DALHOUSIE UNIVERSITY
College of
Continuing Education

Organizational Behaviour and Leadership

Description of the course

Organizational Behavior and Leadership examines theories of individual behavior and leadership within local government organizations. In particular, the course focuses on management in the public sector, theories of leadership, council/staff roles and relationships, the structures and culture of local government organizations, notions of motivations in the public sector, the empowerment of staff, and organizational change.

Learning Objectives

- Explain what the field of organizational behavior concerns, and something of its history and development, as well as its relationship to other fields of study
- Explain some of the uses of organizational behavior research and theory, and its value to employees, managers, citizens and people working in a variety of kinds of organizations, including unions and non-profit associations
- Define what an "organization" is and discuss differing definitions
- Demonstrate an understanding of organizations as complex and pluralistic places where both conflict and cooperation are normal occurrences
- Identify some of the unique characteristics of local government organizations
- Describe some of the current challenges in the Canadian workplace
- Critically assess Organizational Behavior assumptions and arguments
- Examine what your study of organizational behavior might mean to yourself, your career, and your local government organization
- Apply the concept of the open system as a means of understanding the relationship between the local government organization and its environment
- Analyze how elected officials and administrative staff form part of a system of relationships that blend political and administrative roles
- Explain what organizational structure is and why it is important
- Demonstrate the importance of organizational structure to the manager
- Summarize significant historical and current trends in the design of organizations, particularly in the public sector and in local government
- Recommend diagnostic concepts useful in identifying variations, strengths and weaknesses in the design of organizational structures
- Discuss a variety of design options for structuring organizations, and to consider some of their strengths and weaknesses
- Identify and describe some typical structural patterns in local government organizations, the reasons for them, and some of the challenges they present to local government managers, elected officials and citizens

- Understand the concept of organizational culture and how it can be described and
- diagnosed
- Illustrate why organizational culture is important to managers
- Apply what we are learning about organizational culture to local government organizations
- Explain how organizational culture is created, sustained and changed
- Outline some of the currently influential theoretical perspectives on motivation, and to explore their practical implications
- Discuss the various factors that contribute to motivation—or lack of it
- Participate in some of the debates about why there are often motivation problems in the workplace
- Illustrate the importance of reward systems, including compensation, in motivating employees, and some of the options now in use
- Demonstrate the manager's role in creating and sustaining a workplace in which employees are motivated and productive
- Apply material to local government employees, jobs and organizations
- Explain what is involved in job satisfaction
- Describe some of the theories about management
- Explain job characteristics model and job design options and
- Apply material to local government employees, jobs and organizations
- Discuss some conceptual tools useful in understanding groups and teams
- Outline what contributes to successful group and team performance in the workplace
- Apply diagnostic concepts about teams and groups to the local government workplace
- Illustrate an understanding of some of the meanings of the concept of empowerment
- Demonstrate what is needed for people to be truly empowered in a workplace
- Outline the possibilities of empowerment in local government organizations
- Describe how managers can contribute to successful team performance in an empowered environment
- Explain some reasons why many experiments in empowerment are unsuccessful
- Use the case of empowerment to understand the common problem of the "implementation gap"—the gap between theory and practice.
- Describe what power is, how its presence is recognized, and how it is used in organizations
- Outline the various types and bases of power in organizations
- Discuss how power is distributed, and how and why its location changes
- Explain why it is important to understand power and its uses in organizations
- Illustrate both the positive and the oppressive faces of power
- Relate the benefits to managers of sharing power
- Explain how the power structure of organizations is gendered, and how sexual harassment is an abuse of power
- Demonstrate some of the reasons for the massive change we are experiencing in local government organizations, and some of the ways they are changing
- Critically assess the proposition that change can and should be planned
- Outline several models of change and the potential benefits and shortcomings of each model
- Describe why there is resistance to change, who may resist, and how resistance can be addressed

- Examine why proposals for change, when implemented, often fall short of their promise
- Apply what we are learning to the management of change in local government organizations
- Summarize the concept of organizational learning, and consider how it may apply in local government
- Describe the relationship between individual and organizational learning
- Recommend and apply models of organizational learning

Course Outline

Module 1 This course in organizational behaviour in local government settings will consider some of these current realities against the background of what can be learned from theory and research in organizational behaviour and public administration. Our study of organizational behaviour will equip us with a tool kit of concepts that will help you to make sense of the workplace. You will be encouraged and challenged to consider various points of view and to apply concepts from our readings and discussions to your local government organization, job and career. Through on-line discussion you will be asked to relate and compare your personal experience, knowledge and point of view with those of others in the course. The ultimate objective of our work together is to deepen our understanding of local government organizations and our place in them.

Module 2 In Unit 2, we examine the various kinds of leadership that may be exercised in the local government context. The assignment for this module asks you to apply and interrelate some of the concepts you have learned in Units 1 and 2.

Module 3 Continuous change in the structure and culture of their organizations has been a troubling reality for most Canadian public sector administrators, including those in local governments, over the past decade. The ongoing turmoil of downsizing, de-layering, restructuring, amalgamation, outsourcing, privatization and partnerships has kept the work of managers and employees stressful and challenging and created many human problems of survivor guilt, sagging morale, anxiety about the future, a sense of powerlessness, burnout and overwork. Many of these restructuring projects have been driven by mantras such as "market-driven," "lean and mean," "doing more with less," or "driving the work and responsibility down" to front-line employees. Often, there is the expectation that changing the organization's structure will also change its culture so as to refocus it on desired values, such as "customer service" or "value for money." But changing the structure does not always mean that organizational values and ways of doing things have really changed.

Module 4 The issue of motivation is central to the study of organizational behaviour and has long been a matter of concern to managers and employees. However, a comprehensive overview of published research on work motivation among public sector workers has found that little is known about the links between motivation and performance, and about the motivational context for government workers. While it is known that there are important differences between public and private sector organizations, we do not know how those differences specifically affect motivation of public sector employees at various levels. What is clear is that motivation is important to the success of any organization and that excellent service to the public requires that local government employees be highly motivated and goal-directed.

Module 5 Empowerment is one of the current buzzwords in management circles. It is a concept that promises much, but what happens in the name of empowerment in the workplace often falls far short of expectations. For example, in some local government organizations, empowerment (or some similar term) is claimed to be part of a process designed to "do more with less." The result may be that some people lose their jobs and many of those who keep their job end up with more to do but no more "say" in the workplace. It is not surprising, then, that the word evokes scepticism and even cynicism at times, especially among employees who have been on the receiving end of abortive or negative management initiatives that have been given the "empowerment" label.

Module 6 The use of power and politics at work has traditionally been viewed as improper, "dirty," or illicit—something that would not happen in a properly managed organization, where people act rationally and appropriately. However, our reading by Rosabeth Moss Kanter, a prominent American sociologist of organizational behaviour, challenges us to recognize that power and the use of politics is part of the air we breathe in organizations. We might agree that this is particularly true in local government. In fact, nothing would get done without the productive use of power and the give-and-take of political dynamics is the reality of the workplace. So, even if we believe that organizational politics would not exist in an ideal world, in the real world of local government, the use of power and influence cannot be avoided.

Required Readings

Textbook

Stephen P. Robbins and Nancy Langton, *Organizational Behaviour: Concepts, Controversies, Applications* (6th Canadian edition; Toronto, ON: Prentice Hall, 2003).

Additional Required Readings

Moses, Barbara, "Government Jobs Can Be Rewarding," *Globe and Mail*, 5 August 2002.

Mintzberg, Henry, "Managing Government, Governing Management," *Harvard Business Review* (May-June 1996).

Mintzberg, Henry, "The Manager's Job: Folklore and Fact," *Harvard Business Review* (July-August 1975).

Mintzberg, Henry, "Managing," in Henry Mintzberg and Jacques Bourgault (eds), *Managing Publicly* (Toronto, ON: Institute of Public Administration of Canada, 2000).

Svara, James, "The Shifting Boundary Between Elected Officials and City Managers in Large Council-Manager Cities," *Public Administration Review*, Vol. 59, No. 1 (1999).

Kushner, Joseph and David Siegel, "Council/Staff Relations: A Case Study," *Municipal World* (May 1995).

Mintzberg, Henry and Ludo Van der Heyden, "Organigraphs: Drawing How Companies Really Work," *Harvard Business Review*, reprint 99506 (September-October 1999).

Agocs, Carol and Catherine Burr. Employee Involvement? A Case Study of a Quality Circle in a Municipality. Local Government Case Studies #9. London, Ontario: University of Western Ontario, Department of Political Science, 1999.

Moss-Kanter, Rosabeth. "Power Failure in Management Circuits," Harvard Business Review. July–August 1979.

Borins, Sandford, Kenneth Kernaghan and Brian Marson. Chapter 9 "Learning and Innovating Continuously," in Sandford Borins, Kenneth Kernaghan and Brian Marson (eds), The New Public Organization. Toronto, ON: Institute of Public Administration of Canada, 2000, pp. 207–228.

Graded Assignments

Discussion Boards:

Grade Value: 6%

Students are required to participate in all 5 online discussions. Each online discussion will consist of an initial posting on the discussion topic and response postings (comments) either in response to a classmate's posting or as an augmentation of your initial posting. Students will have approximately one week to meet the requirements of each discussion board. Focused online discussions allow students to express their understanding of information that is covered in each of the modules, to discuss that information with classmates and their instructor, and to integrate the results of those discussions into their own learning.

Essay 1:

Grade Value: 20%
Requirements: 800-1000 words, double spaced, 12 pt. font

Essay 2:

Grade Value: 20%
Requirements: 800-1000 words, double spaced, 12 pt. font

Final Assignment:

The final assignment is cumulative. Students are given one week to complete the assignment.
Grade Value: 30%

Evaluation Criteria
Essays

Essays in all courses are evaluated according to the following criteria:

Thesis (Grade Weight = 20%)

Excellent (A: 86–100)	Good (B: 72–85)	Satisfactory (C: 60–71)	Poor (D–F: 0–59)
• thesis is clearly stated, creative, original and insightful • presents a Point of View (POV) based on a critical analysis of factual evidence and relevant theory	• thesis is clearly stated and insightful • presents a POV based on an assessment of factual evidence and may refer to relevant theory	• thesis is lacking in clarity and precision • presents a POV based on a limited assessment of factual evidence and on common knowledge, generalizations and some theory	• thesis is poorly stated, ambiguous or absent • fails to present a POV or presents a POV that is not based on analysis of factual evidence relevant theory or any other viable form of support

Background and Course Content (Grade Weight = 20%)

Excellent (A: 86–100)	Good (B: 72–85)	Satisfactory (C: 60–71)	Poor (D–F: 0–59)
• elaboration of the thesis is concise, focused explicitly situated (relevant to the community of learners and practitioners), contextualized (related to real life scenarios for practitioners) and draws on the student's personal experiences	• elaboration of the thesis is clear and somewhat situated and contextualized • the essay contains some background information that is not central to the thesis so the focus on the thesis sometimes waivers	• elaboration of the thesis is somewhat clear, but too much time is given to contextualizing and situating the thesis • the extra emphasis on the background and context tends to draw the focus of the essay away from the central thesis	• the thesis is neither situated nor contextualized in terms of practical professional experiences and/or situations • focus on the thesis is poor or absent

Research, Supporting Data and Analysis (Grade Weight = 25%)

Excellent (A: 86–100)	Good (B: 72–85)	Satisfactory (C: 60–71)	Poor (D–F: 0–59)
• demonstrates a clear grasp of the complexity of the issues arising from the thesis • refers to a full range of relevant current resources (course materials, external sources), and contemporary research findings • uses relevant data, analyses and conclusions to conduct a thoroughly and objective examination of the validity of the thesis • includes a critical analysis of the sources used	• demonstrates an understanding of the central issues arising from the thesis • refers to current sources, including contemporary research findings • draws on related analyses and conclusions that support the thesis • uses a somewhat uncritical analysis of this information to examine the validity of the thesis	• demonstrates an appreciation for some of the issues arising from the thesis • refers to current sources, research, opinions, and observations that support the thesis • the resources, evidence, and analyses used are somewhat limited in scope • information is used in an uncritical way to examine the validity of the thesis	• fails to indicate an appreciation or understanding of issues that arise from the thesis • makes limited or no reference to current sources, contemporary research or other forms of factual evidence, opinions or analyses to support the thesis • does not use the information that is presented to assess the validity of the thesis

Conclusions (Grade Weight = 15%)

Excellent (A: 86–100)	Good (B: 72–85)	Satisfactory (C: 60–71)	Poor (D–F: 0–59)
• conclusions are clear, creative and insightful • contain a clear, cogent reiteration of and support for the central points of the thesis • thorough careful analysis confirms the superiority of this POV over other POVs. • the conclusions are based on arguments that are developed throughout the essay and offer a convincing defense of thesis and a compelling, insightful closure	• conclusions are clear and valid • contain a cogent reiteration of the central points of the thesis • a careful analysis tends to support the superiority of this POV over a competing POV • the conclusions support the main hypothesis of the essay and provide a convincing sense of closure	• conclusions are offered but in a disorganized way • the central points of the thesis are reiterated • analysis supports the thesis but little consideration is given to other POVs. • the thesis defense is somewhat successful but there is only a limited sense of closure	• conclusions are vague or absent • there is little or no reiteration of the central points of the thesis • analysis is weak and offers limited support for the thesis and does not consider alternative POVs • fails to defend the thesis adequately and provides no sense of closure

Writing Style and Essay Structure (Grade Weight = 10%)

Excellent (A: 86–100)	Good (B: 72–85)	Satisfactory (C: 60–71)	Poor (D–F: 0–59)
• essay is very well organized • central ideas are presented very clearly, cogently and effectively • thesis is insightful and creative and functions as a unifying factor throughout the paper • there is a critical analysis and integration of ideas throughout the paper	• essay is well organized • central ideas are presented clearly, and effectively • thesis is sound and imaginative and is referred back to frequently throughout the paper • paper is analytical and relationships between ideas are clearly developed	• some parts of the essay are less well organized • central ideas are fairly clear, but could be presented more effectively and consistently • thesis is generally sound but utilized inconsistently as a unifying factor in the paper • paper presents some analysis and integration of ideas	• essay lacks organization • central ideas are unclear and poorly presented • thesis is unclear and lacking in insight, creativity and soundness • paper is neither analytical nor integrative

Grammar and Mechanics (Grade Weight = 10%)

Excellent (A: 86–100)	Good (B: 72–85)	Satisfactory (C: 60–71)	Poor (D–F: 0–59)
• all sources are cited accurately • minimal spelling, punctuation, and grammatical errors • essay submitted on time (or delayed, with instructor permission)	• most sources are cited correctly • a few spelling, punctuation, and grammatical errors • essay submitted late (marks deducted at instructor's discretion)	• some sources are cited incorrectly or inappropriately • some spelling, punctuation, and grammatical errors • essay submitted late (marks deducted at instructors discretion)	• sources not cited or cited incorrectly or inappropriately • excessive spelling, punctuation, and grammatical errors • essay submitted very late

Thesis   (Grade Weight = 20%)
Background and Course Content   (Grade Weight = 20%)
Research, Supporting Data and Analysis (Grade Weight = 25%)
Conclusions   (Grade Weight = 15%)
Writing Style and Essay Structure   (Grade Weight = 10%)
Grammar and Mechanics   (Grade Weight = 10%)

Discussion Boards

Discussion Postings (includes initial and response postings) in all courses are evaluated according to the following criteria:

1. Demonstrates an understanding of a course concept. This applies to your initial and response posts, and includes the following elements:

 a. Are your posts relevant to the assigned topic and question?
 b. Do your posts demonstrate accurate understanding of course material?
 c. Does the subject field convey the essence of your post (in less than 10 words)?

Important Note for Quality Posts: While your posts will often draw on past experiences and informed opinions, the most successful posts will support personal opinions with reference to the course material.

2. Advances the discussion by adding new knowledge. This applies to your response posts, in which you should try to broaden the perspective presented in another post by building on their ideas or pushing those ideas in a new direction. Some possible ways to do this are:

 a. Apply references to course material/theoretical concepts.
 b. Provide a comparable example from your own work experience thereby extending the original idea, but with a new 'twist'.
 c. Provide a counter-example based on personal experiences that refute or weaken the position taken by the initial author (e.g. I hear you say this...., but my experience suggests this...)
 d. Apply a related concept from the course that the initial post did not refer to.
 e. Apply a related example from current events or some other resource.

Basic Requirements for Course Assignments

File Types: assignments must be submitted on the Course Site in MS Word .doc, .docx, or in .rft format.(These files types can be opened in Blackboard Learn and receive comments; other formats such as .wpd cannot).

All assignments should be in 12 Times New Roman (TNR) font, double-spaced with a 1" margin on each side. Each assignment should be approximately 10 pages in length.

Each page should include the student's name and page numbers in the header or footer.

Each assignment should have a cover sheet as part of the document that has the following: course name, student's full name, instructor's name and essay title (ie. Essay Assignment #1).

Software and Technology Requirements

This course will use Blackboard Learn S-14 (BBLearn) learning management system for class communications, content distribution, and assessments.

Log on to**www.dal.ca/bblearn**

To access the course:

Username: Your College of Continuing Education username cXXXX.cce

Initial Password: Your College of Continuing Education password (it is recommended that you change this password and keep it in a safe place as we are unable to reset it at the College).

For this course, you will need a reliable and frequent access to a computer and to the Internet. You might also need a headset with a microphone or speakers and a microphone to be able to listen to online resources and conduct other activities in the course (not needed in all courses).

Blackboard supports the most common operating systems:

PC: Windows 8, Windows 7, Windows Vista

Mac: Mac OS X Mavericks

Note: computers using Windows XP, Windows 8 RT and OS X 10.6 or lower are no longer supported. Also please ensure that you have the most recent Adobe program downloaded to be able to access certain types of files on Blackboard.

To check browser and computer compatibility follow the link that can be found on the course site under 'Student Supports':
https://help.blackboard.com/en-us/Learn/9.1_SP_14/Administrator/030_Browser_Support/010_Browser_Support_SP14

Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues well in advance of deadlines.

Help Desk Information

For technology or computer issues, you should contact the Help Desk at Dalhousie University.

Phone: 902-494-2376 **Toll-free: 1-800-869-3931** **Email:** helpdesk@dal.ca

Operating Hours
 Fall & Winter Hours **Summer Hours (May – Aug)**
 08:00am - 12:00am Monday - Friday 08:00am - 09:00pm Monday - Friday
 10:00am - 12:00am Saturday - Sunday 08:00am - 06:00pm Friday
  10:00am - 06:00pm Saturday – Sunday

You will find tutorials online under 'Student Supports' that will familiarize you with various aspects of BbLearn.

For issues related to course content and requirements, please contact your instructor.

Student-Instructor Interaction

Instructors are committed to providing a learning experience through thoughtful planning, implementation and assessment of course activities. They are committed to being readily available to students throughout the course by:

1. Replying to emails within 24-48 hours.
2. Returning graded course work with feedback within 7-10 days of each assignment due date.

Blackboard and Privacy

While connected to Dalhousie University's Learning Management System (Blackboard), students may be tracked for their use of the features and tools. For the life of the online course/program, all administrators and instructors with access to the course can request full or partial reports of tracked data for any student(s). Instructors may use tracked information to help determine grades− specifically date stamps on discussion postings and assignment file uploads are used to determine if activities were completed by a specific deadline, and to calculate late penalties if applicable.

Aggregate class and data is used by administrators to study usability, access, and pedagogical issues in the online learning environment.

Blackboard tracks each student's use of all course tools and features, including:
- entry time into each tool and feature
- exit time from each tool and feature
- time spent in each tool and feature per session
- time spent in each tool and feature during the entire course
- total time in Blackboard
- number of Blackboard sessions
- discussion messages read
- discussion messages posted

- mail messages read
- mail messages sent
- calendar entries viewed
- calendar entries added
- assignments read
- assignments submitted
- content files viewed
- web links viewed
- media Library collections viewed
- media Library entries viewed

Academic Integrity

The commitment of the College of Continuing Education is to graduate future leaders of business, government and society who manage and lead with integrity. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under Dalhousie University's Academic Integrity Policies. Dalhousie offers many ways to learn about academic writing and presentations; so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being "information literate." Information literacy is taught by Dalhousie University Librarians in classes and through online tutorials. See guides and tutorials at http://www.dal.ca/dept/university_secretariat/academic-integrity/student-resources.html

Do not plagiarize any materials for this course. Further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, ***please see*** http://plagiarism.dal.ca/Student%20Resources/

Furthermore, the University's Senate has affirmed the right of any instructor to require that student papers be submitted in both written and computer readable format, and to submit any paper to a check such as that performed by Safe Assign anti-plagiarism software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand.

Diversity and Nondiscrimination

Dalhousie University is committed to maintaining a community that recognizes and values the worth and dignity of every person. The University recognizes the diversity of its students and is committed to providing a learning experience in which students are able to participate, without discrimination on grounds prohibited by the Nova Scotia Human Rights Act. In particular, the University is committed to facilitating students' access to the University's academic programs, activities, facilities and services.

The University seeks to develop and nurture diversity and encourages each individual to reach his or her own potential. Dalhousie University prohibits discrimination against any member of the university community on the basis of race, religion, color, age, gender, ethnic, national or aboriginal origin, marital status, parental status, disability, source of income, political belief and sexual orientation.

The University is obliged to make every reasonable effort short of undue hardship to take substantial, timely and meaningful measures to eliminate or reduce the discriminatory effects of the learning and community environment.

Course Evaluation

At the end of each course, you will be invited and encouraged to complete a formal course evaluation. Evaluations provide an opportunity to provide honest and anonymous feedback on course content and instruction quality. Your feedback contributes to continuous improvement of our courses. We would appreciate hearing your thoughts and opinions on the course/program. Thank you for engaging in this process. All responses will be held in strictest confidence.

Special Needs and Accommodation

It is the student's responsibility to self-identify and make a request for accommodation. The request for accommodation must be made reasonably in advance of the course or program in relation to which accommodation is being sought so that a decision can be made. The University will consider a request for accommodation made by a third party (physician, family member, caregiver, advocate or other representative) only where the student has provided prior written consent.

A request for accommodation must include the reasons for the accommodation, supporting documentation, the accommodation being requested and suggestions as to how the accommodation can be achieved, copies of medical reports (if applicable) to substantiate the request and where the request relates to a learning disability, a report describing the nature of the disability.

Disability Statement

In an effort to create a classroom environment that maximizes the success of all students, we encourage you to make us aware of any barriers that may inhibit your learning. Please feel free to ask any time about concerns or questions you may have about assignments, activities, or examinations.

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