



Institution Development & Behavior

Course #: PADM 521

Credits: 3

Syllabus Version: v081719

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Office: 3042 Social Science Bldg

Office Hours: Tuesdays, 4-6 PM and by appointment

Term: Fall 2018

Class: Tuesdays, 7-9:30 PM

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 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, personnel 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.

This course is organized around six broad organization development and behavior themes: culture, change, leadership, relationships, information technology, and systems. For each of these themes, 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 working and interacting with healthcare organizations. We will work from the premise that all participants bring important knowledge, skills, experiences and insights to the course that we can draw upon to create a successful collaborative learning experience.

Course Expectations

Participation & Attendance

This course does not have a textbook. Instead, we will rely on two conduits of knowledge transfer. First, students will be assigned to a few light readings between classes. (These articles will be posted in this course's UNM Learn module.) For each article, one student will be assigned to present said article in a 10-minute presentation (more on that below). The student will be responsible for emailing the presentation slides to the class prior to the presentation. 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 7-9:30 PM on Tuesdays. 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 and final exam 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, and complete the readings.

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 75 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
 - c. Any previous efforts to address the issue
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 7PM on the date noted on the course schedule below. All assignments should be turned in via UNM Learn.

Presentations

The presentation assignments serve as an opportunity to demonstrate your mastery of a theory. Your presentation graded comprises 25 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 10-minute presentation (accompanied by slides) that introduce the history, logic, and application of the theory. Presentations cannot exceed 10 minutes. A timer will note the end of your presentation and you will only be graded on the material that is presented. Presentation handouts must be emailed to the entire class prior to the presentation. 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. Its history/origin
3. What does it help explain?
4. A conceptual model / illustration
5. Application of the theory to a wicked problem (presentation can double-dip with essay assignment)
6. Like? Dislike? Why?

Final Grade Composition

Essays:	75 points (12.5 points per essay)
Theory presentation:	25 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%

Attendance Policy

Regular attendance is required. UNM Pathfinder policies apply, which in part means instructor drops based on non-attendance are possible.

Accommodation Statement

In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she are not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow. Contact Accessibility Resource Center at 277-3506 for additional information."

Academic Integrity

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet the standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course. Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.

Title IX

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education (see pg 15 - <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

Library and Tutorial Services

UNM-Main campus provides many library services and some tutorial services for distance students. For library services, go to <http://www.unm.edu/libraries/> to link to a specific library or to contact a librarian. For tutorial services, go to <http://caps.unm.edu/online> to explore UNM’s online services.

Module, Presentation, and Essay Schedule*

Date	Module	Theory Presentation I	Theory Presentation II	Theory Presentation III	Assignment
20-Aug	Introduction	Second Order Impacts of Innovation			
27-Aug	Culture				Bio Due
3-Sep	Culture	Loose-Tight Duality (Orton et al 1990)	Learning Organization (Garvin et al 2008)		
10-Sep	Change	Change Readiness (Weiner 2009)	Evidence Based Mgmt (Rousseau 2006)		Culture Essay Due
17-Sep	No Class				
24-Sep	Change	Organizational Life Cycle Theory (Lester et al 2003)	Psychological Contract (Rousseau 1989)	Punctuated Equilibrium Model (Gersick 1991)	
1-Oct	Change	Social Ecology of Health (Grzywacz et al 2010)	Transtheoretical Model (Prochaska et al 2008)	Sensemaking (Weick et al 2005)	
8-Oct	No Class				
15-Oct	Leadership	Agency (Dranove 1988)	Stewardship (Davis et al 1997)	Leader-Member Exchange Theory (Graen et al 1995)	Change Essay Due
22-Oct	Leadership	Servant Leadership (Parris et al 2013)	Path-Goal Theory of Leadership (House 1971)	Shared Leadership (Carson et al 2007)	
29-Oct	Relationships	Identity Theory (Stryker et al 2000)	Relational Dialectics (Baxter et al 2010)	Social-Comparison Theory (Aspinwall et al 1993)	Leadership Essay Due
5-Nov	Relationships	Trust Formation (McKnight 1998)	Social Capital (Burt 1997)	Social Cognitive Theory (Bandura 1988)	
12-Nov	IT	Socio-Technical Fit (Harrison et al 2007)	Disruptive Innovation (Christensen et al 2004)		Relationships Essay Due
19-Nov	IT	Technology Acceptance Model (Davis 1989)	Actor-Network Theory (Cresswell et al 2010)		
26-Nov	Systems	Institutional Theory (DiMaggio et al 1983)	Resource Based View (Wernerfelt 1984)	Porter's Five Forces (Porter 1979)	Information Technology Essay Due
3-Dec	Systems	Network Effectiveness (Provan et al 1995)	Stakeholder (Rowley 1997)	Viable System Approach (Golinelli et al 2011)	
10-Dec	Finals Week				Systems Essay Due

*Subject to change