responsibility, Integrity, Transparency. Ethical Theories such as Consequentialist Theories (namely Utilitarianism and Hedonism); and Non-Consequentialist Theories (namely Deontological Theory and Contractarianism). It examines the existence of guidance for the expected conduct of public servants such as provision of Ethical/Core Values, Code of Conduct, and Public Service Rules. It focuses on the management of conduct of public servants by examining the performance of Anti-Corruption Agencies/Watchdog institutions such as EFCC, ICPC, Code of Conduct Bureau, Code of Conduct Tribunal, Transparency Initiatives etc. Fourthly, it takes a critical look at the control of conduct of public servants such as effectiveness of legal enforcement frameworks and types of accountability mechanisms and efficacy of accountability control measures. Case studies would focus on corruption-prone Agencies such as the Police, Customs, so-called juicy (economic) Ministries, Judiciary, Immigration, Ports, NNPC, Tax Administration Agencies, and Agencies handling statutory transfers etc.

PAD 411: Social and Welfare Administration in Nigeria (2 Units C: LH 30)

Learning Outcomes

At the end of this course, the students will be enabled to:
state the meaning, nature and philosophy of social welfare policy;
identify the role of social welfare in developmental process generally;
evaluate the theories, models of social welfare and their applications;
evaluate social welfare programs in Nigeria;
identify the problems of social welfare administration in Nigeria;
Enumerate arguments for and against welfare schemes in developing countries.

Course Contents

Definitions and meaning of social welfare and social welfare administration. Nature and philosophy of social policy in the context of a changing Nigerian social conditions. It examines the origin, theories and functions of the state. The welfare state and the impact of social policies on family, groups and social organisations and its implications on development generally. Social welfare concept and policies, objectives and functions of welfare services. Social rights and social services. The following specialised areas will be discussed:

Course Contents

criminology, policies and problems in education, housing, health, poverty, destitutions, social inequality, social exclusion. Arguments for and against welfare services. Typologies and models of social welfare services. Social welfare programmes in Nigeria and problems of social welfare administration.

GOU-PAD 412: Administrative Reform 1 (2 Units; Compulsory; LH = 30)

Senate Approved Relevance

The Administrative reform lays emphasis on social equity, innovation and change. The value of this reform for societal need and development requires the training of graduates who are highly skilled and knowledgeable in design and implementation of administrative policies. This requirement is in line with Godfrey Okoye University's mission to produce graduates who would be outstanding in learning, balanced in character, personality and ready to pursue epistemic unity in all ramifications. Relevance is in graduates of Public Administration being able to introduce deliberate efforts to change the actual institutional arrangements, the processes, and the procedures of public administration. It also responds to the SDG goals, numbers 9 and 16, on industry, innovation, and infrastructure; and peace, justice, and strong Institutions.

Overview

Administrative reform is a conscious, well-considered change that is carried out in a public sector organization or system for the purpose of improving its structure, operation or the quality of its workforce. It is based on the simple idea that man should not wait for changes to take place naturally but should seek to speed, by artificial means, improvements in the world order.

The large size and rigid structures of the traditional system are too cumbersome for the new era of instant communication and an economy in which economic value is based on information and its manipulation rather than industrial production. Controlling behaviour of workers from the top does not allow those closest to service delivery to react quickly enough. This course is designed to educate the students on the global paradigm shift in the approach of government and governance. Students will be exposed to the new the models of administrative reform which favour decentralized administration, delegation of discretion, contracting for goods and services, and the use of the market mechanisms of competition and customer service to **improve performance**. The objectives of the course, its learning outcome, and contents are provided to address this.

Objectives

The objectives of the course are to;

- Explain the concept Administrative Reform.
- Determine the reasons for administrative reform.
- Discuss the events of the first Minnowbrook Conference
- Discuss the theory of New Public Administration.
- Ascertain the factors leading to emergence of New Public Administration.
- Compare and contrast New Public Administration and Old Public Administration compared.
- Determine the goals of New Public Administration.
- State and discuss the basic themes of New Public Administration.
- Explain the features of new public administration.
- Assess the extent of application of New Public Administration in Nigeria.

Learning Outcomes

On completion of the course, students should be able to;

Course Contents

Define Administrative Reform.
State four reasons for administrative reform.
Explain the concept of New Public Administration
Discuss the major outcome of the first Minnowbrook conference
Make a comparison between New Public Administration and Old Public Administration
State five goals of New Public Administration.
Enumerate five basic themes of New Public Administration.
State the main features of new public administration.
Assert four significance of new Public Administration
State and discuss three public service reforms carried out in Nigeria in line with of New Public Administration

Course Contents

Meaning of Administrative Reform. Reasons for administrative reform. The first Minnowbrook Conference. Concept of the New Public Administration. Historical background. Factors leading to emergence of New Public Administration. Deficiencies of the Old Public Administration. Principles of the New Public Administration. Importance of the New Public Administration. Comparison of the Old and New Public Administration. Goals of New Public Administration. Basic themes of New Public Administration. Main Features of new public administration. Criticisms of new public administration. Significance of new Public Administration. Application of New Public Administration in Nigeria. Case study of some public services.

Minimum Academic Standard

Relevant textbooks, ICT facilities

Course Contents

GOU-PAD 413: Administrative Reform II (2 Units; Compulsory; LH = 30)

Senate-Approved Relevance

The administrative system of a state can never be permanent or be applicable to all cases. In every society there exist certain conditions which demand that the administrative system should be changed. Otherwise it would not be able to meet the growing and changing requirements of the people: It is the mission of Godfrey Okoye University to produce graduates who would be outstanding in learning, balanced in character, personality and well equipped to engender strategic reform on the basis of vision in consultation with the wider sections of society as well as effective communication to the stakeholders. Relevance is in graduates of Public Administration being able to introduce changes on how the State apparatus (particularly the civil service system) is organized and operates in line with SDG goals numbers 9 and 16 on industry, innovation, and infrastructure; and peace, justice, and strong institutions.

Overview

This course is designed as a continuation of administrative reform 1 aimed at educating the students on the global paradigm shift in the approach of government and governance. Having been exposed to the concepts and features of New Public Administration, the student is exposed to trends in public administration.

This course is designed to educate students on the global paradigm shift in the approach of government and governance. It is based on the idea that developed societies in the West have achieved administrative capabilities that are transferable to developing countries, and that such administrative improvement or upgrading is ipso facto desirable and should be carried out wherever possible at the most rapid feasible rate. Human behaviour, outlook, attitude and many others are constantly changing and the impact of changes falls upon society in general and upon administration in particular. The public administrator must make sincere and serious efforts to meet the new demands which are resultants of changes in outlook and behaviour. Public administration can never remain static. In other words, the administrative system should be reformed so that it can meet the new demands of society. The objectives of the course, its learning outcome, and contents are provided below.

Objectives

The objectives of the course are to:

Discuss the events of the Second Minnobrook Conference.

Explain the concept of New Public Management.

State the factors leading to the evolution of New Public Management.

Enumerate the basic principles of New Public Management.

Assert the goals of New Public Management.

State the themes of New Public Management.

State the anti-goals of New Public Management.

Ascertain the relevance of New Public Management.

Make a comparison of New Public Administration and New Public Management.

Identify and discuss some public service reforms in line with New Public Management in Nigeria and Enugu state.

Course Contents

Learning Outcomes

On completion of the course, students should be able to:

Discuss the events of the Second Minnowbrook Conference.

Explain the concept of New Public Management.

State four factors leading to the evolution of New Public Management.

Enumerate five basic principles of New Public Management.

Assert four goals of New Public Management.

State the themes of New Public Management.

State four anti goals of New Public Management.

Describe five importance of New Public Management.

State four differences between the New Public Administration and New Public Management.

Identify three public service reforms in line with New Public Management in Nigeria and Enugu state respectively.

Course Contents

Introduction. The Second Minnowbrook conference. Old Public Management in Nigeria. Meaning of New Public Management. Evolution of New Public Management. Public governance in the West. Basic principles of New Public Management. Goals of New Public Management. Themes of New Public Management. Criticisms of New Public Management. Relevance of New Public Management. Comparison of New Public Administration and New Public Management. Application of New Public Management in Nigeria. Application of New Public Management in Enugu state. New public governance. Digital Era governance. Public value.

Minimum Academic Standard

Relevant textbooks, ICT facilities

Course Contents

GOU-PAD 414 - Labour Administration in Nigeria (2 Units; Compulsory; LH = 30)

Senate Approved Relevance

The legal position of the public sector employees who challenge employment decisions taken by the state or organs of state in its/their capacity as employer in Nigeria has long been problematic. Labour administration has a vital role to play in this matter. Since Godfrey Okoye University understands education as a dialogical process of acquisition and dissemination of knowledge, it becomes necessary to train public administrators of the university who can effectively apply the knowledge of labour administration to good governance and sustainable development.

Overview

The main aim of labour administration is to achieve an atmosphere in Nigeria and elsewhere where both male labour and female labour can work with security, freedom, equity, and human dignity. This course embraces a comprehensive study of the main principles of labour administration, covering labour legislation, industrial relations, working conditions and employment.

The course is in line with SDGs goal number 8 on decent work and economic growth, and SDG goal number 16 on peace, justice, and strong institutions. The objectives of the course, its learning outcome, and contents are provided to meet this need.

Objectives

The objectives of the course are to:

Define Labour Administration

Discuss the nature and scope of Labour Administration

Describe the relevance of labour law in Nigeria.

Trace the origin of trade unionism in Nigeria.

Discuss the concept of contract of employment.

Discuss the concept of collective bargaining.

Trace the history of trade union crises in Nigeria.

Discuss the causes and solutions to trade union crises in Nigeria

Identify some industrial crises that have occurred in Nigeria

Discuss the meaning and importance of trade union democracy.

Learning Outcomes

On completion of this course, students should be able to:

Define Labour Administration

State five relevance of labour law in Nigeria

Trace the origin of trade unionism in Nigeria.

State five benefits of collective bargaining.

Mention and discuss four industrial crises that have occurred in Nigeria

State five importance of trade union democracy.

Describe the steps involved in trade union formation and registration in Nigeria.

State five causes and solutions to trade union crises in Nigeria

Course Contents

Course Contents

Introducing the Course. Meaning of Labour Administration. Meaning of trade unionism. Relevance of labour law in Nigeria. Origin of trade unionism in Nigeria. Intersection between labour law and administrative law. Contract of employment. Trade union merger. Collective bargaining. Industrial conflict and dispute resolution mechanisms. Trade union democracy. Formation and registration of trade unions in Nigeria. History of trade union crises in Nigeria. Causes and solutions to trade union crises in Nigeria. Trade union crises in Enugu state. Need for central labour relation in Nigeria. The politics of trade unionism in Nigeria.

Minimum Academic Standard

Relevant textbooks. The labour Act of Nigeria

GOU-MAN 403: Contemporary Management (2 Units; Compulsory; LH = 30; PH = 0)

Senate-Approved Relevance

The auspicious need to have qualified managers acquired with necessary knowledge required in organizational adaptability and contemporary management challenges cannot be de-emphasized given the level of globalization and liberalization of the world economy. This is in consonance with Godfrey Okoye University's mission to train graduates that have the ability to key into the contemporary issues of national and international collaborations linkages. There is need for professional managers to understand how working with different personalities can be an asset to a manager. The course will also equip the graduate of Management with detailed exposure to the needed skills in managing decentralized organizations with greater flexibility and strengths.

Overview

Contemporary Management is a modern approach to overseeing a profit and not-for-profit organizations successfully. It will involve such activities like planning, decision making and monitoring. The understanding of contemporary management attempts to establish goals that align with the interests of all stake holders ranging from traditional investors, to employees and customers/ general public. The course also integrates the characteristics and unique features of contemporary management.

The significance of the course lies in meeting the need for achieving Sustainable Development Goals (SDGs) numbers 4, 5, 8 and 9 on quality education, gender equality, decent work and economic growth, industry, innovations and infrastructure respectively. The objectives of the course, learning outcome and course content are provided to address these needs.

Objectives

The objectives of the course are to:

To review theories of contemporary management relevant to today's rapidly changing market place.

Discuss the changes that are occurring in today's national and global economics.

Describe the variety of critical management skills set needed (organizational diagnostics).

Discuss the characteristics of contemporary management.

Explain how managing different personality types in organizations leads to success.

Highlight emotional intelligence quotient knowledge in organizations.

Discuss motivation and appreciation in work place.

Investigate contemporary management challenges in today's global organizational climate.

Highlight ethical considerations in Management of employees and customer reactions.

Course Contents

Discuss the issue of work life balance in organization.
Explain relationship building and employees management.

Learning Outcomes

On successful completion of this course, the students should be able to:

Explain two theories of Contemporary Management in use for today's rapidly changing market place.

Explain the changes that are taking place in today's organizations.

Discuss four characteristics of contemporary management.

List at least four (4) contemporary management skills.

Discuss the management of different personality types in organizations.

Explain emotional intelligence quotient knowledge.

Explain motivational techniques and rewards in work place.

State and explain contemporary management challenges in today's organizations.

Explain ethical considerations in the management of employees and customer relations.

Discuss the issue of work-life balance amongst gender in organization.

Explain why relationship building and employee management is important for the growth of a business.

Course Content

Relevant Management theories in today's organizations. Contemporary changes in work place: working from home through technology. Characteristics of Contemporary Management. Contemporary Management and Technology. Critical Management skills set in today's organizations. Management of different personality types. Emotional intelligence and Emotional IQ. Theories of Emotional Intelligence. Emotional Factors and Impact on Organization Performance. Motivational techniques and appreciations/ rewards in work place. Contemporary Management challenges. Ethical considerations in Organizations. Work-life balance in gender. Relationship building and management of employees with strengths. Management of organizational challenges in the context of South East geo-political zone recommendations. Organizational Transformation: Why, When and Where to attempt transformation. Transformation and its benefits. Evolution of Management Frameworks for Transformation. Transformation Life Cycle. Cases of Transformation in Nigerian Organizations.

Minimum Academic Standard

As contained in the 70% NUC CCMAS and other requirements.

GODFREY OKOYE UNIVERSITY
FACULTY OF MANAGEMENT AND SOCIAL SCIENCES

ADMINISTRATION AND MANAGEMENT: MANAGEMENT
B.Sc. Management

GOU-MAN 405: Logistics Management (2 Units; Compulsory; LH = 30; PH = 0)

Senate-Approved Relevance

The South-east geo-political zone has been the playing leadership role in the transportation business in Nigeria even before the Independence in 1960. Gradually, the transportation business led to the creation of other subsidiary businesses tied to movement of peoples and materials. One of these subsidiary businesses is logistics management. Virtually all the heavy weights in the transportation sub-sector have keyed into this new money spinning opportunity in logistics. It is against this backdrop that the training of professional managers imbued with skills and capacity to drive changes in this sector becomes very significant. This ideal is highly espoused with Godfrey Okoye University's mission and vision to impact quality education aimed at inculcating in the students, strong personality. Business logistics will equip our future prospective managers the skills to scale up the logistics sub-sector bequeathed to them by their fore bearers in entrepreneurial transportation businesses.

Overview

Professional managers must be capable of converting societal needs into opportunities for profitable businesses. Logistics is the process of planning, implementing and controlling the efficient, effective flow and storage of goods, services and related information from point of origin to point of consumption for the purpose of conforming to customer requirements.

The course includes the teaching of Business logistics and Management; logistics flow, logistics and supply chain management in the transportation sector of the Nigeria economy. It is also geared towards building in students the capacity for international logistics development and international trade logistics chain. The importance of the course lies in meeting the need to achieve Sustainable Development Goals (SDGs) numbers 3, 4, 9 and 12 on inclusive and quality education; industry, innovation and infrastructure; sustainable production and consumption respectively.

Objectives

The objectives of the course are to:

- Trace the origin of logistics in Business organizations.
- Explain what logistics means as espoused by different experts.
- Itemize the objectives of logistics management.
- Explain the international commercial terms (incoterms).
- Discuss documentation for export business.
- Define transportation industry.
- Itemize the various categories of transportation.

Learning outcomes

On completion of this course, students will be able to:

- Discuss the origin and historical background of logistics.
- Explain the meaning of logistics management.
- Highlight the objectives of logistics.
- Explain the term 'incoterms'.
- Explain the various documentation for export business in logistics.

Course Contents

Define transportation industry.

List and discuss at least four categorizations of transportation.

Course Content

Origin of logistics. Concepts of logistics management. Objectives of logistics. The 7 Rs of logistics Management. 5 Ps of logistics. Logistics management in Export business. INCOTERMS: Representations of Incoterms. Documentation in logistics. Transportation: modes of transportation. Carriage of goods by land. Carriage of goods by sea: Ocean freight rates, Freight rates terminology in International Shipments. Ocean freight Calculations. Transportation industry. Transportation Management. International Logistics Management. Supply Chain Management. Challenges of logistics management in a developing country. Recommendations.

Minimum Academic Standard

As contained in the 70% NUC CCMAS and other requirements.

GODFREY OKOYE UNIVERSITY

FACULTY OF MANAGEMENT AND SOCIAL SCIENCES

ADMINISTRATION AND MANAGEMENT: MANAGEMENT

B.Sc. Management

GOU–MAN 409: Foundation of Organization Development (2 Units; Elective; LH = 30; PH = 0)

Senate-Approved Relevance

In today's globalized knowledge economies, majority of the Chief Executive Officers (CEOs) plan fundamental change and expect new forms of Innovative thinking to drive growth. One of the most effective tools to promote successful change is Organization Development (OD). With its strategic link to Human Resources Management (HRM), Organization Development can foster the development of healthy and productive organizations with competitive advantages. The Organization Development ideal is in consonance with Godfrey Okoye University's mission of producing graduates that are outstanding and ready to become world class Management consultants, and willing to go through the rings to become the CEOs of their future Organizations in Nigeria and in other advanced countries.

Overview

Organization Development (OD) is an effort planned, organization – wide and managed from the top to increase organization effectiveness and health through planned interventions in the organizations processes using behavioural service knowledge. Organization Development is a discipline and profession with focus on strategic – organizational transformation process in response to change in the environment. Organization Development would help our professional

Course Contents

managers to take advantage of their training in exploring opportunities offered at different levels of service and manufacturing sub-sectors to assist such organizations to become healthier, more efficient and successful in the global economy.

The course meets the Sustainable Development Goals (SDGs) numbers 1, 3, 4, 5, 8 and 9 in the areas of poverty reduction, quality education, gender equality, decent work and economic growth, industry, innovation and infrastructure respectively. The objectives of the course, learning outcomes and contents are provided to address these goals.

Objectives

The objectives of the course are to:

- Explain the concept of Organization Development.
- Discuss the evolutionary field of Organization Development.
- Highlight the interdisciplinary mix of Organization Development with other professions.
- Explain the significance of Organization Development.
- Enumerate the different types of Organization Development consultants.
- Discuss major issues in consultant chart relationships.
- Examine the process for effective Organization Development consulting.
- Explain Organization Development practice in the global context.
- Discuss the ethics for Organization Development practitioners.
- Examine the concept and nature of Organizational design.

Learning Outcomes

On completion of this course, students would be able to:

- Define Organization Development.
- Explain the evolutionary field of Organization Development.
- Explain the inter-disciplinary mix of Organization Development with at least three other disciplines.
- Discuss the significance of Organization Development.
- List three types of Organization Development consultants.
- Describe five issues of consultant client relationships.
- Explain the process for effective Organization Development consulting.
- Discuss Organization Development practice in the global context.
- Explain ethics in Organization Development practice.
- Define and illustrate organizational Design.

Course Content

Definition of Organization Development. Features of Organization Development discipline. Attributes of Organization Development profession. Evolution of Organization Development. Organization Development roles and competencies. Organization Development practitioners. Types of Organization Development consultant. Define client system. Client-consultant relationships. Consulting process. Making consulting effective. Power and politics in Organization Development consulting. Ethics of Organization Development practice. Organization Development in global context. Concept of Organization Design. Design process. Types of organizational design. Organization design determinants. Organizational Design and Technology.

Minimum Academic Standard:

Relevant textbooks; journals and other NUC-MAS requirements.

GODFREY OKOYE UNIVERSITY
FACULTY OF MANAGEMENT AND SOCIAL SCIENCES

ADMINISTRATION AND MANAGEMENT: MANAGEMENT
B.Sc. Management

GOU-MAN 415: Leadership & Corporate Governance (3 Units; Compulsory; LH = 45; PH= 0)

Senate-Approved Relevance

This course is developed in consonance with the mission of Godfrey Okoye University to produce graduates who acquire adequate knowledge and versatile skills in Leadership and Corporate Governance, and who have the competences of solving institutional, societal, environmental, and global challenges. The nature of Leadership and Corporate Governance, leadership theories and types, functions of Board of Directors, trends, legal issues and corporate citizenship behaviours are veritable sources of knowledge that enable the university graduates to possess vital analytical, communication, ethical standards, leadership, teamwork and self-employability capacities. This course challenges the students to compare various leadership theories and corporate governance models across developing and developed countries in the world with the Nigerian theory and model.

Overview

Leadership and Corporate Governance is very relevant to students of Management, in partial fulfilment of the requirements to obtain a B.Sc. degree in Management. The course provides students with requisite knowledge of the nature of Leadership, Leadership styles, Leadership Theories and types, evolution of Corporate Governance, theories, models, and types of Board, functions of Board and strategic control of top management.

The course enables the students to develop comprehensive understanding of Leadership organizational citizenship behaviour and legal issues in Corporate Governance, relationships among Directors, Shareholders and Stakeholders. It equips the students with knowledge of corporate citizenship in global setting, corporate social responsibilities, resource allocation, evaluation and control.

Objectives

The objectives of the course are to:

- Discuss the concept of leadership.
- Explain leadership styles.
- Describe the theories of leadership.
- List the problems of leadership in Nigeria.
- Describe leaders as change agents.
- Explain the concept of organization citizenship behaviours.
- Discuss the concept of Corporate Governance.
- State the purpose of Corporate Governance.
- Identify and explain the models of Corporate Governance.
- List and explain the types of Board in Corporate Governance.
- Discuss the theories of Corporate Governance.
- Discuss the relationships among Directors, Shareholders and Stakeholders.

Course Contents

Learning Outcomes

On the successful completion of this course, students should be able to:

- Give three definitions of leadership.
- Explain three leadership styles.
- Describe four theories of leadership.
- List at least four problems of leadership in Nigeria.
- Describe leaders as change agents.
- Explain the concept of organization citizenship behaviours
- Discuss the concept of Corporate Governance.
- State five purposes of Corporate Governance.
- Identify and explain two models of Corporate Governance.
- List and explain two types of Board in Corporate Governance.
- Discuss two theories of Corporate Governance.
- Discuss the relationships among Directors, Shareholders and Stakeholders.

Course Contents

Nature of Leadership. Leadership styles. Leadership types. Leaders as change agent. Problems of leadership. Organization citizenship behaviours. Meaning of Corporate Governance. The historical evolution of Corporate Governance. Nature, composition and models of Corporate Governance. Theories of Corporate Governance. Functions of Board of Directors. Strategic control of top management. Board strategic oversight functions. Trends in Corporate Governance. Legal issues relevant to Corporate Governance. Weakness of former regulations and recent enactments. Roles of company Secretary and Board Chairman. Relationships among Directors, Shareholders and Stakeholders. Board of Directors and accountability. Rewards, risks and ethics in Corporate Governance. Corporate Governance sustainability, mergers, acquisitions and social responsibilities.

Minimum Academic Standard

As presented in the 70% CCMAS and other NUC facilities

GODFREY OKOYE UNIVERSITY FACULTY OF MANAGEMENT AND SOCIAL SCIENCES

ADMINISTRATION AND MANAGEMENT: MANAGEMENT

B.Sc. Management

GOU-MAN 417: Advanced Family Business II (2 Units; Compulsory; LH = 30; PH = 0)

Senate-Approved Relevance

This course serves the training of professional managers who are highly skilled in assisting an already existing family business or have the innate ability of scaling up similar businesses especially in the South-east geo-political zone of the country that have such numerous businesses. This ideal is in consonance with Godfrey Okoye University's mission of producing graduates that are outstanding in learning and character able to key into her spider web of national and international collaborations. Elements of family business management II will

Course Contents

equip our prospective professional managers with the necessary intellect and business acumen to be able to contribute significantly in managing already existing or incorporating family business that will outlive its founders or owner managers.

Overview

This course is a continuation of GOU-MAN 315. Small and Medium Enterprises (SMEs) family owned enterprises are the biggest employers of labour in the South east geo-political zone of Nigeria. They also offer other significant benefits such as wealth creation, poverty reduction, development of indigenous entrepreneurship, payment of taxes amongst others. Unfortunately, some of these business had collapsed due to indiscipline and managerial incompetence. This highlights the importance of preparing students of Management with the knowledge and skills on how to run, manage and even scale up already existing ones to higher levels.

This course is designed to expose students to the philosophy, principles and skills in planning, incorporating family businesses and managing them in such a way that the business would outlive owner-managers/ founders. It also has the goal to build the capacity of students in the area of addressing succession plan which is the bane of many family businesses in south eastern Nigeria with particular reference to Enugu State. The importance of the course lies in meeting the need in achieving Sustainable Development Goals (SDGs) numbers 1, 2, 4, 5, 8, 9 and 10 in the area of poverty reduction; zero hunger; quality education; gender equality; decent work and economic growth; industry, innovations and infrastructure; and reduced inequality respectively.

Objectives

The objectives of the course are to:

- Explain discipline in family business.
- Itemize actions that form the basis of disciplinary action.
- Explain effective disciplines procedures in a family business.
- Explain the concepts of corporate governance.
- Highlight the principles of corporate governance.
- Enumerate weaknesses in the corporate governance practices by Nigerian Family businesses.
- Itemize key strategies for successful family businesses.
- Explain how family business could go global.
- Identify the role of government in successful family businesses.

Learning outcomes

On completion of this course, the students should be able to

- Discuss importance of discipline in running a family business.
- Enumerate four actions that form the basis of disciplining action.
- Discuss five disciplining procedures in family business.
- Discuss the concept of corporate governance in family business.
- Explain the principles of corporate governance in family businesses.
- Explain inherent weaknesses in the corporate governance of family businesses.
- Discuss key strategies for successful family businesses.
- Explain how family business can go global.
- Analyze the role of government in successful family business.

Course Content

Concept of discipline in management. Elements of discipline. Actions that form the basis for disciplinary measures. Procedures for discipline in family business, Effective disciplinary

Course Contents

procedure and principles of good disciplinary actions in family business. Corporate governance in family businesses. Principles and characteristics of corporate governance. Board of Directors. Weaknesses in corporate governance. Strategies for improving corporate governance. Strategies for running successful family businesses. The role of government in successful family business. Internationalizing family business Operations. Instilling ethical behavior in family businesses. Family business and Corporate Social Responsibility. Government regulations on Family business. Impacts of taxation on family business. Government policies on Entrepreneurship in relation to family business in Nigeria.

Minimum Academic Standards

Relevant text books, journals on family businesses, Case studies, other NUC-MAS requirement:

GODFREY OKOYE UNIVERSITY FACULTY OF MANAGEMENT AND SOCIAL SCIENCES

ADMINISTRATION AND MANAGEMENT: MANAGEMENT

B.Sc. Management

GOU-MAN 435: Foundation of Project Management (2 Units; Elective; LH = 30; PH = 0)

Senate-Approved Relevance

The place of Project Management principles and its applications in organizations is receiving increasing attention. Projects are the major tool for implementing and achieving the strategic goals of an organization. In the face of intense worldwide competition, many organizations have reorganized around a philosophy of innovation, renewal and organizational learning for their survivability, which requires that an organization should be flexible and project driven. Project Management has developed to the point that it is a discipline having its own body of knowledge and skills. It is against this backdrop that Godfrey Okoye University Management graduates should be imbued with project management concepts, techniques and tools to have a comparative competitive advantage over their peers in the global place.

Overview

Project Management is the application of knowledge, skills, tools and techniques to project activities in order to meet or exceed stakeholder needs and expectations. It is the art of directing and coordinating human and material resources throughout the life of a project to achieve project objectives within specified constraints. Project management is not limited to the private sector. It serves also as a vehicle for doing good deeds and solving social problems through government and non-governmental organizations.

The course is designed to expose students to the concepts and skills used by managers to propose, plan, secure resources, budget and lead project teams to successful completion of projects in organizations. The significance of the course lies in meeting the need for achieving Sustainable Development Goals (SDGs) numbers 1, 2, 5, 8 and 9 such as in the area of poverty reduction, zero hunger, quality education, decent work and economic growth; industry, innovations and infrastructure respectively. The objectives of the course, learning outcomes and contents are provided to address these needs.

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Objectives

The objectives of the course are to

- Explain, with examples, the meaning/ definitions of projects by different authorities.
- List the characteristics of projects.
- Discuss what a project is not.
- Explain the different definitions of Project management.
- Discuss the importance of Project management.
- Explain project life cycle, using sketch to describe different stages.
- State the eight (8) knowledge areas of Project management.
- Explain the person of a project manager.
- State the traits and skills of a Project manager.
- Enumerate the different functions of a project manager.

Learning Outcomes

On the successful completion of the course, students should be able to:

- Give two definitions of project.
- State seven characteristics of a project.
- Explain what a project is not.
- Discuss three definitions of Project management.
- Highlight the importance of project management in organizations.
- Draw a project life cycle and explain the different phases.
- List the eight (8) knowledge areas of project management.
- List seven functions of a Project manager.
- Explain five traits and skills necessary for an effective project manager.
- Identify and classify major stakeholders in a project.

Course Content

Concepts of projects and Project management. Characteristics of projects. What a project is not. Importance of project management in meeting strategic organizational goals. Project life cycle. Eight (8) knowledge areas of Project management. Functions of a Project manager. Traits and skills needed for an effective Project manager. Stakeholders in a project. Commonly traded organizational currencies in Project team. Factors in organizing a Project. Developing a Project Plan. Scheduling Resources and Costs in Project. Reducing Project Duration. Concept of delegation in a project environment. Risk assessment in projects. Role of leadership effectiveness in project initiation, planning and execution. Project audit and closure.

Minimum Academic Standard

As contained in the 70% NUC CCMAS and other requirements.

GODFREY OKOYE UNIVERSITY FACULTY OF MANAGEMENT AND SOCIAL SCIENCES

ADMINISTRATION AND MANAGEMENT: MANAGEMENT

B.Sc. Management

GOU-MAN 436: Comparative Management (2 Units; Compulsory; LH = 30; PH = 0)

Course Contents

Senate-Approved Relevance

The hallmark of a professional manager is in comparing the performance of the organization against set goals. Similarly, the comparison of the performance of the organization and other organizations is also very important, along with the comparison of different management styles across cultures and countries. Hence, the goal of comparative management is to expose our graduates to Global culture and theoretical realities and peculiarities necessary for becoming GLOBAL MANAGERS. This is in tandem with Godfrey Okoye University's vision and mission of producing graduates who are outstanding and ready to become global players in the market place.

Overview

This course intends to equip our students with the knowledge of comparison in management, this will enable them to adopt industry best practices and to avoid disastrous practices as the case may be. In this course, they will learn the principles of comparative management, the theories backing it, its importance to organizations and practical implications to different forms of organizations. This course will help our students to distill and integrate all management styles, philosophies, techniques, theories and principles of the managerial wisdom of the past and present to drive present and future performance. It will make our graduates compare favorably with their counterparts globally, as it will furnish them with management principles across cultures, so that they will not encounter culture-shock when they find themselves in such places.

The essence of the course lies in meeting the need for achieving Sustainable Development Goals (SDGs) numbers 4,5,8 and 9 such as quality education, decent workplace and economic growth, industry, innovation and infrastructure respectively. The objectives, learning outcomes and course content are presented below.

Objectives

The objectives are to:

- Examine the history of comparative management.
- Explain comparative approach to management and administration.
- Examine the theories of comparative management and administration.
- Enumerate the importance of comparative management.
- List the limitations of comparative management.
- Analyze the application of comparative management in small businesses.
- Explain national cultures and management.
- Explore the skill of management in private and public sectors.
- Examine human resources: models for public and private sectors.
- Discuss the use of management consultants in public corporations.

Learning Outcomes

By the end of the course, students should be able to:

- Trace the history of comparative management down to William Ouchi.
- Explain comparative approach to management and administration in one sentence.
- Examine at least three theories of comparative management and administration.
- Enumerate five important aspects of comparative management.
- List six limitations of comparative management.
- Analyze four applications of comparative management in small businesses.
- Explain four national cultures and management.
- List five skills of management in private and public sectors.

Course Contents

Identify four profiles of Nigerian executives in public and private sectors.

Give seven uses of management consultants in public corporations.

Course Contents

Comparative approach to management and administration. Theories of comparative management and administration. Importance of comparative management. Limitations of comparative management. Application of comparative management in small businesses. National cultures and management. Traditional approach to management. Skills of management in private and public sectors. Managing resources. Personnel management. Constraints of organizational setting in managing group activities. Human resources: models for public and private sectors. Use of management consultants in public corporations. Constraints imposed on management discretions in public corporations. Globalization of economic activities. Effect of ICT in management of organizations under different cultures. Comparative management of corporate bodies and non-profit organizations. Management across cultures. Underlying managerial practices and styles since globalization. Migration and cross migration and its implications on management styles.

Minimum Academic Standard

As stated in 70% developed CCMAS and other NUC-MAS requirements

Minimum Academic Standards

List of minimum equipment's

Photocopy Machines

Multimedia Projectors

Filing cabinets

Whiteboard

Computers

Departmental Library

Notice Board

Access to Internet Facilities

Safety equipment (Fire Extinguisher, Sand Bucket, functional toilet facilities)

Functional lighting points

Functional air conditioners

Library and Information Resources

Universities should leverage on available technology to put in place rich databases and other electronic/digital library and information resources. In addition, well stock and current hardcopies of references and other textual materials should be provided centrally at the level of the faculty. A well networked digital library should serve the entire university community. Availability of wireless facilities (Wi-Fi) with adequate bandwidth should enhance access to these electronic resources.

Course Contents

In any case, there should be internet ready workstations available in the library for least 25% of the total number of students enrolled in each academic programme. The funding of the library should be in line with NUC guidelines.

Minimum Standards for Classrooms, Workshops and Office

(a) Spaces

Classroom Accommodation

The NUC standard requirement of 0.65m² per full-time student is maintained. Thus the minimum total space requirement of a Faculty or Department shall be the product of its total full time equivalent student enrolment (FTE) and the minimum space requirement per fulltime equivalent i.e. (FTE) 0.65m².

The total space requirement shall be met by a combination of classrooms and lecture theatres of varied capacities. These should however include the following:

a lecture theatre, equipped with a public address system, capable of accommodating at least 250 students or at least ¼ of all FTE in the Faculty, whichever is higher.

at least two large classrooms, with a public address system, capable of accommodating from 100 – 150 students, and

Each classroom should be furnished with comfortable chairs and desks befitting a university. The classroom should be equipped with smart boards and multimedia projectors.

Office Accommodation

In this respect, each academic staff should have an office space of at least 25 square meters taking into cognizance the status/cadre of the staff

In addition, there should be for the Faculty, a Dean's office and for each department a Head of Department's office with attached offices for their supporting staff as specified below:

	Office (m²)	Sec.'s Office (m²)	Typing Pool (m²)	Store (m²)	Office Equipment (m²)	File Room (m²)
Dean of Faculty	15	20	15	20	50	30
Heads of Department	15	15	20	15	None	None

The Faculty Officer should be accommodated in an office of 20 square meters and with an adjoining secretary's room of about 15sq meters.

Staff-Student Common Room

Course Contents

In order to promote both social and academic interaction among staff and between staff and students, there should be a common room of about 35(m²) equipped with a kitchenette where staff and students could interact in an informal atmosphere.