



Organizational Behaviour in a Local Government Environment

Political Science 9903A
Summer 2020: May 25-29

Objectives:

This course introduces students to select aspects of the academic literature on organizational behaviour. Students will learn how the behaviour of people in organizations relates to individual, group, organizational, and societal outcomes. They will apply an organizational lens to help them better understand the challenges and opportunities of local government administration.

Main topics:

Organizational behaviour and local administration; organizational structure; leadership; trust; organizational culture; groups and teamwork; conflict; strategic communication; motivation, stress, and productivity; organizational change; power and privilege; diversity and inequality; and human resources management.

Instructor:

Carol-Lynn Chambers, B.Sc. MPA, Doctoral Candidate (Ed.D.)

Contact Policy: Since this is an on-line class I meet with students personally on an as-needed basis and do not have set office hours. The best way to contact me is by email at cchambe5@uwo.ca but you can also reach out through the OWL site (message tab on the left side of the course homepage). I strive to provide a 2-4 hour response time to student emails. If we need to connect personally I will contact you and we can set up a time to call, Skype, etc.

Course Description: This course examines selected theoretical perspectives, research findings, and issues in the field of organizational behaviour and leadership in local government. The focus of the course is on applying these theories and concepts to public sector organizations, with emphasis on local government administration.

Methods:

The course will be delivered through lectures, discussion, case studies, exercises, group seminars, and a final essay. Students will be expected to be able to critically analyze and apply the course topics both individually and in relation to other course topics, in a local government organizational context.

Course Readings:

Readings are made available electronically for downloading on OWL. Assigned readings should be completed **before** the class in which it is scheduled for discussion.

Additional resources will be supplied in class as applicable. Individual research is also encouraged regarding the course topics and final assignment.

Course Schedule, Topics, and Required Readings:

Date	Topics	Required Readings
Day 1: May 25	Orientation to the Course: <ul style="list-style-type: none"> • Introductions • Review of course outline • Expectations • Questions Discussion: <ul style="list-style-type: none"> • Current issues in local government related to the topics • Significance of critical thinking and the contribution of scholarly research toward explaining real-world experiences of organizational behaviour 	
	A Framework for Organizational Analysis	Rainey, H.G., (2015). <i>Understanding and Managing Public Organizations</i> , Fifth Edition: Jossey-Bass, pp.11-12. (handout in class)
	Organizational Behaviour and Management	Rayner, Julie, Alan Lawton, and Helen M. Williams. 2012. Organizational citizenship behavior and the public service ethos: Whither the organization?: <i>JBE JBE. Journal of Business Ethics</i> 106, (2) (03): 117-130, https://www-lib-uwo-ca.proxy1.lib.uwo.ca/cgi-bin/ezpauthn.cgi?url=http://search.proquest.com.proxy1.lib.uwo.ca/docview/929156324?accountid=15115 (accessed February 28, 2020). Gorenak, M., & Ferjan, M. (2015). The influence of organizational values on competencies of managers. <i>E+M Ekonomie a Management</i> , 18(1), 67+. Retrieved from https://link-gale-com.proxy1.lib.uwo.ca/apps/doc/A405483960/AONE?u=lond95336&sid=AONE&xid=0336a82c
	Leadership Theories	Althaus, C. (2016). The Administrative Sherpa and the Journey of Public Service Leadership. <i>Administration & Society</i> , 48(4), 395–420. https://doi.org/10.1177/0095399713498747 Wang, X., Van Wart, M., & Lebreo, N. (2014). Sustainability Leadership in a Local Government Context. <i>Public Performance & Management Review</i> , 37(3), 339–364. https://doi-org.proxy1.lib.uwo.ca/10.2753/PMR1530-9576370301 Turner, J. (2008). Developing executive leadership in the public sector. <i>Public Manager</i> , 36(4), 50-55. https://www-lib-uwo-ca.proxy1.lib.uwo.ca/cgi-bin/ezpauthn.cgi?url=http://search.proquest.com.proxy1.lib.uwo.ca/docview/236298121?accountid=15115

Day 2: May 26	Organizational Configurations (culture, organization of work, individuals, groups, teams)	<p>Janićijević, N. (2017). Organizational Models as Configurations of Structure, Culture, Leadership, Control, and Change Strategy. <i>Ekonomski Anali / Economic Annals</i>, 62(213), 67–91. https://doi-org.proxy1.lib.uwo.ca/10.2298/EKA1713067J</p> <p>Kozlowski, S. W. J. (2018). Enhancing the Effectiveness of Work Groups and Teams: A Reflection. <i>Perspectives on Psychological Science</i>, 13(2), 205–212. https://doi.org/10.1177/1745691617697078</p>
	Organizational Goals and Effectiveness	<p>Tengku Izhar, T., Torabi, T., & Bhatti, M. (2017). An ontology-based goal framework to evaluate the level of the organizational goals achievement. <i>International Journal of Organization Theory & Behavior</i>, 20(2), 193–236. https://doi.org/10.1108/IJOTB-20-02-2017-B003</p>
	Trust in the Workplace	<p>Gould-Williams, J. (2003). The importance of HR practices and workplace trust in achieving superior performance: a study of public-sector organizations. <i>International Journal of Human Resource Management</i>, 14(1), 28–54. https://doi-org.proxy1.lib.uwo.ca/10.1080/09585190210158501</p>
Day 3: May 27	Organizational Culture	<p>Martin, T. N., & Ottemann, R. (2015). Generational workforce demographic trends and total organizational rewards which might attract and retain different generational employees. <i>Journal of Behavioral and Applied Management</i>, 16(2), 91-115. https://www-lib-uwo-ca.proxy1.lib.uwo.ca/cgi-bin/ezpauthn.cgi?url=http://search.proquest.com.proxy1.lib.uwo.ca/docview/1891260662?accountid=15115</p> <p>Kim, S., & Yoon, G. (2015). An Innovation-Driven Culture in Local Government: Do Senior Manager’s Transformational Leadership and the Climate for Creativity Matter? <i>Public Personnel Management</i>, 44(2), 147–168. https://doi.org/10.1177/0091026014568896</p> <p>Belias, D. & Koustelios, A. (2014). The Impact of Leadership and Change Management Strategy on Organizational Culture. <i>European Scientific Journal</i>, Vol. 10: No.7. 451-470.</p>
	Motivation	<p>Taylor, J. (2014), Public service motivation, relational job design, and job satisfaction in local government. <i>Public Admin</i>, 92: 902-918. doi:10.1111/j.1467-9299.2012.02108.x</p> <p>de Gennaro, Davide. (2018). Transformational leadership for public service motivation. <i>Journal of Economic and Administrative Sciences</i>. 1-11. 10.1108/JEAS-06-2018-0075.</p>



	Diversity and Equality	<p>Visagie, J. Linde, H., Havenga, W. (2011). Leadership Competencies for Managing Diversity. <i>Managing Global Transitions</i>.9(3). 225-247.</p> <p>Balda, J., & Mora, F. (2011). Adapting leadership theory and practice for the networked, millennial generation. <i>Journal of Leadership Studies</i>, 5(3), 13–24. https://doi.org/10.1002/jls.20229</p>
	Power and Politics	<p>Nalbandian, J. (1994). Reflections of a "Pracademic" on the Logic of Politics and Administration. <i>Public Administration Review</i>, 54(6), 531-536. doi:10.2307/976672</p> <p>Kanter, R. (1979). Power Failure in Management Circuits. <i>Harvard Business Review</i>, 57(4), 65–75. http://search.proquest.com/docview/227830569/</p> <p>Casciaro, T. & Lobo, M.S. (2005). Competent Jerks, Lovable Fools, and the Formation of Social Networks. <i>Harvard Business Review</i>, 83(6):92-149.</p>

Day 4: May 28	Strategic Communications	<p>Garnett, James L., David S. Arnold, and David S. Arnold. 1993. Communicating for results in government - a strategic approach for public managers. <i>Public administration review</i> 53, (4) (07): 403, https://www-lib-uwo-ca.proxy1.lib.uwo.ca/cgi-bin/ezpauthn.cgi?url=http://search.proquest.com.proxy1.lib.uwo.ca/docview/839300079?accountid=15115.34-37,4-37.</p> <p>Hallahan, K., Holtzhausen, D., Ruler, B. V., Verčič, D., & Sriramesh, K. (2007). Defining Strategic Communication. <i>International Journal of Strategic Communication</i>, 1(1), 3–35. doi: 10.1080/15531180701285244</p> <p>Parks, Jeffrey, and Cheryl Hilvert. 2016. In search of organizational excellence? <i>PM.Public Management</i> 98, (3) (04): 6-8,10-12, https://www-lib-uwo-ca.proxy1.lib.uwo.ca/cgi-bin/ezpauthn.cgi?url=http://search.proquest.com.proxy1.lib.uwo.ca/docview/1780452535?accountid=15115 (accessed April 16, 2020).</p>
	Stress and Productivity	<p>Overmans, J. F. A.& Noordegraaf, M. (2014). Managing austerity: rhetorical and real responses to fiscal stress in local government. <i>Public Money & Management</i>, 34:2, 99-106, DOI: 10.1080/09540962.2014.887517</p>
Day 5: May 29	Leading Change and Managing Resistance	<p>Seijts, G.H. & Roberts, M. (2011). The impact of employee perceptions on change in a municipal government. <i>Leadership & Organization Development Journal</i>, 32:2, 190-213. http://dx.doi.org/10.1108/0143773111111306</p>



		<p>Agocs, C. (1997). Institutionalized Resistance to Organizational Change: Denial, Inaction and repression. <i>Journal of Business Ethics</i>. 16: 917-931.</p> <p>Hwang, K. & Choi, M. (2017) Effects of innovation-supportive culture and organizational citizenship behavior on e-government information system security stemming from mimetic isomorphism. <i>Government Information Quarterly</i>. [Online] 34 (2), 183–198.</p>
<p>Closing Discussion, course feedback process, and final assignment instructions.</p>		

Course Requirements, Responsibilities, and Grading:

Contributions to Learning (in ‘virtual’ class): Weight: 30%

Students are assessed on their attendance and continuous contributions to learning in class, as identified by his/her meaningful contribution to posts and e-dialogue/discussions. Drawing from the readings is of high value, and practical applications and examples are encouraged.

In-Class Assignment (Topic Research, Seminar Development, Presentation) Weight: 30%

This course includes student-led seminars. Students will participate in the research, development, and presentation of one assigned seminar topic. These seminars are designed to present relevant concepts from the literature, stimulate discussion about organizational behaviour issues/challenges, and contemplate the application of theories to provide insight, using practical examples and engaging the class. Seminars will be delivered on-line on the afternoon of the fourth day of class.

Written Assignment (Essay): Weight: 40% Due Date: June 12, 2020

Students are required to submit a brief essay applying the theories of the key organizational behaviour topics studied in this course. The paper should include:

- a brief introduction describing the context of the organization in relation to the application of organizational behaviour concepts.
- critical analysis of the topic, identifying selected theories and concepts from the course, and applying these toward addressing challenges and informing proactive leadership strategies.
- Prospective recommendations for change, with supporting references from the literature.

Students should make use of class readings as well as independent research findings in the analysis.

The research paper should demonstrate the student’s ability to critically analyze and contextualize theories, as well as express insights acquired in this course regarding practical application to the work environment.

The page length for the research paper should not exceed 3,000 words (word-processed and double-spaced).



Sources of direct quotations, borrowed ideas, and specific facts should be properly acknowledged in footnotes or citations. Guides for citing sources are available at <http://www.lib.uwo.ca/services/styleguides.html>. Students are to use APA style for all assignments. Proper citation of sources will avoid plagiarism, a serious academic offence. A bibliography at the end of your essay should list all of the sources cited in your paper.

Synchronous Session Learning Requirements:

There will be three synchronous learning sessions that will take place via the Collaborate tool in our OWL course site. These sessions will occur according to the dates and times listed in the chart below. Students are strongly encouraged to attend these sessions. If you are unable to attend a session, please contact the instructor in advance of the session. A video recording of each session will be made available for those who are unable to attend. Additional information on synchronous learning sessions will be made available at the beginning of the module in which the specific synchronous learning session will occur.

Date of Meeting	Time of Meeting	Purpose of Meeting
Monday, May 25	9:00 am - 11:00 am EST	Introductions, review course syllabus, review course-related expectations. Overview and discussion of topics in Days 1-2. Relate topics to the purpose of the student posts and online dialogue
Wednesday, May 27	9:00 – 11:00 am EST	Overview and discussion of topics in Days 3-5. Relate topics to the purpose of the final assignment Relate topics to the purpose of the student posts and online dialogue
Friday, May 29	9:00 – 11:00 am EST	Summarize learning to date and insights gained. Review expectations of the final assignment.

Assignments:

All assignments are expected to be submitted on time. Extensions will be granted only with prior approval of the instructor and only for exceptional reasons (a significant unforeseen emergency) deemed valid by the instructor.

The final grade will be based on the following course components:

1. Individual Student Posts (30%)



At the end of each class (daily), you are expected to craft and post, one idea, thought, opinion, insight, or revelation that you take away each day of class. Anonymized examples pertaining to your organization are useful to demonstrate applicability. You must also provide supporting quotes from the assigned readings to support your view/observation.

You are also expected to provide a response to at least one other course participant, commenting on the significance of their post, and adding your insights, complemented by a supporting quote from the assigned readings.

2. Group Presentations (30%)

You are expected to collaborate with members of your assigned group to apply a combination of two course topics that together provide insight into organizational change opportunities toward a more effective workplace. You will deliver your presentation during a Collaboration session, with one spokesperson on behalf of your group.

3. Reflective Essay: (40%)

At the conclusion of the course, you are expected to write a reflective essay. Drawing from your readings and work in Assignment #1, Assignment #2, as well as using course literature sources to frame your topic, you are required to develop a theoretically-informed review paper that demonstrates your understanding of the issue from multiple perspectives, showing an understanding of complexities, and organizational critiques.

In this paper, you are required to:

- use literature to frame your issue statement/paragraph and include the work of particular organizational theorists and how their work relates to your issue and the organization.
- demonstrate evidence of synthesis and evaluation, not just description and you must answer the question ‘why does this issue matter to the organization?’.
- provide evidence of understanding organizational need, planning for and implementing change, and evaluating change, evidence of explaining diverse perspectives on organizational change theory.
- discuss (a) the context of your organization, (b) the role of leader(s) in addressing the issue in the organization, (c) your role as a leader in addressing the issue and (d) what leadership approach(es) you propose to use toward addressing this problem.
- Provide a reference list at the end of your Assignment. Please ensure that you also incorporate a minimum of TWO new scholarly secondary sources, in addition to at least one of the applicable sources from the course syllabus. Secondary sources include scholarly articles, books and book chapters. Located within the course syllabus are writing support guidelines to assist you with this essential task.

For assessment purposes you will need to submit a maximum 15-page double-spaced review paper (including references) to the instructor through the OWL course site by(date).

An assessment rubric will be uploaded to the OWL site.



Policy on Late Assignments:

Late assignments will receive a 2% per day deduction, including weekends, up to a maximum of 7 days, after which assignments will not be accepted and a grade of zero will be assigned, unless documentation for accommodation has been provided in advance. All work is due in class or by specified deadline post-class. In general, the late penalty can be wholly or partially waived only due to medical or family emergencies.

Accommodation:

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

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage of text from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is an academic offence.