



Rutgers University
New Brunswick, New Jersey

Graduate School of Applied and Professional Psychology (GSAPP)

Doctor of Psychology Organizational Psychology Program
Spring 2024

Syllabus Subject to Change

Organizational Diagnosis and Cultural Dynamics
Credits: 3

Level: Graduate/Doctoral
Thursdays 6:15 pm to 8:45 pm ET Virtual | Synchronous

Prof. Preston V.L. Lindsay, Ph.D.

Course Description: This doctoral-level course is designed to provide students with an in-depth understanding of organizational diagnosis in the field of organizational psychology. The course will cover theoretical foundations, assessment methodologies, and practical applications of organizational diagnosis to enhance organizational effectiveness and performance. Students will engage in critical analysis, case studies, and hands-on projects to develop advanced skills in diagnosing organizational challenges and implementing evidence-based interventions for organizational change.

Teaching Philosophy and Pedagogical Approach: By actively embracing the pedagogical principles of Socratic learning, my instructional approach centers on the dynamic Paideia method. Throughout this course, I aim to introduce you to a spectrum of new concepts, theories, frameworks, and practices, all aligned with the designated points of interest. Beyond mere dissemination of information, my goal is to foster and guide intellectual dialogue, enhancing your grasp of the course content. The mutual expectation is straightforward: arrive ready to actively participate, contribute meaningfully, and produce high-quality work. Together, let's cultivate an environment where thoughtful engagement leads to a profound comprehension of the subject matter.

Rutgers University Mission: As the premier comprehensive public research university in the state's system of higher education, Rutgers, The State University of New Jersey, has the threefold mission of providing for the instructional needs of New Jersey's citizens through its undergraduate, graduate, and continuing education programs;

- conducting the cutting-edge research that contributes to the medical, environmental, social, and cultural well-being of the state, as well as aiding the economy and the state's businesses and industries;
- and performing public service in support of the needs of the citizens of the state and its local, county, and state governments.

Each component of the university's mission reinforces and supports the other two.

As the University of New Jersey®, Rutgers is dedicated to teaching that meets the highest standards of excellence, to conducting research that breaks new ground, and to providing services, solutions, and clinical care that help individuals and the local, national, and global communities where they live.

GSAPP Mission: The mission of GSAPP is threefold: education, research/scholarship, and public service. Its goal is to prepare well-educated, qualified, and competent direct-service psychologists who have a special commitment to direct community involvement and to underserved populations--professionals who can integrate scientific knowledge with innovation in the delivery of psychological services to individuals, families, groups, and organizations. Professionals receiving a doctoral degree in psychology should be capable of extending psychological knowledge and exhibiting the high level of analytic skills and theoretical understanding needed to use existing and emerging psychological knowledge.

Core Values. We are guided by four core values that are apparent in our learning environment, centers, and clinics:

1. **Academic excellence** in preparing students for careers in clinical and school psychology.
2. Commitment to **social justice** and helping **underserved populations**.
3. **Diversity** of students trained, approaches used, theoretical orientations followed, and populations served.
4. **Knowledge generation and dissemination** using contemporary research approaches.

Required Readings: Readings from additional primary sources will also be provided in advance on Canvas. These readings are listed in the weekly course outline.

Assessment:

- **25% Class Participation and Discussion:** Engage actively in class discussions, bringing theoretical knowledge and practical insights.
- **25% Reflection Assignments:** Complete assignments related to application and synthesis of theoretical concepts, models, via weekly reflections
- **25% Case Study Analyses:** Critically analyze and present findings from real-world organizational diagnosis cases; application of theories and concepts learned from readings and lecture.
- **25% Midterm and Final Project:** Assess understanding of course content through exams using case method approach.

NOTICE - BARRING JUSTIFIABLE EXTENUATING CIRCUMSTANCES, NO LATE ASSIGNMENTS WILL BE ACCEPTED. FAILURE TO SUBMIT ASSIGNMENTS ON TIME WILL RESULT A FAILING ASSIGNMENT GRADE.

Statement on Disabilities: Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible.

To begin this process, please complete the [Registration form](https://webapps.rutgers.edu/student-ods/forms/registration) (<https://webapps.rutgers.edu/student-ods/forms/registration>).

Statement on Academic Integrity: The University's academic integrity policy, to which this class will adhere, can be reviewed at: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>

Names and Pronouns: Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Respect for Diversity: It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated.

Weekly Course Outline and Reading List

*** Assignment details including dates are provided in the course shell***

Week	Module	Weekly Readings	Weekly Assignments
Week 1	Module 1: Introduction to Organizational Diagnosis	Syllabus Beer, M., Eisenstat, R. A., & Spector, B. (1990). <i>Why change programs don't produce change</i> . Harvard Business Review. Nadler, D. A., & Tushman, M. L. (1980). <i>A model for diagnosing organizational behavior</i> . <i>Organizational Dynamics</i> , 9(2), 35-51.	Reflection Paper
Week 2	Module 2: Theoretical Frameworks	von Bertalanffy, L. (1950). <i>An outline of general system theory</i> . <i>The British Journal for the Philosophy of Science</i> , 1(2), 134-165. Katz, D., & Kahn, R. L. (1966). <i>The social psychology of organizations</i> . Wiley. Morgan, G. (1986). <i>Images of organization</i> . Sage Publications.	Reflection Paper Case Analysis
Week 3	Module 3: Diagnostic Models and Approaches	Lewin, K. (1951). <i>Field theory in social science: Selected theoretical papers</i> . Harper & Row. Nadler, D. A., & Tushman, M. L. (1980). <i>A model for diagnosing organizational behavior</i> . <i>Organizational Dynamics</i> , 9(2), 35-51. Burke, W. W., & Litwin, G. H. (1992). <i>A causal model of organizational performance and change</i> . <i>Journal of Management</i> , 18(3), 523-545. Cooperrider, D. L., & Srivastva, S. (1987). <i>Appreciative inquiry in organizational life</i> . <i>Research in Organizational Change and Development</i> , 1, 129-169.	Reflection Paper
Week 4	Module 4: Data Collection Methods	Sekaran, U., & Bougie, R. (2016). <i>Research methods for business: A skill-building approach</i> . John Wiley & Sons.	Reflection Paper Case Analysis

		<p>Creswell, J. W. (2014). <i>Research design: Qualitative, quantitative, and mixed methods approaches</i>. Sage Publications.</p> <p>Denzin, N. K., & Lincoln, Y. S. (2005). <i>Introduction: The discipline and practice of qualitative research</i>. The Sage Handbook of Qualitative Research.</p>	
Week 5	Module 5: Data Analysis and Interpretation	<p>Miles, M. B., Huberman, A. M., & Saldana, J. (2013). <i>Qualitative data analysis: A methods sourcebook</i>. Sage Publications.</p> <p>Creswell, J. W., & Creswell, J. D. (2017). <i>Research design: Qualitative, quantitative, and mixed methods approaches</i>. Sage Publications.</p> <p>Patton, M. Q. (2014). <i>Qualitative research & evaluation methods: Integrating theory and practice</i>. Sage Publications.</p>	Reflection Paper
Week 6	Module 6: Design Intervention Strategies	<p>Kotter, J. P. (1996). <i>Leading change: Why transformation efforts fail</i>. Harvard Business Review.</p> <p>Armenakis, A. A., & Harris, S. G. (2009). <i>Reflections: Our journey in organizational change research and practice</i>. Journal of Change Management, 9(2), 127-142.</p> <p>Prosci. (2014). <i>Best practices in change management - 2014 edition</i>. Prosci Inc.</p>	<p>Reflection Paper</p> <p>Case Analysis</p>
Week 7	Module 7: Practical Application	<p>Cameron, K. S., & Quinn, R. E. (2006). <i>Diagnosing and changing organizational culture: Based on the competing values framework</i>. John Wiley & Sons.</p> <p>Anderson, D., & Anderson, L. A. (2010). <i>Beyond change management: How to achieve breakthrough results through conscious change leadership</i>. John Wiley & Sons.</p> <p>Burke, W. W. (2017). <i>Organization change: Theory and practice</i>. Sage Publications.</p>	<p>Reflection Paper</p> <p>Midterm Project</p>
Week 8	Module 8: Theoretical Foundations of Organizational Change	<p>Jones, B., & Burnes, B. (2015). A Comprehensive Review of Organizational Change Theories. <i>The Journal of Management Studies</i>.</p>	Reflection Paper

		Armenakis, A. A., & Harris, S. G. (2002). Organizational Change: A Review of Theory and Research in the 1990s. <i>Journal of Management</i> .	
Week 9	Module 9: Psychological Perspectives on Change	Wanberg, C. R., & Banas, J. T. (2000). Employee Reactions to Organizational Change: The Influence of Staff Involvement. <i>Human Relations</i> . Luthans, F., Vogelgesang, G. R., & Lester, P. B. (2006). Psychological Resilience in Times of Change. <i>Journal of Management</i> .	Reflection Paper Case Analysis
Week 10	Module 10: Strategic Planning: Concepts and Models	Goodstein, J., Nolan, T., & Pfeiffer, J. (1993). Strategic Planning and Organizational Performance: A Critical Appraisal. <i>The Academy of Management Review</i> . Mintzberg, H. (1994). The Rise (and Fall?) of Strategic Planning. <i>Harvard Business Review</i> .	Reflection Paper
Week 11	Module 11: Aligning Organizational Change with Strategy	Quinn, J. B. (1980). Strategic Change: Logical Incrementalism. <i>Sloan Management Review</i> . Armenakis, A. A., & Bedeian, A. G. (1999). Strategic Management of Organizational Change. <i>Journal of Management</i> .	Reflection Paper Case Analysis
Week 12	Module 12: Communication and Stakeholder Engagement	Cameron, G. T., & Green, M. (2004). Effective Change Communication: The Role of Stakeholder Orientation. <i>Journal of Business and Technical Communication</i> . Kassing, J. W. (2000). Communicating Organizational Change: The Role of Communication Media in the Implementation of Planned Change. <i>Communication Studies</i> .	Reflection Paper
Week 13	Module 13: Implementing and Managing Change	Beer, M., & Nohria, N. (2000). Organizational Change: A Guide to Bringing Everyone on Board. <i>Harvard Business Review</i> . Kotter, J. P. (1995). Leading Change: Why Transformation Efforts Fail. <i>Harvard Business Review</i> .	Reflection Paper

Week 14	Module 14: Cultural Competence in Organizational Change and Emerging Trends in Organizational Change	<p>Cameron, K. S., & Quinn, R. E. (1999). The Role of Organizational Culture in Change Management. <i>Academy of Management Executive</i>.</p> <p>Hofstede, G. (2002). The Impact of Organizational Culture on the Success of New Product Development Projects: A Theoretical Framework. <i>Journal of Global Marketing</i>.</p>	<p>Reflection Paper</p> <p>Final Project</p>
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