



Public Administration 9903
Organizational Behaviour in a Local Government Environment
Toronto GDPA Program
September 21- November 16, 2018
Instructor: Carol-Lynn Chambers

Contact: (519) 466-1406 (text or phone) or e-mail: cchambe5@uwo.ca
Class Location: Metro Hall Room 304, Toronto
Class Schedule: 9:00 - 4:30 daily (with mid-morning and -afternoon breaks)
September 21, October 5, October 19, November 2, and November 16
(Backup Dates Nov.30 & Dec.14 (please hold))

Course Description:

This course introduces and provides an overview of current theoretical perspectives, research findings, and selected issues in the field of organizational behaviour (OB), as applied to local governments in a changing environment. The diagnosis and management of organizational change is a central theme. Lectures and class activities emphasize the development and application of concepts and tools useful to understanding local government organizations and issues.

Student Learning Objectives:

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

- Describe the main theoretical perspectives and concepts associated with organizational behaviour applicable to local governments in Canada;
- Articulate the practical application of organizational behaviour theories in the context of local government work environments;
- Analyze the ability of local governments to address emerging trends and issues in the public sector workforce;
- Describe how academic researchers analyze and study issues of organizational behaviour in local government;
- Synthesize and assess information on organizational behaviour from a variety of academic and other sources;
- Communicate ideas regarding the nature of organizational behaviour in Canadian local government work environments, using a variety of oral and written media to a diverse set of audiences.

Course Materials:

Textbook (purchase from Western Bookstore):

Organizational Behaviour: Understanding and Managing Life at Work, 10th Edition, Gary Johns, Alan M. Saks, Pearson, 2017.

Additional Articles: source articles listed in the Required Course Readings section (pg. 5) using **hyperlinks** where indicated, and additional materials to be supplied on OWL and/or in class for specific learning activities.

Course Preparation:

Students are reminded to have all materials above, access to OWL <https://owl.uwo.ca/portal> and Western email active prior to the course. **It is essential to complete the assigned readings and prepare ahead for class lectures and discussions.**

Course Requirements and Methods of Evaluation:

Participation/Contribution in Class (15%)

- Students are expected to participate actively in contributing to the learning during in-class discussions, by posing questions and offering reflections arising from the assigned readings and personal work experience/examples. Individual perspectives and analysis of readings, as well as sharing of work-related examples and applications, will help create a productive and interesting learning environment.

Student-Centered Seminars and Discussion Groups (30%)

- Students will sign up for one of five Seminar topics (noted beside topic) listed on the course outline.
- Seminar groups will be finalized on the morning of the first day of class.
- Each group will organize and deliver an informal roundtable discussion (a.k.a. “The View”) on the chosen topic, to be conducted on the last day of class.
- Seminar groups will meet to plan, prepare, and organize their roles and presentations on the first/second evening of the course.
- Seminars should be a maximum of 20 minutes for each group, with an additional 5-10 minutes for class questions/discussion, and a paper copy handed in) .
- Presentations will be evaluated on the following criteria:
 - Presentation style/format(s) and contribution by all members
 - Presentation effectiveness (e.g. clarity and logic of organization and delivery)
 - Content substance (e.g. accuracy of summary, synopsis/application of literature on the topic, applicability and helpfulness of “real-world” example for comprehension; range and depth of connections between the course material and the example; convincing assessment based on theoretical, conceptual, and/or empirical grounds).

Final Exam (25%)

- 2 hours*, November 16th in Room 304, Metro Hall
- Essay-style. Covers assigned readings and class materials. Students will have a choice of exam questions.
- *NOTE: If you select to write the exam electronically, please bring a laptop equipped with Word. Otherwise, exams will be hand-written with an additional 30 minutes allotted.

Reflective Essay (30%) Due November 30, 2018)

- Take-away Essay - case study or analysis (instructions provided in-class) to be submitted, within two weeks of the class conclusion, by email to cchambe5@uwo.ca
- Instructions: Using at least 10 academic sources (course readings and additional sources that you will research), write a 12-15 page (maximum, not including title page and bibliography) formal essay addressing the following requirements:
 - Identify a specific local government case (organization/issue/circumstance) with which you are familiar.
 - Relate topic(s) covered in this course to analyse the case
 - Refer to the “Essay Guidelines Fall 2018” pdf document on OWL (to be discussed in class) for details regarding the information that should be included in these sections.

- Submit your essay through OWL under the “Assignments” tab **by 11:55 pm on November 30th**. Paper or emailed submissions are not permitted.

Written Assignments - Format:

For all written assignments, apply the formatting (double-spaced, etc.) and citation style (Harvard, in-text) of the *Canadian Journal of Political Science*. All in-text citations must include page numbers for all materials quoted, paraphrased, or summarized. Source the guidelines at <https://www.cpsa-acsp.ca/documents/pdfs/Editorial%20Style%20Guidelines%202008.pdf> or in a hard copy of the journal (2005 or later edition only).

Class Reading Schedule:

Prior to arriving for class, please read the assigned materials, with the following questions in mind. These questions are most likely the ones that will guide class discussions:

- What is the main issue/argument of each reading?
- What examples will you offer, based on your experience, to apply and contextualize this information?
- Do you agree or disagree with the findings of the reading?
- What are the implications of this information toward the effectiveness of local government management and leadership in the context of effectively addressing current and future organizational issues and challenges.

TIP: You will be best prepared for success in class by reading all of the materials in the weeks prior to the week of this class, and reviewing the highlights just prior to each day of class.

Class Participation:

Each day, students are expected to participate in class discussion relevant to the course topics and materials. There is no grade for attendance. Effective participation requires careful preparation (reading and thinking critically about the readings) and actively contribution to class activities, for example, by responding substantively and respectfully to the conversations generated by the instructor and classmates.

Participation will be evaluated according to the degree to which individual students:

- Demonstrate that they have read, understood, and thought critically about the course materials and concepts;
- Participate in discussions in a civil, respectful, and thoughtful manner, avoiding personal attacks and inappropriate language, references.
- Show a willingness to take decisive positions on issues in a way that fosters intelligent and intellectual dialogue.
- Demonstrate self-reflection and an openness to changing opinions as a result of debate and discussion.

COURSE OVERVIEW

DAY 1: Introductions

Arrive at class prepared to introduce yourself and to discuss the following: *why this course is relevant given your current role, how you believe this course will benefit your skill set in effectively fulfilling your responsibilities, and which topics in this course are of most interest based on your current organizational context (current issues, challenges, successes, etc.).* We will capture these on a Post-It Board for reflection throughout the course and a review on the last day of class.

Review of Course Outline, Expectations, and Deliverables

Lectures and Discussion Topics

- A Framework for Organizational Analysis (Rainey, Chapter 1, pp.11-12). Posted on OWL
- Organizational Behaviour and Management (Chapter 1)
- Leadership Theories (Chapter 9)

Introduction to Group Project Assignments

Group Meetings (continue after class)

DAY 2: Interactive Lectures and Groupwork

- Group Formation, Norms, and Roles (Casciaro)*
- Values, Attitudes and Behaviours (Chapter 4)
- Organization of Work – Individuals, Groups, Teamwork (Chapter 7)
- Organizational Goals and Effectiveness (Chapter 5)
- Social Influence and Socialization (introduction) (portion of Chapter 8)

DAY 3: Student Presentations¹ and Lecture

- Motivation, Performance, and Recognition (Chapter 5) (GROUP 1)
- Motivation Practices and Techniques (Chapter 5) (GROUP 2)
- Conflict and Stress (Chapter 13) (GROUP 3)
- Organizational Culture (Chapter 8) (GROUP 4)
- Power, Politics, and Ethics (Chapter 12) (GROUP 5)

Lecture

- Resistance to Change (Agocs)

DAY 4: Managing Organizational Change and Development (Chapter 15)

- “THE VIEW” group discussions
- Strategic Communications (Chapter 10 and Garnett)*

¹ STUDENT GROUP PROJECT – The class will be divided into suitable-sized working groups for this project on the first day of class.

DAY 5:

- **EXAM (2:00 pm – Social Science Computer Lab) 2hours**
- Learning Debrief
- Final Assignment (takeaway)
- Further Reading and Closing

○

REQUIRED COURSE READINGS

1. Textbook (purchase from Western Bookstore):

Johns, Gary and Saks, Alan M., Organizational Behaviour: Understanding and Managing Life at Work, 10th Edition. Pearson Canada, 2017.

2. Required Readings (Download or on OWL as indicated)

The Readings listed below include links to internet addresses for selected articles. These must be downloaded by the student and are not included in the Reading Package.

Agocs, Carol, “*Institutional Resistance to Organizational Change: Denial, Inaction and Repression*”, Journal of Business Ethics 16: pp.917-931, 1997. [Source on OWL]

Casciaro, T., Lobo, M.S., “*Competent jerks, lovable fools, and the formation of social networks.*” Harvard Business Review, 2005.
http://vilans6.vilans.nl/docs/ivz/bijeenkomsten/29236%20Casciaro_Lobo_Jerks_Fools.pdf

Garnett, James L., “*Applying a Strategic Model to Government Communications*”, in Communicating for results in government: a strategic approach for public managers, San Francisco: Jossey-Bass, 1992, pp. 34-67. [Source on OWL]

Kanter, Rosabeth Moss, “*Power Failure in Management Circuits*”, Harvard Business Review, 57(4), 1979. <http://ils.unc.edu/daniel/131/cc04/Kanter.pdf>

Rainey, Hal G., Understanding and Managing Public Organizations, Fifth Edition: Jossey-Bass, 2014, pp.11-12. [Source on OWL]

3. Additional Articles and Reference Material

Referenced journal articles and additional materials in support of lectures will be made available on OWL or distributed in class as required. For Seminar Groups, students are encouraged to research and apply other scholarly reference material as applicable, as well as examples from local government.

COURSE POLICIES

Electronic Devices:

Research shows that levels of student performance and participation are lower when computers, tablets, smartphones, and other devices are present in the classroom. In order to create a pleasant environment conducive to everyone's learning and free from distractions, please refrain from using phones for texting or any other purposes during classes. The use of laptops and tablets is allowed for course-related activities and note-taking only (not permitted in examinations).

E-mail Policy:

All Western University students are required to have an @**uwo.ca** e-mail account. Please indicate "PA9903" in the subject line.

Course Format:

The course will consist of a combination of lectures, student groupwork, and class discussions.

Course Reading Requirements:

Students should obtain their own copy of the course textbook, which is available in the university bookstore: All other assigned readings will be available through Western Libraries or the course's OWL site. **Assigned reading should be done before the class in which it is to be discussed.**

Other Requirements:

1. **Class Participation.** Two items make up the class participation grade:
 - a. Attendance and Participation/Contribution. It is important to attend all classes, keep up with the readings, and participate during discussions. If you are unable to attend a particular class, you should advise the instructor in advance.
 - b. In-class Group Assignment. To be completed during the week of class. Further instructions will be given in class.
2. **Final Paper.** Students must submit a 3,000-word essay paper by **November 30th**, using one of the course topics as their central thesis to a real-life case study. Students are expected to draw from the assigned readings, but will need to consult outside sources as well. Students will be expected to apply the course concepts and learning to an example from local government.
Note: Overdue submissions will be penalized two percentage points for each day (including weekends) that the paper is late. Extensions will be granted only in the event that written confirmation of any extenuating circumstances is provided.

Evaluation:

1. Class Participation/Contributions: 15%
2. Group Project and Presentation: 25%
3. Exam: 30%
4. Final Essay: 30%

Academic integrity, offences, and plagiarism:

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:
http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_grad.pdf

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

Written assignments may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism.

Late Assignments:

The penalty for late assignments is **two percentage points per day** (including weekend days). A grade of 80% on an assignment therefore becomes 72% in four days. Assignments more than 10 days late will not be accepted. Extensions due to illness require a medical certificate. If you foresee problems meeting submission deadlines please consult the instructor early; accommodations can always be made with adequate advance notice.

Accommodation:

Note for students with disabilities: Please contact poliscie@uwo.ca if you require any information in plain text format, or if any other accommodation can make the course material and/or physical space accessible to you.

Accommodations on medical grounds:

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments must apply to the Academic Counseling office of their home Faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department. Please refer to the Policy on Accommodation for Medical Illness <https://studentservices.uwo.ca/secure/index.cfm> and download a Student Medical Certificate (SMC): <https://studentservices.uwo.ca/> under the Medical Documentation heading.

Accommodations on religious grounds:

Every effort has been made to avoid scheduling assignment due dates on religious holidays. Please inform the instructor at the beginning of the course if you will be unable to attend class for reason of religious observance.

Help with writing:

Learning to express ideas clearly is a central goal of the university experience. If academic writing does not come easily to you, you are strongly encouraged to make use of the Writing Support Centre: <http://www.sdc.uwo.ca/writing/>.

Mental Health Support:

Students who are experiencing emotional/mental distress should refer to Mental Health@Western http://www.health.uwo.ca/mental_health/ for a complete list of options about how to obtain help.

Other Assistance:

If you are having trouble with the course material or are falling behind in your work, please contact the course instructor as soon as possible. We can only help you if the lines of communication are open.