

# PIA3306: ORGANIZATIONAL BEHAVIOUR FOR PUBLIC MANAGEMENT

---

## Effective Term

Semester B 2022/23

## Part I Course Overview

### Course Title

Organizational Behaviour for Public Management

### Subject Code

PIA - Public and International Affairs

### Course Number

3306

### Academic Unit

Public and International Affairs (PIA)

### College/School

College of Liberal Arts and Social Sciences (CH)

### Course Duration

One Semester

### Credit Units

3

### Level

B1, B2, B3, B4 - Bachelor's Degree

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

Nil

### Precursors

Nil

### Equivalent Courses

SA2110 Study of Organizations  
SA/POL3320 Organizational Behaviour of Housing Managers  
SA3306 Organizational Behaviour for Public Management  
SA/POL3301 Organizational Behaviour in Public and Private Sectors  
POL3306 Organizational Behaviour for Public Management

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

This is a basic course in organizational behaviour with a particular focus on public sector organizations. Vocabulary, theoretical concepts and key ideas that students will require to advance their public administration / public management studies are covered.

### Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 DEC-A2 DEC-A3 app.)			
1	Examine the key concepts and features of organizational behaviour and the working environment of the public sector organizations.	10	x		
2	Discover the nature and structure of different kinds of organizations, the operation of formal and informal sub-systems as well as the organizational culture.	25	x		
3	Detect, generalize and appraise the factors that affect human behaviour and performance in the public sector organizations.	30		x	
4	Apply the basic concepts and nature of organizational change, compare the different types of organizational change and analyse its impacts with new ideas and perspectives.	5			x
5	Apply critical thinking skills to the research as well as develop presentation and writing skills	30			x

#### A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

#### A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

#### A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

### Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	1, 2, 3, 4	3 hours per week
2	Reading Students are expected to read the articles before or after each tutorial session. Students are expected to read the lecture notes before or after each lecture.	1, 2, 3, 4	

3		Consultation: on understanding the lecture handouts and reading materials	1, 2, 3, 4, 5	Subject to request/need
4		A piece of a 3000-word group written essay, group presentation, and class participation throughout the course. (Students have to go through the problem-solving process as well as apply the concepts and theories that they have learnt from this course into the case study. Moreover, they have to give recommendations on how to improve the current situation of the organization with innovative ideas and new perspectives.)	1, 2, 3, 5	
5		Students have to complete some in-class exercises or drilling.	1, 2, 3, 5	
6		Students will have a two-hour test by the end of the course.	1, 2, 3, 4	

**Assessment Tasks / Activities (ATs)**

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Class attendance, participation & exercises	1, 2, 3, 4, 5	20	
2	Group video presentation	1, 2, 3, 5	20	
3	Group essay	1, 2, 3, 5	20	
4	Test (Duration: 2 hours)	1, 2, 3, 4	40	

**Continuous Assessment (%)**

100

**Examination (%)**

0

**Assessment Rubrics (AR)****Assessment Task**

Class attendance, participation and class exercises

**Criterion**

Punctuality, contributions of ideas, quality of the sharing, capacity to organize the ideas and present them logically

**Excellent (A+, A, A-)**

Excellent punctuality, high contributions of ideas and excellent quality of the sharing, excellent organization and presentation of the ideas.

**Good (B+, B, B-)**

Good punctuality, fairly good contributions of ideas and good quality of the sharing, good organization and presentation of the ideas.

**Fair (C+, C, C-)**

Fair punctuality, little contributions of ideas and average quality of the sharing, fair organization and presentation of the ideas.

**Marginal (D)**

Poor punctuality, very little contributions of ideas and poor quality of the sharing, poor organization and presentation of the ideas.

**Failure (F)**

Very poor punctuality, almost no contributions of ideas and very poor quality of the sharing, very poor organization and presentation of the ideas.

---

**Assessment Task**

Group presentation

**Criterion**

Organization, Content, Use of Presentation Tools, Ability to Respond to Audience Questions, Style of Presenters

**Excellent (A+, A, A-)**

Excellent organization of the presentation, insightful content, strong ability to respond to audience questions, excellent presentation skills

**Good (B+, B, B-)**

Good organization of the presentation, good content, good ability to respond to audience questions, good presentation skills

**Fair (C+, C, C-)**

Fair organization of the presentation, adequate content, weak ability to respond to audience questions, weak presentation skills

**Marginal (D)**

Poor organization of the presentation, weak content, inadequate ability to respond to audience questions, very poor presentation skills

**Failure (F)**

Very poor organization of the presentation, inadequate content, almost no ability to respond to audience questions, almost no presentation skills

---

**Assessment Task**

Group Essay

**Criterion**

Main ideas, Representation of understanding and Integration, Analysis, Structure, Conventions of Standard English

**Excellent (A+, A, A-)**

Main idea is very clearly stated; consistently represents a high level of understanding in the field and application or integration of concepts, theories, principles, policies, practices, new trends; consistently demonstrates rigorous ability to analyze and evaluate issues and concepts; organization & structure are very evident; few minor errors in sentence construction, usage, grammar, or mechanics.

**Good (B+, B, B-)**

Main idea is clear but topic is partially defined; overall, represents a high level of understanding in the field and application or integration of concepts, theories, principles, policies, new trends; overall, demonstrates rigorous ability to analyze and evaluate issues and concepts in the field; organization & structure are clear; there may be a few minor or major errors in sentence construction, usage, grammar, or mechanics.

**Fair (C+, C, C-)**

Main idea is not clear enough though topic is defined; overall, represents an adequate level of understanding in the field and application or integration of concepts, theories, principles, policies, new trends; adequately demonstrates ability to analyze and evaluate issues and concepts in the field; organization & structure are mostly clear; there are some common errors (major and minor) in sentence construction and mechanics but the writer generally demonstrates a correct sense of syntax.

**Marginal (D)**

Main idea is unclear and topic is not clearly defined. overall, does not represent an adequate understanding in the field and application or integration of concepts, theories, principles, policies, practices, new trends; overall, weak ability to analyze and evaluate issues and concepts in the field; the organization & structure are not clear; there are numerous minor errors and some major errors. Sentence construction is below mastery and may display a pattern of errors in usage and mechanics.

**Failure (F)**

Main idea and topic cannot be defined; overall, represents a lack of understanding in the field and application or integration of concepts, theories, principles, policies, practices, new trends; overall, does not demonstrate the ability to analyze and evaluate issues and concepts in the field; the organization & structure must be inferred by the reader; there are many minor errors and major errors. Sentence construction is far below mastery and errors in usage and mechanics are found.

---

**Assessment Task**

Test

**Criterion**

Knowledge on the concepts and theories, Innovativeness, Analytical skills, Critical thinking, Writing skills

**Excellent (A+, A, A-)**

High standard of knowledge of organizational behaviour and the nature of organizational change. Strong ability to detect the nature and structure of organizations and the factors affecting human behaviour as well as performance in an organization. Highly innovative ideas and critical attitude in analysing the current situation of different types of organization. Excellent critical thinking and writing skills.

**Good (B+, B, B-)**

Fairly good understanding of organizational behaviour and the nature of organizational change. Good ability to detect the nature and structure of organizations and the factors affecting human behaviour as well as performance in an organization. Fairly innovative ideas and critical attitude in analysing the current situation of different types of organization. Good critical thinking and writing skills.

**Fair (C+, C, C-)**

Rudimentary understanding of organizational behaviour and the nature of organizational change. Weak ability to detect the nature and structure of organizations and the factors affecting human behaviour as well as performance in an organization.

Little innovative ideas and critical attitude in analysing the current situation of different types of organization. Basic critical thinking and writing skills.

#### **Marginal (D)**

Poor understanding of organizational behaviour and the nature of organizational change. Limited ability to detect the nature and structure of organizations and the factors affecting human behaviour as well as performance in an organization. Very little innovative ideas and critical attitude in analysing the current situation of different types of organization. Weak critical thinking and writing skills.

#### **Failure (F)**

Almost no knowledge of organizational behaviour and the nature of organizational change. Almost no ability to detect the nature and structure of organizations and the factors affecting human behaviour as well as performance in an organization. No innovative ideas and critical attitude in analysing the current situation of different types of organization. Inadequate critical thinking and writing skills.

## **Part III Other Information**

### **Keyword Syllabus**

What is Organizational Behaviour? The nature of public organizations. Public, private and voluntary organizations and their environmental context. Organizational structures and processes. Formal and informal organizations. Small groups in organizations. Organizational culture. Theories related to communication, leadership, power, control and organizational politics. Work-related stress. Organizational change.

### **Reading List**

#### **Compulsory Readings**

<b>Title</b>	
1	Robbins, S.P. and Judge, T. 2018. Organizational behavior (18th Edition). Pearson.
2	Rainey, H.G., Fernandez, S. and Malatesta, D. 2021. Understanding and Managing Public Organizations (6th edition). Wiley.

#### **Additional Readings**

<b>Title</b>	
1	Boyne, George. 2002. "Public and Private Management: What's the Difference." Journal of Management Studies, 39(1), 97-122.
2	Choi, S., & Rainey, H. G. 2010. Managing diversity in US federal agencies: Effects of diversity and diversity management on employee perceptions of organizational performance. Public Administration Review, 70(1): 109-121.
3	Colquitt, et. al. (2011). Organizational Behaviour: improving performance and commitment in the workplace (2nd edition). Boston: McGraw-Hill.
4	Denhardt, R. H., Denhardt, J. Vinzant, Aristigueta, M. P. (2002). Managing Human Behavior in Public & Non-profit Organizations. Thousand Oaks, CA: Sage.
5	Fernandez, S. and Rainey, H. G. (2006) 'Managing successful organizational change in the public sector', Public Administration Review (March/April), 66 (2): 168-176.
6	Gartner, H.F. et al. (1997). Organization Theory: A Public Perspective. (2nd edition) Fort Worth, TX: Harcourt Brace College Publishers.
7	Grimmelikhuisen, S., Jilke, S., Olsen, A.L. and Tummers, L., 2017. Behavioral public administration: Combining insights from public administration and psychology. Public Administration Review, 77(1), pp.45- 56.
8	Haque, M. S. (2001). 'The diminishing publicness of public service under the current mode of governance', Public Administration Review, Jan/Feb, 61 (1): 65-82.

9	Hatch, M. J. (1997). <i>Organization Theory: Modern, Symbolic and Postmodern Perspectives</i> . Oxford: Oxford University Press.
10	Henderson, K. M. (2004). 'Characterizing American public administration: The concept of administrative culture', <i>The Internat'l J. of Public Sector Management</i> , 17 (3): 234-250.
11	Hersey, P. et al. (2001). <i>Management of Organizational Behavior: Utilizing Human Resources</i> (8th edition). Englewood Cliffs, NJ: Prentice Hall.
12	Leslie, L.M., 2019. Diversity initiative effectiveness: A typological theory of unintended consequences. <i>Academy of management review</i> , 44(3), pp.538-563.
13	Lipnack, J. and Stamps, J. (2000). <i>Virtual Teams: People Working Across Boundaries With Technology</i> (2nd edition). New York: Wiley.
14	Matteson, M.T. and Ivancevich, J.M. (eds.) (1999). <i>Management and Organizational Behavior Classics</i> (7th edition). Boston: Irwin/McGraw-Hill.
15	Meier, Kenneth J., and Laurence J. O' Toole Jr. 2017. "Isopraxis Leadership: Leader Confidence, Managerial Strategy, and Organizational Performance." <i>Chinese Public Administration Review</i> 8 (1): 47-64.
16	Mullins, L.J. (2002). <i>Management and Organizational Behaviour</i> (6th edition.). New York: Financial Times/Prentice Hall.
17	Olsen, J. P. (2005) 'Maybe it is time to rediscover bureaucracy', <i>Journal of Public Administration Research and Theory</i> , 16: 1-24.
18	O'Toole, Jr, Laurence J., Kenneth J. Meier, and Sean Nicholson-Crotty. 2005. "Managing upward, downward and outward: Networks, hierarchical relationships and performance." <i>Public Management Review</i> 7(1): 45- 68.
19	Parker, R. and Bradley, L. (2000) 'Organisational culture in the public sector; evidence from six organisations', <i>The International Journal of Public Sector Management</i> 17 (3): 125-141.
20	Perry, J. L., Hondeghem, A., & Wise, L. R. 2010. "Revisiting the motivational bases of public service: Twenty years of research and an agenda for the future." <i>Public administration review</i> , 70(5), 681-690.
21	Scott, P. G. and Falcone, S. (1998). 'Comparing public and private organizations: An exploratory analysis of three frameworks', <i>American Review of Public Administration</i> , 28 (2): 126-145.
22	Weiss, J. W. (2001). <i>Organizational Behavior &amp; Change: Managing Diversity, Cross-Cultural Dynamics, and Ethics</i> (2nd edition). Sydney: Vikas Publishing House: Southwestern Thompson Learning.
23	Van Wart, M. (2003) 'Public sector leadership theory: An assessment', <i>Public Administration Review</i> , Mar/Apr 63 (2): 214-228.
24	Vinopal, Katie. 2020. "Socioeconomic Representation: Expanding the Theory of Representative Bureaucracy." <i>Journal of Public Administration Research and Theory</i> 30 (2): 187-201.
25	Vinzant, J. C. and Crothers, L. (1998). <i>Street-Level Leadership: Discretion and Legitimacy in Front-Line Public Service</i> . Washington, DC: Georgetown University Press.