



**Public Administration 9903 / Political Science 4903**  
**COURSE OUTLINE AND SCHEDULE (Rev. 05/16/2017)**  
**Organizational Behaviour in a Local Government Environment**  
*May 29-June 2, 2017*  
Instructor: Carol-Lynn Chambers

**Contact:** (519) 466-1406 or e-mail: [cchambe5@uwo.ca](mailto:cchambe5@uwo.ca) **Classroom:** Room 4255, Social Science Centre  
**Class Schedule:** 9:00 –12:00 and 1:00 - 4:00 daily (with mid-morning and -afternoon breaks)

**Course Objectives:**

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.

**Course Preparation:**

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

**REQUIRED COURSE READINGS**

**1. Textbook (purchase from Western Bookstore):**

Rainey, Hal G., *Understanding and Managing Public Organizations*, 5<sup>th</sup> Edition. Jossey-Bass, 2014.

**2. Required Readings (Internet – download or on OWL)**

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](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, 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>

### 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 group projects, students are encouraged to research and apply other scholarly reference material as applicable, as well as examples from local government.

## COURSE REQUIREMENTS

### 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.

### **Contribution in Class 10%**

- It is important to attend all classes, keep up with the readings, and participate during discussions and in group projects. If you are unable to attend a particular class, you should advise the instructor in advance.
- 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. 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 Projects 25%**

- The **Project** is a process in which students pursue group-based application of relevant theories to practical scenarios/examples. Students will research and apply further literature/evidence, prepare and present an analysis that reflects a deeper understanding/ application of the course topic.
- Students will sign up for one of five “*Project Utopia*” groups.
- Project groups will be finalized on the morning of the first day of class.
- Project groups will meet to work on their project throughout the week (in-class and after-class).
- Work to be presented on the last day of class and submit slide deck with notes.

### **Final Exam** (2 hours, Thursday afternoon, June 2nd) **40%**

- Essay-style, in class. Covers assigned readings and class materials. Students will have a choice of exam questions.

### **Assignment – Reflective Paper 25%**

- Students must submit a 3,000-word essay paper by **Friday, June 16<sup>th</sup>**, 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.*

### **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/handbook/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.

**COURSE OVERVIEW**

**DAY 1: The Challenge of Effective Public Organizational and Management (Rainey, Chapter 1)**

- Organizational Behaviour, Theory, and Management
- Organizations: A Definition and Conceptual Framework
- The “Quiet Controversy” Over the Distinctiveness of Public Organizations and Management

**Striving for Performance (Rainey, Chapter 3)**

- The Meaning and Nature of Public Organizations and Management
- Organization of Work – Individuals, Groups, Teamwork
- Motivation, Performance, and Recognition

**Key Dimensions of Organizing and Managing (Rainey, Chapter 6)**

- Organizational Goals and Effectiveness

Project Utopia (Introduction to Capstone Group Project)

Student Group Project Meeting (after class each day)

**DAY 2: Formulating and Achieving Purpose (Rainey, Chapter 7)**

- Power, Decision Making, and Strategy

**Organizational Structure, Design, Technology (Rainey, Chapter 8)**

**Understanding People in Public Organizations (Rainey, Chapter 10)**

- Motivation Practices and Techniques
- Incentive Structures and Reward Expectancies in Public Organizations
- Values, Incentives, and Work-Related Attitudes

**DAY 3: Leadership, Managerial Roles, and Organizational Culture (Rainey, Chapter 11)**

- Leadership Theories
- Nature of Managerial Work and Roles
- Transformational Leadership
- Charismatic Leadership
- Leadership and Organizational Culture

**Understanding Communication and Conflict in Groups (Rainey, Chapter 12)**

- Group Formation, Norms, and Roles (Casciaro)\*
- Strategic Communications (Garnett)\*
- Managing through Conflict

**DAY 4: Managing Organizational Change and Development (Rainey, Chapter 13)**

- Organizational Life Cycles
- Resistance to Change (Agocs)\*
- Innovation and Types of Change
- Organization Development

EXAM (2:00 pm – Social Science Computer Lab)

**DAY 5:** Project Utopia Presentations  
Summary  
Takeaway Reflective Paper

### **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.

#### **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/](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.