



Organization Theory & Behavior

Course #: PADM 521

Credits: 3

Syllabus Version: v082124

Professor: Nicholas Edwardson, PhD, MS

Email: nedwardson@unm.edu

Phone/Text: 505-926-1595

Office: 3008 Social Science Bldg

Office Hours: Wednesdays, 4:30-6:00 PM

Term: Fall 2024

Class: Wednesday, 6-8:30 PM, Social Sciences Bldg, Room 3030 & Zoom

Course Description

“The lion cannot protect himself from traps, and the fox cannot defend himself from wolves. One must therefore be a fox to recognize traps, and a lion to frighten wolves.”

-Niccolò Machiavelli, *The Prince*

This course is designed to introduce healthcare administration students, regardless of their levels of experience in healthcare or management, to evidence-based management principles and techniques that will guide them in their current and future roles as healthcare decision-makers. The course material will cover a broad array of theories and conceptual models in the fields of organization development, organization behavior, I/O psychology, change management, and systems thinking. This course calls attention to various ‘wicked problems’ that exist in healthcare organizations and will provide multiple analytic lenses through which students will develop strategic means to address these problems, whether they are a current or aspiring healthcare administrator.

This course is organized around four broad organization development and behavior modules: culture, change, leadership, and relationships. For each of these modules, we will first spend a portion of our time understanding how these themes affect the modern healthcare organization. Next, we will explore how organization researchers have studied and framed these issues, seeking to understand how evidence-based management principles can be used to address them. Finally, we will use multiple

analytic lenses to review healthcare organization-specific issues and create strategic plans to improve organizational effectiveness.

The success of this course relies heavily upon how engaged participants are in the various components of the course. The role of the instructor is to facilitate and guide learning through class discussions, activities, assignments, and feedback. The course favors an active role for participants over the more passive role taken in a lecture-oriented format. Be prepared to engage the course material and each other to draw on assigned readings and your experiences—whether those experiences are drawn from a summer internship or managing an entire department. We will work from the premise that all participants bring unique knowledge, skills, experiences, and insights, regardless of experience level in healthcare administration, to the course that we can draw upon to create a successful collaborative learning experience.

Student Learning Objectives

1. Categorize and describe the classic management theories in the areas of culture, change, leadership, and relationships
2. Identify and explain the causes of current wicked problems being experienced in modern healthcare organizations
3. Apply relevant theories and conceptual models to complex organizational issues to assist decision-makers in addressing or reframing the issue
4. Conduct a root cause analysis of an adverse event
5. Conduct a technical presentation on an organizational theory
6. Demonstrate graduate-level writing

Course Goal

The goal of this course is to introduce healthcare administration students to evidence-based management principles and techniques that will guide them in their current and future roles as healthcare administrators as they address entrenched problems in the healthcare industry.

Course Expectations

Contacting the Instructor

I want to hear from you, particularly if you are struggling in the course!

Contacting me by email: At some points in the term, my inbox gets quite full, but I do want to hear from you. If you email me and don't hear back from me within two business days, please send a follow up email. I will appreciate the gentle reminder.

Contacting me by text: In general, a text message will be responded to quicker than an email.

Participation & Attendance

This course does not have a textbook. You do not have to purchase any textbooks or tools for this course. Instead, we will rely on two conduits of knowledge transfer. First, students will be assigned to a few readings between classes. (These articles will be posted on this course's UNM Canvas page.) For each article, one student will be assigned to present an article in a 20-minute presentation (more on that below). Please email me a copy of the slide before class so I can post on Canvas. The instructor will also provide his own presentation handouts. This brings us to the second (and dominant) conduit of knowledge transfer: dynamic, in-class exchange. For this course, the majority of knowledge-transfer will occur between 6-8:30 PM on Wednesdays. To accomplish this, students obviously must be both physically and mentally present. Should you need to miss a class, please email the instructor prior to your absence. It will then be up to you to acquire notes from a classmate or meet with the instructor for content clarification. This course's essays will be the easiest for those who participate in class discussion (that is, ask questions and make meaningful contributions to class dialogue), take concise notes, complete the readings, and have an outline of their essay prior the end of each module for in-class discussion.

Note: In previous years, students have told me that actively drafting/working through their essay outlines during class discussions not only leads to easier and better-written essays, but also helps them remain engaged during class and to ask clarifying questions to presenters. Additionally, students who formed small, two- or three-person "essay idea clubs" reported having an easier time completing their essays. These "essay idea clubs" spilled over into other MHA program courses.

The course is comprised of weekly modules that must be completed in order. The modules are comprised of participatory lectures, slides, student presentations, and some discussion boards. Each weekly module component must be entirely completed before the following Wednesday. Students who fall behind in any module must reach out to the instructor with a plan for catching up.

This course's requirements will be the easiest for those who keep up to date with the modules, take robust notes while watching recordings, complete the readings, participate in discussion boards and group work, and reach out to the instructor when clarification is needed.

Course Conduct

I am committed to creating a positive learning environment where diverse perspectives are recognized and valued as a source of strength. I request that all students work with me to create a classroom culture based on open communication, mutual respect, and inclusion. As a class we will approach all discussions with respect and civility. Disagreements and debates in academic discourse are expected and welcome, but personal attacks are never OK and will not be tolerated. I strive to ensure an open and

welcoming online classroom for all students. If I ever miss the mark, please don't hesitate to come and talk to me.

I am committed to building with you a positive classroom environment in which everyone can learn. I reserve the right to intervene and enforce standards of respectful behavior when classroom conduct is inconsistent with University expectations [and/or classroom community agreements]. Interventions and enforcement may include but are not limited to required meetings to discuss classroom expectations, written notification of expectations, and/or removal from a class meeting. Removal from a class meeting will result in an unexcused absence. [Insert number] or more unexcused absences may result in permanent removal and a drop from the course (see attendance policy). The University of New Mexico ensures freedom of academic inquiry, free expression and open debate, and a respectful campus through adherence to the following policies: [D75: Classroom Conduct](#), [Student Code of Conduct](#), [University Policy 2240 – Respectful Campus](#), [University Policy 2210 – Campus Violence](#).

Assignments

Essays

The essay assignments serve as an opportunity to demonstrate your knowledge and application of the content covered in each of the six organization development themes. Combined, the six essays will account for 80 percent of your total grade. The body of each essay must be no fewer than 600 words and no more than 1,000 words. Each essay will consist of three sections:

1. Issue identification – Provide a real-world healthcare example of an issue related to the theme at hand (e.g., for the course's first theme—culture—you might identify a hospital suffering from low-morale after losing its Nurse Magnet status). Students currently working in the industry are permitted (but not required) to write about a relevant issue their current organization is facing or has faced in the past. Students yet to join the industry (or those already in industry but without a relevant example) must find (and cite) an example from the literature. This opening section should include:
 - a. A brief history of the problem
 - b. An explanation of how the problem is negatively impacting the organization
2. Relevant Theory or Conceptual Model – Explain *at least one* theory or conceptual model from course material that could be used to frame the issue at hand. This section should include:
 - a. Its origins and founding author(s)
 - b. A layperson's explanation of the theory or conceptual model
3. Application – Connect the relevant theory or conceptual model with the organization issue. This section should include:

- a. A justification for how the theory or conceptual model applies to the issue
- b. An explanation as to how the theory or conceptual model could assist leaders/decision-makers in addressing or reframing the issue
- c. Additional recommendations for addressing the issue

Essays are due at 6PM on the date noted on the course schedule below. All assignments should be turned in via UNM Canvas.

Presentations

The presentation assignments serve as an opportunity to demonstrate your knowledge of a particular theory and improve your technical presentation skills. Your presentation grade comprises 20 percent of your final grade. During the first week of class, each student will be assigned to research a specific organization development theory. The instructor will provide at least one relevant article to the student. It is then up to the student to craft a 20-minute presentation (accompanied by slides) that introduces the history, logic, and application of the theory. Presentations cannot exceed 20 minutes. A timer will note the end of your presentation and you will only be graded on the material that is presented. Presentation slides should be posted to Canvas prior to the presentation. (Click on the Assignments module in Canvas and click on the Presentation assignment to find the file upload portal.) Keep in mind that these presentations will serve as the principal mean of knowledge-transfer for the assigned theory to the rest of the class. Your classmates will likely draw on your presentation's content in completing their subsequent essay assignment and final exam. Each presentation should include:

1. A layperson's explanation of the theory
2. What does it help explain?
3. A conceptual model / illustration
4. A wicked problem in a healthcare organization
5. Application of the theory to the wicked problem (presentation can double-dip with essay assignment)
6. TL;DR slide (Too long; Didn't Read)

Final Grade Composition

Essays:	80 points (20 points per essay)
Theory presentation:	20 points
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	100 Total Points

Grading Scale

- A+: 99 – 100%
- A: 93 – 98%
- A-: 90 – 92%
- B+: 87 – 89%
- B: 83 – 86%

B-: 80 – 82%
C+: 75 – 79%
C: 70 – 74%
C-: 65 – 69%
Fail: Below 65%

Credit Hour Statement

This is a three credit-hour course. Class meets for one 150-minute session of direct instruction for seventeen weeks during the Fall 2024 semester. Students are expected to complete a *minimum* of six hours of out-of-class work (or homework, study, assignment completion, and class preparation) each week.

Attendance Policy

UNM Pathfinder policies apply, which in part means instructor drops based on non-completion are possible. Two or more unexcused absences may result in permanent removal and a drop from the course. After your first late module completion, each subsequent late module completion will result in the reduction of a half letter grade.

Caregiver Responsibilities Policy

I have great respect for students who are balancing their pursuit of education with the responsibilities of caring for children or other family members. If you run into challenges that require you to miss completing a module completion on time, please contact me. There may be some instances of flexibility I can offer to support your learning.

Accommodation Statement

UNM is committed to providing equitable access to learning opportunities for students with documented disabilities. As your instructor, it is my objective to facilitate an inclusive online classroom setting, in which students have full access and opportunity to participate. To engage in a confidential conversation about the process for requesting reasonable accommodations for this class and/or program, please contact Accessibility Resource Center at arcsrvs@unm.edu or by phone at 505-277-3506.

Support: Contact me via email or text or in check-in hours and contact Accessibility Resource Center (<https://arc.unm.edu/>) at arcsrvs@unm.edu (505) 277-3506.

Respectful and Responsible Learning

We all have shared responsibility for ensuring that learning occurs safely, honestly, and equitably. Submitting material as your own work that has been generated on a website, in a publication, by an artificial intelligence algorithm, by another person, or by breaking the rules of an assignment constitutes academic dishonesty. It is a student code of conduct violation that can lead to a disciplinary procedure. Please ask me for help in

finding the resources you need to be successful in this course. I can help you use study resources responsibly and effectively. Off-campus paper writing services, problem-checkers and services, websites, and AIs can produce incorrect or misleading results. Learning the course material depends on completing and submitting your own work. UNM preserves and protects the integrity of the academic community through multiple policies including policies on student grievances (Faculty Handbook D175 and D176), academic dishonesty (FH D100), and respectful campus (FH CO9). These are in the Student Pathfinder (<https://pathfinder.unm.edu>) and the Faculty Handbook (<https://handbook.unm.edu>).

Support: Many students have found that time management workshops or work with peer tutors can help them meet their goals. These and are other resources are available through Student Learning Support at the Center for Teaching and Learning.

Title IX

The University of New Mexico and its faculty are committed to supporting our students and providing an environment that is free of bias, discrimination, and harassment. The University's programs and activities, including the classroom, should always provide a space of mutual respect, kindness, and support without fear of harassment, violence, or discrimination. Discrimination on the basis of sex includes discrimination on the basis of assigned sex at birth, sex characteristics, pregnancy and pregnancy related conditions, sexual orientation and gender identity. If you have encountered any form of discrimination on the basis of sex, including sexual harassment, sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. You can access the confidential resources available on campus at the LoboRESPECT Advocacy Center (<https://loborespect.unm.edu>), the Women's Resource Center (<https://women.unm.edu>), and the LGBTQ Resource Center (<https://lgbtqrc.unm.edu>). If you speak with an instructor (including a TA or a GA) regarding an incident connected to discrimination on the basis of sex, they must notify UNM's Title IX Coordinator that you shared an experience relating to Title IX, even if you ask the instructor not to disclose it. The Title IX Coordinator is available to assist you in understanding your options and in connecting you with all possible resources on and off campus. For more information on the campus policy regarding sexual misconduct and reporting, please see <https://policy.unm.edu/university-policies/2000/2740.html> and CEEO's [website](#).

If you are pregnant or experiencing a pregnancy-related condition, you may contact UNM's Office of Compliance, Ethics, and Equal Opportunity at ceo@unm.edu. The CEEO staff will provide you with access to available resources and supportive measures and assist you in understanding your rights.

Citizenship and/or Immigration Status

All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor will respect your privacy if you choose to disclose your status. As for all students in the class, family emergency-related absences are

normally excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM as an institution has made a core commitment to the success of all our students, including members of our undocumented community. The Administration's welcome is found on our website: <http://undocumented.unm.edu/>.

Support in Receiving Help and in Doing What is Right

I encourage students to be familiar with services and policies that can help them navigate UNM successfully. Many services exist to help you succeed academically and to find your place at UNM, see students.unm.edu or ask me for information about the right resource center or person to contact. UNM has important policies to preserve and protect the academic community, especially policies on student grievances (Faculty Handbook D175 and D176), academic dishonesty (FH D100), and respectful campus (FH CO9). These are in the *Student Pathfinder* (<https://pathfinder.unm.edu>) and the *Faculty Handbook* (<https://handbook.unm.edu>). Please ask for help in understanding and avoiding plagiarism or academic dishonesty, which can both have very serious disciplinary consequences.

Land Acknowledgement

Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico Pueblo, Navajo, and Apache since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history.

Wellness

If you do need to stay home due to illness or are experiencing a wellness challenge, please take advantage of the resources below. You can communicate with me and I can work with you to provide alternatives for course participation and completion. Let me, an advisor, or another UNM staff member know that you need support so that we can connect you to the right resources. UNM is a mask friendly, but not a mask required, community. If you are experiencing COVID-19 symptoms, please do not come to class.

- Student Support: [Student Health and Counseling](#) (SHAC) at (505) 277-3136.
- [TimelyCare](#): Free 24/7 virtual care services (medical, emotional support, health coaching, self-care, basic needs support).
- [LoboRESPECT Advocacy Center](#) (505) 277-2911: help with contacting faculty and managing challenges that impact your UNM experience.

Module, Presentation, and Essay Schedule*

Week	Date	Module	Theory Presentation I	Theory Presentation II	Assignment
Week 1	21-Aug	Introduction			
Week 2	28-Aug	Culture	Nick: Second Order Impacts of Innovation		Bio Due
Week 3	4-Sep	Culture	Loose-Tight Duality (Orton et al 1990)	Learning Organization (Garvin et al 2008)	
Week 4	11-Sep	Culture	Change Readiness (Weiner 2009)	Evidence Based Mgmt (Rousseau 2006)	
Week 5	18-Sep		No Class		
Week 6	25-Sep	Change	Punctuated Equilibrium Model (Gersick 1991)	Psychological & Implied Contracts (Rousseau 1989)	Culture Essay Due
Week 7	2-Oct	Change	Social Ecology of Health (Grzywacz et al 2010)	Sensemaking (Weick 2005)	
Week 8	9-Oct	Change	Socio-Technical Fit (Harrison et al 2007)	Disruptive Innovation (Christensen et al 2004)	
Week 9	16-Oct	Change	Technology Acceptance Model (Davis 1989)		
Week 10	23-Oct	Leadership	Agency (Dranove 1988)	Stewardship (Davis et al 1997)	Change Essay Due
Week 11	30-Oct	Leadership	Path-Goal Theory of Leadership (House 1971)	Leader-Member Exchange (Graen et al 1995)	
Week 12	6-Nov	Leadership	Resource Based View (Wernerfelt 1984)		
Week 13	13-Nov	Relationships	Identity Theory (Stryker et al 2000)	Social Capital (Burt 1997)	Leadership Essay Due
Week 14	20-Nov	Relationships	Trust Formation (McKnight 1998)	Network Effectiveness (Provan et al 1995)	
Week 15	27-Nov		No Class		
Week 16	4-Dec	Relationships	Institutional Theory (DiMaggio et al 1983)		
Week 17	11-Dec	Finals Week			Relationships Essay Due

*Subject to change