

# Syllabus

PSRT 5111

Program and  
Organizational  
Development

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## Course Description

Many people find organizational development or organizational behavior a fascinating subject. Human beings aren't independent creatures. We all function as units of organizations and systems, some obvious and some not so obvious. Clearly, in the 21<sup>st</sup> Century most of us would be hard pressed to survive very long without the systems we rely upon for shelter, energy, food, protection, medicine, etc. We are also aware that some organizations and systems function very efficiently while others do not. We have all been frustrated by bureaucracy. We may also have seen that some organizations change for the better. Consider FEMA's response to hurricane Katrina and FEMA's response to hurricane Sandy. How organizations and systems operate or fail to operate can have a profound effect on our lives.

Most psychiatric rehabilitation (PsyR) services and much of human services in general are delivered by individuals working together in organizations of different sizes. The character, design and operation of these organizations have a strong impact on both the effectiveness and the efficiency of the services they provide. This course is designed to provide you with a basic knowledge base for dealing with the organizational and system issues that impact services.

## Scope and Design of Course

This course is 3 Credits. The mode of instruction is web based, which means that the course is offered exclusively in an online environment. The strategies used in this course are designed to impart or develop cognitive and/or affective knowledge and skills to groups of learners in remote settings via exclusive use of Internet-based communication and collaboration tools.

The course is designed around six topics: (1) general systems theory, organizational structure and design; (2) PsyR (human service) staff characteristics; (3) leadership; (4) motivation; (5) organizational culture; and (6) organizational change. We will spend two weeks on most topics.

Material presented on each topic unit will consist of selections of writings on the topic followed by an application exercise stressing the impact of the organizational concepts in question on the delivery of services.

Please bear with me explaining some of the issues around this course.

**For persons whose professional efforts focus on helping individuals, studying organizational theory requires a shift in perspective.** In contrast to a micro approach (helping individual clients or consumers), organizational theory requires a macro or big picture approach. In this study the organization itself is of primary importance. For example, I'm sure you are aware that the organizational environments you function in, including their cultural norms, rules and regulations, have a profound effect on your own behavior and your effectiveness on the job.

A further complication is that **like individuals, organizations tend to be unique entities**: What works or is true for one organization may not work or be true for another. This is even the case when organizations have the same structure, mission, etc. For example, high fidelity ACT teams (which by definition and empirical measure should be similar) may be dissimilar with respect to organizational structure factors. When addressing organizational issues this variability presents both a challenge and an opportunity for creativity. And, there is rarely only one 'correct' answer for an organizational problem or issue. Therefore, the best way to tackle organizational issues is to have a number of theories or solutions from which to choose and then continuously assess whether any progress is being made. You might think of these different solutions to organizational issues as similar to different individual's rehabilitation plans.

This leads to a core issue with this course. In each of the general topic areas (e.g., Leadership) there are numerous theories, some of which are at times contradictory. In fact, each of the general topic areas contains more than enough material to justify a specific course on the subject, if not more than one course. Hence, we will not be covering everything. **But, you should seek out additional theories and ideas as you need them.**

#### **COURSE TEXTBOOK**

**Shafritz, J. M., Ott, J. S., & Yong, S. J. (2004). *Classics of Organizational Theory*. Note: The newer version of this paper back text has several Web-based additions and is expensive. It is perfectly acceptable and possibly preferable to obtain a used copy of an older addition through Amazon, Barnes & Noble or other purveyor of used books.**

## Instructor Contact

Students can contact the instructors in several ways:

1. through the Forum system built into the course
2. through the Rutgers email system [carlos.pratt@shrp.rutgers.edu](mailto:carlos.pratt@shrp.rutgers.edu) (preferred and likely to get the most rapid response)
3. by telephone 908-889-2461
4. Please refrain from using the email system in the course, which is highly dysfunctional

Office hours (e.g., telephone meetings) are by appointment.

I am attentive to e-mail and check it daily during the week. You can expect a response to your e-mail within 24 hours of sending your message between 9 AM and 6 PM. If you send a message later than that, the message may not be read until the following non-holiday weekday.

## Course Goals and Objectives

### Course Goals

This course is designed to provide you with a basic knowledge base and strategies for dealing with organizational and system issues that impact services.

### Course Objectives

Upon completing this course students should be able to:

- (1) Explain general systems theory, organizational structure and design;
- (2) Identify PsyR staff characteristics;
- (3) Discuss various leadership issues in PsyR;
- (4) Understand the role of motivation among staff and organizations;
- (5) Identify the role and effects of organizational culture; and
- (6) Describe what is involved in organizational change.

## Course Requirements

You should plan to log into the course at least every 48 hours to insure that you are keeping up with the goings on and the readings. There will be readings on each of the six topics.

**Community Forum:** The Community Forum in the first section of the course is the place for questions about the course in general.

**Forum Access:** All forums are open to everyone. This means that when anything is posted in these forums you will receive an email.

**Student Forums:** The core of this course will consist of posting assignments in forums, receiving comments from classmates and modifying (or not) assignments in response.

**Course Process:** Each student will have a forum in which to post their work. For each topic assignment the student will post an initial draft response in their forum. Classmates will review the draft response and provide a constructive comment(s) on the draft assignment. After the classmates have commented the student will post a final, possibly revised assignment for grading. Graded assignments will be posted in the forum.

### **Writing Assignments and Comments and Posting**

In the first section of the course **General Instructions and Communication** there are documents explaining how to respond to assignments, write comments and when to post material in the forums.

These documents explain how the course will operate.

CHARACTERISTICS OF EFFECTIVE ASSIGNMENTS AND CRITIQUES, Writing and Posting Assignments and Critiques, and Written Assignment Grading Rubric. Please read these carefully before proceeding with the course.

### **FOR THIS COURSE TO WORK EFFECTIVELY IT IS NECESSARY TO KEEP TO A SCHEDULE**

For example: Here is a chart to help you schedule your discussion forum posts.

1 <sup>st</sup> Monday 10 a.m.	Lesson is Posted by the instructor
1 <sup>st</sup> Thursday 10 p.m.	Initial response is posted by the student
2 <sup>nd</sup> Tuesday 10 p.m.	Comments posted by classmates
2 <sup>nd</sup> Friday 10 p.m.	Final assignment posted by the student

**ORGANIZATIONAL BEHAVIOR WEB SITES:** Using Google or other search engines you will find that there is a great deal of information from many different sources on all aspects of organizational behavior on the Web. This information can serve as a future resource for you and the organizations in which you work. You may want to seek these out and share them with the class. If you find an interesting site you can create a short description including: address, specific topic, author(s), source or auspices of the site, your critique of the material including its veracity and quality. For example, as you become more familiar with an area you may suspect that a site is biased because certain information was not included, etc. Post this material in the forums related to the lessons in question (e.g., General Systems Theory Web Sites in the General Systems Theory Lesson).

**WEB CLASS ISSUES:** There are some issues unique to Web courses. With Web based courses the flow of communication, which is mostly all in writing, often tend to be a series of dyadic interactions between the professor and each student, This course is designed to create constructive interactions between the students as well as input from the instructor. Having students actively critique each others' work increases learning. The development of knowledge itself might be considered a constructive dialectic between scholars. This is the process you are observing if you are following the debates about which type of supported employment is superior, whether we should emphasize recovery or evidence-based practice or whether or not there is evidence to support the notion of integrated services for dual disorders. Adherents for one or another of these positions gather and interpret evidence which confirms (or disconfirms) their positions. This type of dialectical situation is highly applicable in organizational studies and best engendered using a case study approach. Of course, the opposite danger is captured by the notion of "the blind leading the blind." We will address these problems by employing both methods. Be assured that a well reasoned argument will always be rewarded, even if it is judged incorrect.

**TECHNICAL NOTE:** What if I have trouble with technical issues? There are several resources for solving technical problems. When taking a Web course you should expect a certain amount of technical difficulty. For example, the system may go down for a day or two. We will take these issues into account as best we can. It is important to communicate any technical problems to the other students and your professor when they happen. Please use the built in help systems before you contact me since I will be going through the same motions.

## Assignments, Papers and Exams

**IMPORTANT** All writing should be done in Word, using APA style and posted to Forums. An assignment or the critique of an assignment should not be pasted into the forum. Rather, these documents should be up-loaded as **attachments**.

**CASE STUDIES:** Organizational development/behavior is one of those areas that is considered both an art and a science. The reason for this dilemma is the idiosyncratic nature of organizations. Therefore, there are no hard and fast rules that are equally applicable across organizations and over time. The way many scholars have approached this topic is by becoming familiar with what seems to be the most productive or utilitarian theories and applying these in a more or less trial and error fashion. These essentially unique situations are assessed on a case by case basis (e.g., Harvard Business School relies on this approach). So, for instance, given a particular circumstance or situation a specific theory may seem most applicable. That same theory might not be very applicable given a different circumstance or situation. In short, the case study method provides students with a problem situation or question (case study) that they must devise an answer to based on the material covered.

Again, there are six topic areas covered in this class: (1) General Systems Theory and Organizational Structure; (2) The Psychiatric Rehabilitation Worker; (3) Leadership and Power (4) Motivation; (5) Organizational Culture; and (6) Organizational Change. The first two areas, General Systems Theory and Organizational Structure, and the PsyR Worker are basic or foundational. We will treat these topics as containing knowledge we need to apply generally. The last four areas: Leadership and Power; Motivation; Organizational Culture and Organizational Change are more dynamic. What this means is that all aspects of organizations can be considered to involve the structure and the worker, hence foundational; whereas, specific dynamic topics (e.g., motivation) represent areas of greater variability or dynamism for organizations.

After covering the foundational areas we will complete a quasi-case study on each of the four dynamic topics, taking into account salient aspects of the foundational topics. Each student will complete a response to each case study as well as provide a critique of each of the other students' case studies. Similar to the plan for the forums, each student will then write a summary case study which incorporates (or not) the critiques to their initial response. See documents: CHARACTERISTICS OF EFFECTIVE ASSIGNMENTS AND CRITIQUES, Writing and Posting Assignments and Critiques, and Written Assignment Grading Rubric

## Grading

The minimum level of satisfactory performance in this class is a C. Students who do not obtain a C or better may re-take this course one time. Your final grade for this course will be based on the following weights:

Your grade will be computed based on your responses to the different topics:

General Systems Theory and Organizational Structure	10%
The Psychiatric Rehabilitation Worker	10%
Leadership and Power	15%
Motivation	15%
Organizational Culture	15%
Organizational Change	15%
Quality and Timeliness of Critiques	20%

Within each lesson your grade will be composed of your initial response to the topic, your constructive critiques of your peers work and your summary statements.

## Grading Scale:

92 - 100	A
88 - 91	B+
82 - 87	B
78 - 81	C+
75 - 77	C
74 or below	F

## Topical Outline

### Course Schedule

Week	Dates	Topic	Assignments
1.	1/19	Intro to class and set-up	
2.	1/26	General Systems Theory	
3.	2/2	Structural Theories; Bureaucracy and Hierarchy	
4.	2/9	Structural Theories; Bureaucracy and Hierarchy	
5.	2/16	Who is the Psychiatric Rehabilitation worker?	
6.	2/23	Who is the Psychiatric Rehabilitation worker?	
7.	3/2	Leadership	
8.	3/9	Leadership	
9.	3/16	Motivation	
10.	3/23	Motivation	
11.	3/30	Organizational Culture	
12.	4/6	Organizational Culture	
13.	4/13	Organizational Change	
14.	4/20	Organizational Change	
15.	4/27	Wrap-up	

### Course Evaluations

This course and the quality of instruction will be evaluated using an SHRP on-line form.

### Additional Course Policies:

Students whose work is incomplete at the end of the term may be assigned a performance grade, or, at the discretion of the instructor and Program Director, if there is reason to believe that an extension of time is warranted, a grade of "I". ***The grade of "I" is normally given only when circumstances beyond the control of the student prevent completion of course requirements.*** If a student wants to request an incomplete, he/she should approach the instructor at least two weeks before the end of the semester with a valid reason and a plan for completing the work. The instructor then decides whether or not to approve the proposal. Typically work must be completed by the end of the following semester. If a grade is not submitted on time, the "I" is converted to an "F" by the Registrar.

All students are expected to abide by the University's Honor Code and uphold its Code of Academic Integrity. Violations of the Code of Academic Integrity include plagiarism, cheating, fabrication and/or academic misconduct. The honor code policy is available electronically at [http://shrp.rutgers.edu/current\\_students/academic\\_integrity/honor\\_code.html](http://shrp.rutgers.edu/current_students/academic_integrity/honor_code.html)

**FINAL NOTE:** I strongly encourage you to provide feedback if you feel something is cumbersome or could be improved.



## Supports and Services

### Student Services

General Student Services: The Rutgers-SHRP Office of Student Affairs (OSA) is devoted to providing support services that will assist students in their pursuit of ensuring personal and academic success. A variety of services are offered and extended to all SHRP students. They include but are not limited to academic tutoring, college survival tips, counseling services, Educational Opportunity Fund (EOF), and services for students with disabilities. For more information go to the SHRP OSA webpage:

[http://shrp.rutgers.edu/current\\_students/shrp\\_oss\\_home.html](http://shrp.rutgers.edu/current_students/shrp_oss_home.html)

### Academic Accommodations

To ensure compliance with the Americans with Disabilities Act (ADA) of 1990 (P. L. 101-336); Rehabilitation Act of 1973 (especially section 504) and the New Jersey Law Against Discrimination; Rutgers-SHRP is committed to providing students with disabilities reasonable accommodations necessary to fulfill the essential functions of their educational program. The Office of Student Affairs is responsible for the oversight and implementation of services and accommodations related to students with disabilities. Students may request accommodations at any time during the academic year in writing by completing the Disability Accommodations Request Form and providing documentation to the Disabilities Compliance Coordinator.

For more information, contact: John S. LoGrasso, Disabilities Compliance Coordinator & Student Affairs Counselor: [jsl247@shrp.rutgers.edu](mailto:jsl247@shrp.rutgers.edu) (973) 972-8594.

### Honor Code and Academic Integrity

The faculty of Rutgers-School of Health Related Professions believe that students must observe and support high standards of honesty and integrity in all aspects of education, practice, and research. For this reason, all matriculated and non-matriculated students are expected to abide by the School's Faculty/Student Honor Code *and accept responsibility to help ensure that these standards are maintained by reporting violations of the Honor Code observed in others*. All violations will be considered with gravest concern and may be punishable with sanctions as severe as suspension or dismissal. If you have not previously affirmed the Honor Code (either in writing or electronically), you must submit a signed and dated copy to your course instructor(s) by the end of the first week of the semester. The Faculty/Student Honor Code and related policies on student's rights, responsibilities and disciplinary procedures are in the current SHRP *Student Handbook*, available on the



Rutgers-SHRP website at: [http://shrp.rutgers.edu/current\\_students/index.html](http://shrp.rutgers.edu/current_students/index.html) (click on Student Handbook).

Violations of the Honor Code include cheating, plagiarism and fabrication. These infractions and other types of academic misconduct are described in detail in the SHRP *Student Handbook*. Violations of academic integrity have both academic and disciplinary consequences. If a professor discovers that a student has cheated on an exam, or plagiarized or fabricated an assignment, he/she will give the student a failing grade on the exam or assignment. The student may also be referred to Dean of the Rutgers-School of Health Related Professions for disciplinary action. All such violations will be considered with gravest concern and may be punishable with sanctions as severe as suspension or dismissal.

All new students are required to complete the Rutgers-SHRP Academic Integrity Training, which is accessible from your Moodle login page [ <https://moodle.rutgers.edu/login/index.php> ]. Upon successful completion of this training, students should provide their Program Director with a signed copy of their Certificate of Completion.