

PADP 8460: Organizational Behavior
University of Georgia
Spring 2019

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Class Time: Thursday 6:30 PM – 9:30 PM
Class Location: Baldwin 102
Office Hours: Thursday 3:30 PM – 5:00 PM
& by appointment

Course Description and Objectives

Many of the daily challenges public managers confront originate from the need to coordinate and control organizational and individual action and behavior to meet broader social objectives. Public managers who hope to address these challenges require an understanding of the unique institutional context of public organizations and the behavior of individuals within these organizations. Such knowledge can help managers identify factors affecting organizational performance and provide them with tools to more fully realize organizational goals and resolve problems. In this course, we will discuss various topics related to the behavior of individuals, groups, and organizations. Our goals are three-fold: (1) to explore relevant theories and methods for studying organizational behavior; (2) to critique the strengths and weaknesses of prior research and develop our own perspectives; and (3) to bridge research and practice in ways that will help approach and address complex organizational issues. Students will complete this course with an understanding of the complexities of work-related behavior in organizational settings and the organizational policies and practices put in place to manage such complexities.

Required Course Materials

All course readings and assignments will be posted as PDF or Word documents to this course's eLearning Commons (eLC) site. Although there is no required text for this course, students may find the following books relevant and useful.

- Rainey, H. G. (2014). *Understanding and Managing Public Organizations* (5th ed.). Wiley.
- Denhardt, R. B., Denhardt, J. V., & Aristigueta, M. P. (2016). *Managing Human Behavior in Public and Nonprofit Organizations* (4th ed.). Sage Publishing.

Course Grading

Course grades will be determined by five components in the following weighting:

Attendance and participation	10%
Written summaries and presentations of course readings	25%
Cutting edge research briefing	15%
Research paper	40%
Peer review	10%

This weighting system may be adjusted at the professor's discretion. No curves in grading are anticipated. Below is the grading scale:

A	93-100%	A-	90-92%		
B+	87-89%	B	83-86%	B-	80-82%
C+	77-79%	C	73-76%	C-	70-72%
D+	67-69%	D	63-66%	D-	60-62%
F	Less than 60%				

Course Requirements and Expectations

This course will be taught primarily in a seminar format. Class meetings will consist of presentations and discussions of course readings by seminar participants. Each student is expected to be a prepared and active participant. Readings should be completed prior to their scheduled discussion in class, and students should come to class sessions ready to contribute to an analysis of topics on the agenda.

Attendance & Participation. Regular attendance throughout the semester is critical and appreciated as is arriving on time. Understanding of the course content will not be acquired by reliance on readings instead of class attendance. Class attendance will be taken on a regular basis. Missing more than three classes without excuses will result in a grade of F for the course. Excused absences will be allowed if the student obtains prior approval for missing a class and only in certain circumstances, such as illness, family emergencies, religious observance, and unavoidable conflict due to official university obligations. Documentation is required to have an absence excused.

Classroom participation is a central part of the learning that occurs in a graduate-level class. Your participation grade will benefit from active behaviors such as raising and answering questions, sharing your ideas, observations, and personal experiences, relating and synthesizing the ideas of others, and helping your classmates develop their views and ideas. Also, there will be several opportunities to work in small groups throughout the semester. Participating in groups that do not engage in social loafing and that actively do the assignments and report out their results will enhance your class participation grade. Inversely, distracting behaviors and social loafing in groups will negatively impact your participation grade.

Written Summaries & Presentations of Course Readings. Throughout the semester, students will be responsible for presenting the assigned readings and leading the class discussion. Presentation assignments will be made at least one week prior to the date the readings are to be presented and discussed in class. Presentations should be discussion-based, lasting roughly 20 minutes. Approximately 10 minutes should be devoted to reviewing and summarizing the reading; the balance of one's time should be dedicated to leading a class discussion on the article. A successful presentation might review the primary themes of the article, any research questions and hypotheses considered, the population/sample studied, key data employed, main conclusions drawn, strengths and weaknesses of the approach taken, and broader implications drawn from the

article (e.g., relationship to course concepts and topics). Not all articles will fit this outline; students may modify their presentation to suit a particular reading.

Presenters are expected to prepare a brief summary of the main points from the readings in approximately 2–3 single-spaced pages. The summary should begin with a proper bibliographic reference, followed by a short overview of the article, which includes the author(s)' primary research questions, research design, findings, and conclusions. More importantly, it should clearly state the presenter's own critique of the article and the discussion questions that will be posed. The summaries should be emailed to the professor and other students by midnight on the day before the designated class.

Cutting Edge Research Briefing. Each student will be assigned to a group to research and present recent findings and developments in the organizational behavior literature. Each group should read and integrate latest research articles published in prestigious academic journals. This assignment requires you to go beyond the class readings to find the latest and most interesting directions of the topic areas. Your job includes briefing the rest of the class on what you see as the emerging directions and trends in the particular topic area, presenting relevant questions, and leading discussions. Topics will be determined later in the semester.

Research Paper. Each student will write a research paper on an organizational behavior topic. This must be an original paper written solely for this course. The purpose of the paper is to develop a new organizational behavior model based upon relevant literature and plan an empirical study on a particular issue within the domain of the course. Although your paper should include an in-depth review of the literature on your specific topic, the primary focus of the paper should be your own unique contribution, insights, and extension of prior research. You are expected to begin working on these papers very soon and to work on them throughout the semester.

You will first prepare a proposal of your idea and paper outline. This written proposal should include a 2–3 page description of your specific research topic, how it will contribute to the literature, and why you think the idea is interesting. Along with the proposal, you should submit a list of articles that you think will contribute to developing your research paper. Reference lists should include a minimum of 15 articles and/or books. The purpose of this deliverable is to demonstrate that you have been able to identify key articles for your paper and to leave sufficient time for reading, thinking, crafting of ideas, and writing.

In the research paper, you should provide a literature review of the related work to date, a theoretical framework consisting of hypotheses, and methodology to be used for testing the hypotheses. The paper you submit must be no longer than 20 pages of text, double-spaced. Any papers longer than 20 pages of text will be returned for editing. Papers should be anywhere between 15–20 pages in text (not including an abstract, footnotes, references, appendices, figures, tables). Proposals and papers should be type-written in 12-point Times New Roman font with one-inch margins and formatted according to the American Psychological Association style guide. A

shortened version of this style guide is available at https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html.

Students will present their papers in class on April 25. You should prepare your presentations in a professional manner and be ready to address questions from the professor and fellow classmates. Presentation length will be determined later.

Peer Review. You will be asked to serve as a reviewer and a discussant for a research paper written by one of your classmates. Your job will be to read that classmate's final paper and provide a constructively critical review of the content and style of the paper in approximately 2–3 single-spaced pages. You should note strengths, weaknesses, and suggestions for improvement. The objectives of this assignment are (1) to hone your critical reviewing skills and (2) to get you in the practice of thinking and writing as though you are a reviewer of your own work. The reviewers are expected to provide feedback, ask questions, and lead discussions on the day of presentation.

Course Policies

Academic Dishonesty. The ethical bar is set very high for public administrators and a strong work ethic is expected. Students should familiarize themselves with the University Honor Code and Academic Honesty Policy, particularly as it relates to plagiarism and related concerns. All academic work must meet the standards contained in "A Culture of Honesty." Students should inform themselves about these standards before performing any academic work. For more information, visit <https://ovpi.uga.edu/academic-honesty>. Academic dishonesty can result in a grade of F for the course.

Plagiarism is using another person's words, ideas, artistic creations, or other intellectual property without giving proper credit. A student must give credit to the work of another person when he/she does any of the following:

- A. Quotes another person's actual words, either oral or written;
- B. Paraphrases another person's words, either oral or written;
- C. Uses another person's idea, opinion, or theory; or
- D. Borrows facts, statistics, or other illustrative material, unless the information is common to knowledge.

All work must be entirely your own. When you quote from others' work, you must give full credit by footnote or endnote. Failure to use quotation marks when quoting, failure to give full credit when paraphrasing, use of others' ideas or work products, submission of work prepared through impermissible collaboration, and also submission of work prepared by you for another course are all examples of violations of the Policy and will result in sanctions.

All examinations, tests, written papers, and other assignments are required to be completed according to the standards set forth in this Policy. By registering in this course, you have acknowledged your awareness of the Policy, and you are obliged to become familiar with your

rights and responsibilities as defined by the Policy. Violations of the Policy will not be treated lightly, and disciplinary action will be taken should such violations occur. Please see me if you have any questions about the academic violations described in the Policy in general or as they relate to particular requirements for this course. Failure to comply with the requirements of the Policy can result in failure in the course, as well as more serious academic sanctions.

Civility. Civility is important in an academic community to ensure that all parties—students, staff, and faculty—are working in an environment that fosters achievement of the individual’s and community’s goals and objectives. Civility requires all parties to demonstrate personal integrity and conduct themselves in a manner that shows respect, courtesy and tolerance to others. Examples of discourteous behaviors during class include reading the newspaper, listening to headphones, talking or laughing with others, chronically arriving late, and so forth. These behaviors are distracting to the professor and classmates, and SPIA faculty will address these problems as they arise.

Therefore, I expect all students to conduct themselves with professional courtesy, which includes (but is not limited to) the following:

- Respect for fellow students, the profession, and the instructor. Please treat other students and me respectfully. When I am in front of the class lecturing or addressing a question from a student, I expect your full attention. This means no distracting me or the class from lecture/discussion and avoiding the discourteous behaviors listed above. Additionally, do not talk over another student who is asking a question.
- Promptness. Please do not be late to class. I expect all students in their seats and ready to begin at 6:30 PM. I reserve the right to take further action if students are continually late to class.
- Do not leave the classroom except for health reasons or if you have notified me in advance for that day.

Electronic Devices. I expect a high level of courtesy and professionalism in the classroom. This means no cell phones, no emails, no IMing or text messaging during class. These behaviors are distracting and disrespectful not only to me but to your fellow students, and will not be tolerated. The use of laptop and tablet devices is permitted as long as that use is for appropriate academic purposes like taking notes. Using these devices to check emails or browse non-course relevant information is not permitted.

Email. Questions about the course can be directed to me via email. I reply to email within 24 to 48 hours. If you do not hear from me after 48 hours, please feel free to email me again. If your email necessitates lengthy clarification of class readings or discussions, I will ask that you come see me about your concerns/questions. Also, please allow sufficient time for responses before assignment deadlines or exam dates; as a general rule, urgent assignment or exam questions sent within 24 hours of an assignment deadline or exam date do not allow sufficient time for a response.

Course Grade. The minimum percentage needed over the course of the semester to earn a specific letter grade is listed in the Course Grading section. I view this minimum as an absolute threshold; a student either crosses the threshold into the next highest grade or stays at the lower grade regardless of how close he/she is to that next higher grade. I will not respond to requests to move someone to a higher grade at the end of the semester because you are “really, really close” to that higher grade.

I am always willing to meet with a student who is concerned about a score on any assignments throughout the course. I rarely change scores but am happy to explain what the student needs to do to improve on their work in the future. Any student who wishes to address a concern about their score on a specific assignment must do so within 1 week of their work being returned or the scores being posted.

Academic Support. If you experience difficulty in this course for any reason, please do not hesitate to consult me. In addition to the resources of the department, a wide range of services is available at the University to support you in your efforts to be successful in this course. I will direct you to each and any of these upon request. In general, it is advisable to consult with me as soon as you realize that you are experiencing difficulty in the course so I help you or direct you to appropriate sources of support within the department or offered by the University. Students with disabilities that could affect their ability to participate in the course or perform well on graded assignments should see me early in the semester. I am receptive to these situations and will try to make any reasonable accommodations.

Syllabus Disclaimer. I reserve the right to change the syllabus as needed throughout the course of the semester. Whenever a change is made, students will be notified as early as possible during class and/or via email about the change(s). Students should check their UGA email inbox regularly for updates and other information pertinent to the course.

Course Schedule

The list of course readings will be provided in the first class meeting. Students are asked to read the assigned material by the specific date. Additional readings may be assigned throughout the semester and will be announced at least a week ahead of time. Although we will generally follow this schedule, some modifications may be made. Any changes to the syllabus or course schedule will be announced in advance.

Week 1	Course Introduction (January 10)
Week 2	Job Attitudes & Behaviors (January 17)
Week 3	Person vs. Situation (January 24)
Week 4	Motivation (January 31)
Week 5	Justice (February 7)
Week 6	Diversity (February 14)
Week 7	Leadership (February 21)
Week 8	Culture & Structure (February 28)
Week 9	Research Proposal & Bibliography Due (March 7)
Week 10	Spring Break (March 14)
Week 11	Cutting Edge Research Briefing (March 21)
Week 12	Research Paper Development Workshop I (March 28)
Week 13	Research Paper Development Workshop II (April 4)
Week 14	Research Paper Development Workshop III (April 11)
Week 15	Research Paper Due (April 18)
	Peer Review Due (April 23)
Week 16	Research Paper Presentations (April 25)