



Rutgers University
New Brunswick, New Jersey

Graduate School of Applied and Professional Psychology (GSAPP)

Doctor of Psychology Organizational Psychology Program
Spring 2025

Syllabus Subject to Change

Organizational Diagnosis and Cultural Dynamics

Credits: 3

Level: Graduate/Doctoral

Thursdays 3:35-6:05 pm ET Virtual | Synchronous

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

Course Description

This doctoral-level course is designed to provide students with a comprehensive and hands-on understanding of organizational diagnosis in the field of organizational psychology. By combining cutting-edge theories, proven assessment methodologies, and practical applications, this course empowers students to enhance organizational effectiveness and performance. You will engage in dynamic activities such as gamified simulations, case method scenarios, and technology-driven exercises that bring organizational challenges to life. Through critical analysis and hands-on projects, you will develop advanced skills to design and implement transformative, evidence-based interventions for organizational success.

Teaching Philosophy and Pedagogical Approach

I am committed to delivering an innovative and engaging learning experience, grounded in the principles of Socratic dialogue and the Paideia method. This course utilizes gamification and simulation-based learning to foster a highly interactive and immersive educational environment. Gamification incorporates game-design elements to increase motivation and engagement. Simulation-based learning places students in realistic, interactive scenarios, allowing them to apply theoretical concepts to practical, real-world situations.

Through gamification scenarios and compelling case studies, my aim is to create a learning space that encourages curiosity, critical thinking, and practical application. My goal is to guide students through advanced concepts, theories, and practices of organizational diagnosis while fostering intellectual dialogue and collaborative learning. This environment thrives on active participation, where contributions and insights lead to a deeper understanding of the subject matter. Together, we will cultivate an atmosphere of thoughtful engagement and academic excellence as we explore the science and art of organizational psychology. Come prepared to engage, challenge yourself, and grow as we embark on this exciting journey together.

Course Learning Objectives

1. **Develop a comprehensive understanding of organizational diagnosis** by exploring key theories, methodologies, and frameworks in the field of organizational psychology.
2. **Apply advanced assessment tools** to evaluate organizational performance and identify key challenges, with a focus on integrating data-driven approaches into decision-making processes.
3. **Design and implement evidence-based interventions** aimed at enhancing organizational effectiveness and addressing identified issues, using practical case studies and real-world simulations.
4. **Enhance critical thinking and problem-solving skills** through dynamic gamified scenarios and technology-driven exercises that simulate organizational challenges and encourage collaborative learning.
5. **Cultivate the ability to communicate complex findings and recommendations** effectively through written reports and oral presentations, demonstrating professional competence in organizational diagnosis and intervention strategies.

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: All texts and scholarly works are supplied. Readings from additional primary sources will also be provided in advance on Canvas. These readings are listed in the weekly course outline.

Course Assessment:

- **50% Final Project – Designing Organizational Assessment**
 - For your course project, you will design a comprehensive organizational assessment that can be used to assess the effectiveness and performance of an organization of interest to you. Your task is to create a step-by-step or phased diagnostic framework that includes methods for data collection, analysis, and interpretation, as well as strategies for identifying key organizational issues.
 - This project will require you to apply the theories and methods learned in the course to design a process that is both systematic and practical. You will need to consider factors such as organizational culture, structure, and external environment in your process design.
 - The final deliverables will include:
 - A detailed written report outlining your designed organizational assessment/diagnosis process, including each step, methods, and tools to be used.
 - A visual presentation of your organizational diagnosis process, summarizing key components for your classmates.
 - This project is an opportunity for you to demonstrate your ability to create a structured and effective organizational diagnosis process that can be applied to real-world scenarios. More details on the parameters of the assignment outlined below. Due dates can be found in modules on Canvas.
- **Phase 1: Planning and Framework Design**
 - **Objective:** Establish the foundation of your organizational assessment.
 - **Tasks:** Identify an organization or type of organization you want to assess.
 - Define the purpose of the assessment (e.g., measuring effectiveness, diagnosing performance issues).
 - Develop a diagnostic framework that includes:
 - Key assessment phases (e.g., data collection, analysis, feedback).
 - Relevant organizational factors (culture, structure, external environment).
 - Select theories and methods learned in the course to support your framework.
 - Draft an outline detailing your assessment steps.
 - **Deliverables:**
 - A brief summary of the selected organization and assessment goals.
 - A preliminary draft of your organizational diagnostic framework.

- **Phase 2: Methods and Tools Selection**
 - **Objective:** Define how you will collect, analyze, and interpret data.
 - **Tasks:** Identify data collection methods (e.g., surveys, interviews, focus groups, document analysis).
 - Specify tools and techniques for data analysis (e.g., qualitative analysis, phenomenological, thematic analysis, and or statistical methods).
 - Develop criteria for interpreting data to identify key organizational issues.
 - Ensure alignment between chosen methods and the diagnostic framework.
 - **Deliverables:**
 - A detailed description of data collection methods and analysis tools.
 - Justification for the selection of methods and tools.

- **Phase 3: Process Design and Integration**
 - **Objective:** Finalize the organizational diagnosis process and integrate all components.
 - **Tasks:** Develop a step-by-step guide for implementing your diagnostic framework.
 - Incorporate strategies for addressing organizational culture, structure, and external environment.
 - Outline how findings will be synthesized and presented to stakeholders.
 - **Deliverables:** A finalized written report detailing the organizational assessment process.
 - Specific steps and tools for each phase of the assessment/diagnosis.

- **Phase 4: Presentation and Refinement**
 - **Objective:** Present your organizational diagnosis and refine it based on feedback.
 - **Tasks:** Create a visual presentation summarizing your diagnostic framework, methods, and key steps.
 - Present your work to classmates, highlighting the practicality and applicability of your process.
 - Respond to questions and incorporate constructive feedback.
 - **Deliverables:** A polished visual presentation of your organizational diagnosis process.
 - Final adjustments to the written report, incorporating feedback where applicable.

- **25% In-Class, Team-Based Gamification Activities (Individually Assessed)**
 - Gamification is an in-class, team-based activity designed to make learning interactive and exciting. By incorporating game elements—such as challenges, teamwork, and rewards—you'll engage with diagnostic concepts in a dynamic way that mirrors real-world organizational scenarios.
 - **What's Expected of You:**
 - Come ready to engage, think critically, and collaborate with your team to solve organizational challenges.
 - Apply theory and concepts and methods from lecture and course content to practice. Use creativity and strategic and tactical skills to navigate through each situational scenario given in collaborative .
 - Review the **parameters** for each activity, which will be made available during each lecture, so you're prepared to dive in and succeed!
 - The **Gamification Rubric** can also be found in the **Rubric Library** on Canvas, so you'll know exactly how your participation will be assessed.

- **25% In-Class, Team-Based Simulations (Individually Assessed)**
 - **Simulations** are another form of interactive, in-class experiences that allow you to design assessments to apply diagnostic concepts to realistic organizational scenarios. These hands-on activities will immerse you in problem-solving exercises where you'll make decisions, analyze data, and see the impact of your actions in real time.
 - **What's Expected of You:**
 - Be prepared to actively participate in the simulation, using critical thinking and teamwork to tackle challenges.
 - Apply what you've learned in class to make informed decisions and strategize solutions.
 - Review the **parameters** for each simulation, which will be shared ahead of each lecture, so you can hit the ground running.
 - The **Simulation Rubric** can be found in the **Rubric Library** on Canvas, outlining how your engagement and performance will be evaluated.

***NOTICE** – Requests for assignment extensions must be submitted at least 48 hours prior to the due date. Extension requests made within this timeframe are guaranteed approval. Late submissions without prior approval will receive a grade of zero. Adhering to deadlines ensures fairness, fosters accountability, and allows for timely feedback. Unplanned late submissions disrupt grading schedules, hinder learning, and compromise academic standards. Please manage your time effectively to uphold the integrity of the learning process.*

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/>

AI Usage Statement for Syllabus: In this class, the use of artificial intelligence (AI) tools like ChatGPT, Grammarly, or other platforms is not just allowed—it's welcome! AI can be a powerful resource to support your learning by helping with tasks such as formatting papers, conducting research, generating ideas, and organizing your thoughts.

However, it is essential to use these tools responsibly and in alignment with Rutgers University's academic integrity guidelines. Specifically:

1. **Cite AI Appropriately:** If you use AI in your work, you must acknowledge it by citing the tools in accordance with APA guidelines. Transparency is key to maintaining academic integrity.
2. **Use AI as a Supplemental Tool:** While AI can assist with research and writing, the primary authorship, critical thinking, and intellectual effort must come from you. Think of AI as a collaborator, not the author.
3. **Write Responsibly:** Always verify the accuracy of AI-generated content and ensure it aligns with your understanding and the course objectives.
4. By using AI thoughtfully, you can enhance your learning experience, work more efficiently, and engage deeply with course material—all while adhering to the academic standards of Rutgers University. If you have questions about how to use or cite AI tools, don't hesitate to ask!

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 parameters including due dates are provided on Canvas***

Week	Module	Weekly Readings	Weekly Assignments
Week 0	Module 0: Getting Ready for Diagnosis	Syllabus	No Assignments. Just Read material ahead of class.
Week 1	Module 1: Organizational Diagnosis: Relevance of Theory for Practice	Chapter 2: The Relevance of Theory for Practice of Alderfer, C. P. (2011). <i>The practice of organizational diagnosis: Theory and methods</i> . In <i>The handbook of organizational psychology</i>	Gamification
Week 2	Module 2: Historical Origins of Organizational Diagnosis	Chapter 3: Historical Origins of Organizational Diagnosis, Alderfer, C. P. (2011). <i>The practice of organizational diagnosis: Theory and methods</i> . In <i>The handbook of organizational</i>	Gamification

Week 3	Module 3: Contemporary Status of Organizational Diagnosis	Chapter 4: Contemporary Status of Organizational Diagnosis, Alderfer, C. P. (2011). <i>The practice of organizational diagnosis: Theory and methods</i> . In <i>The handbook of organizational</i>	Simulation Final Project - Phase 1: Planning and Framework Design Objective: Establish the foundation of your organizational assessment. Tasks: Identify an organization or type of organization you want to assess.
Week 4	Mental Health Week	No readings assigned.	No Assignments
Week 5	Module 4: Organizations as Open Systems	Chapter 5-3: Cummings, T. G., & Worley, C. G. (2014). <i>Organization development and change</i> (10th ed.). Cengage Learning.	Gamification
Week 6	Module 5: The Need for Diagnostic Models	Chapter 5-2: Cummings, T. G., & Worley, C. G. (2014). <i>Organization development and change</i> (10th ed.). Cengage Learning. Complete Mid-Semester Course Evaluation	Gamification
Week 7	Module 6: Administering Organization/Systems-Level Diagnosis	Chapter 5-4a: Cummings, T. G., & Worley, C. G. (2014). <i>Organization development and change</i> (10th ed.). Cengage Learning.	Simulation Final Project - Phase 2: Methods and Tools Selection Objective: Define how you will collect, analyze, and interpret data. Tasks: Identify data collection methods (e.g., surveys, interviews, focus groups, document analysis).

Week 8	Mental Health Week	No readings assigned.	No Assignments
Week 9	Module 7: Administering Group-Level Diagnosis	Chapter 5-5a: Cummings, T. G., & Worley, C. G. (2014). <i>Organization development and change</i> (10th ed.). Cengage Learning.	Gamification
Week 10	Module 8: Administering Individual-Level Diagnosis	Chapter 5-6a: Cummings, T. G., & Worley, C. G. (2014). <i>Organization development and change</i> (10th ed.). Cengage Learning.	Gamification
Week 11	Module 9: Collecting, Analyzing, and Feeding Back Diagnostic Data	Chapter 6: Cummings, T. G., & Worley, C. G. (2014). <i>Organization development and change</i> (10th ed.). Cengage Learning.	Simulation Final Project - Phase 3: Process Design and Integration Objective: Finalize the organizational diagnosis process and integrate all components. Tasks: Develop a step-by-step guide for implementing your diagnostic framework.
Week 12	Module 10: Diagnostic Issues in Organization Process Interventions	Chapter 11-1: Cummings, T. G., & Worley, C. G. (2014). <i>Organization development and change</i> (10th ed.). Cengage Learning.	Gamification
Week 13	Module 11: Diagnostic Issues in Group Process Interventions	Chapter 11-3, 11-4: Cummings, T. G., & Worley, C. G. (2014). <i>Organization development and change</i> (10th ed.). Cengage Learning.	Gamification
Week 14	Module 12: Diagnostic Issues in Individual Process Interventions	Chapter 10-1: Cummings, T. G., & Worley, C. G. (2014). <i>Organization development and change</i> (10th ed.). Cengage Learning.	Simulation Final Project - Phase 4: Presentation and Refinement Objective: Present your organizational diagnosis and refine it based on feedback. Tasks: Create a visual presentation summarizing your

			diagnostic framework, methods, and key steps.
Week 15	Module 13: End of Course – Reflections on What we’ve learned.	No Assigned Readings.	Complete End of Course Evaluations