

# Syllabus: Organizational Behavior Psyc. 745, Fall, 2004

Instructor: Keith E. Davis

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Required textbooks:

1. Block, P. (2001). *Flawless consulting: A guide to getting your expertise used* (2<sup>nd</sup> Ed.). San Francisco: Jossey-Bass/Pfeiffer. The checklists and the general approach to consulting are recognized as a standard.
2. Patterson, J., Peek, C. J., Heinrich, R. L., Bischoff, R. & Scherger, J. (2002). *Mental health professionals in medical settings: A primer*. New York: W. W. Norton & Company.

Two sets of reading material will be duplicated by Academic Advantage's Smarttext Program and made available only from the South Carolina Bookstore. These are:

3. Caplow, T. (1983). *Managing an organization* (2<sup>nd</sup> ed.). New York: Holt, Rinehart, & Winston. (Out of print but the TCL copy will be on reserve.)
4. A Reader consisting of a collection of articles on organization crises and problems.

Goals: I have three major goals for this course: (1) The development of your skills in the analysis and understanding of organizational behavior, (2) The development of skills in the management of traditional, hierarchical organizations and non-tradition organizations of professionals; and (3) the development of skills in organizational assessment and problem solving that lend themselves to consulting to public & nonprofit organizations.

The course is open to students from any of the social sciences, business, education, social work and health professions (public health & nursing). This is NOT, however, a course to prepare persons for doctoral level research in organizational behavior. If that is a student's interest, s/he should be taking the relevant course work in the Business School. Sometimes students do find researchable topics in the course, but that is not a primary goal. The course is much more applied in its focus. It has, in the past, enabled students to do successful community psychology comprehensive projects, successful interventions and assessments for agencies, and to make connections in health organizations that led to MA theses or community projects.

Major course activities: Because the focus is on conceptualization and acquisition of skills, we will engage in lots of exercises designed to enhance these skills. We will role play in class, improvise, and think hard about organizational issues. **A requirement is that the students come prepared by having read the assigned material before class.**

I will ask questions about the material, ask for applications and implications of the concepts introduced in each selection of readings, and will have a set of 8 exercises designed to help you develop these skills. I have tried to be highly selective of reading so that the reading load is manageable.

Course grade: It will be based on 300 points, 100 of which will be assigned to the take-home comprehensive final exam, and 100 to various in-class exercises (worth 12 points each) and the consulting project (worth 100 points).

Specific Exercises: (12 points each for each of these = 96 points, with 4 thrown in)

1. Organizational Worlds (due 8/31). The task is to take an organizational world that you know well and describe it so that non-insiders will understand that world. For this it will help if you think like a cultural anthropologists and use the concepts develop by Putman in his two papers (1981 and 1990 on pages 13-30 of his paper, "Organizations").
2. Selecting and approaching a client organization/agency: In working with an agency, you may work in teams of two or alone (if you prefer). Team-members will receive the same grade on their project and final report. In this exercise, you must answer the questions: Who are you? What **do you** have to offer? Why would the agency benefit from having your services? And briefly, how you would approach the task of providing consulting services to the organization. These will be made orally, with a written follow-up, and graded. Make use of Block, *Flawless consulting*, pages 1-52. Due 9/7.
3. Written contract for services. Follow Peter Block's advice and checklists, pages 53-128. First draft due 9/23; revised final version by 10/5.
4. Dealing with resistance to your services. Some exercises derived from Block pp. 139-170. Due and discussed in class on 10/7
5. Problem solving exercises-1. Based on Caplow & Weick readings. Write out your diagnosis and proposals for solution before class, due 10/12.
6. Problem solving exercises-2 Based on Myers' *When it hits the fan*. I will place some vignettes on BB. Write out your diagnosis and proposals for solution before class. Due 11/16.
7. Comparing organizational assessment tools: Popov's Paradigm & Levinson's approaches. Articles in the reader. Specific task will depend upon what is needed at your consulting site.
8. Evaluation of the consulting effort. Provisions for this should be made in your initial contract and it should be included as part of what you turn in on December 8.

## Schedule of Topics

8/19: Consulting as a career & approaching a potential consulting client. [Read pp. xv-52 in Block, P (2000). *Flawless consulting* (2<sup>nd</sup>. Ed). San Francisco: Jossey-Bass/Pfeiffer.]  
Course overview. Notes from Dierickx, C. (2004, April) on being a consultant with RHR.

8/24: The analysis of the concept of community and examples of its application. Putman, A. (1981). Communities. In K. E. Davis (Ed.), *Advances in descriptive psychology*, (Vol. 1, pp. 195-209). Organizations as special types of communities: Putman, A. O. (1990). Organizations. In A. O. Putman & K. E. Davis (Eds.), *Advances in descriptive psychology* (Vol. 5; pp. 11-46). Ann Arbor, MI: Descriptive Psychology Press

8/26-9/9: Managing an organization: A traditional perspective.

During the next 5 class meetings, we shall read, apply, and critique Caplow's (1983) *Managing an organization*.

8/26: Introduction & Authority, pages 1-41.

8/31: Communication, pp. 42-79.

9/2: Productivity, pp. 80-114.

9/7: Morale pp. 115-157.; Report on Exercise 2.

9/9: Change and its management; pp. 158-183.

8/31: Your "Analysis of an organizational world" is due: Each person has 7 minutes to present and 3 minutes for questions. A written version is due for grading by the end of class.

9/14: Integrating mental health professionals into a medical setting: An extended case study. Read Patterson et al (2002) pp. 1-57.

9/16: Procedures for accomplishing an integrated practice. Patterson et al., (2002). Pp. 61-115.

9/21: What the integrated practice looks like: Pp 116-173 in Patterson, et al.

See *Flawless consulting*, pp.53-68, for an overview of contracting.

9/23: Report on visits with perspective clients. What do you need to do within the next 2 weeks to solidify the contract? *Flawless consulting* (hereafter *FC*), pp. 69-128.

9/28: Your draft contract is due.

9/30: Free period to devote to visits with your organization and to finalizing your contracts. (Contracts due 10/5)

10/5: Dealing with resistance, pp. 139-171, in *FC*.

10/7: Karl Weick's analyses of organizational change and crises.

10/12: Weick on Mann Gulch and Tenerife Air Disasters.

10/14: Fall Break, no class, but this is a great time to follow up with your consulting client.

10/19-26: Myers, G. C. (with Holusha, J.) (1986). *When it hits the fan: Managing the nine crises of business*. Boston: Houghton Mifflin Co.

10/28: No class

11/4: Gender issues, including sexual harassment. Fitzgerald, L. F., Swan, S., & Magley, V. J. (1997). But was it really sexual harassment? Legal, behavioral, and psychological definitions of the workplace victimization of women. In W. T. O'Donohue (Ed.), *Sexual harassment: Theory, research, and treatment* (pp. 5-28). Needham Heights, MA: Allyn & Bacon.

11/9: Data to discovery, pp. 173-215 in *FC*.

11/11: Feedback & engagement, pp. 217-305 in *FC*;

11/16: Problem solving about your agencies and organizations. Ethics in consulting, pp. 307-325 in *FC*.

11/18-23: We will use these classes for a detailed presentation of organizational assessment drawing on Popov's Total Model. The details of his model are contained in Reader A along with reading material from Levinson's (2002) approach to organizational assessment.

12/2: In class-presentations of agency consultations undertaken by class members. The written reports will be due on W, December 8. A comprehensive take-home final exam will be handed out on 12/2 and will be due by 5 pm on TH, 12/9.

## Table of Contents: *Reader A* edited by Keith E. Davis, Psychology 745: Fall 2004

1. Putman, A. (1981). Communities. In K. E. Davis (Ed.), *Advances in descriptive psychology*, (Vol. 1, pp. 195-209). Greenwich, CT: JAI Press.
2. Putman, A. O. (1990). Organizations. In A. O. Putman & K. E. Davis (Eds.), *Advances in descriptive psychology* (Vol. 5; pp. 11-46). Ann Arbor, MI: Descriptive Psychology Press.
3. Weick, K. (2001). Organizational redesign as improvisation. In K. Weick (Ed.) *Making sense of the organization* (pp.57-91). Malden, MA: Blackwell Publisher.
4. Weick, K. (2001). The collapse of sensemaking in organizations: The Mann Gulch Disaster. Ditto (pp. 97-124).
5. Weick, K. (2001). The vulnerable system: An analysis of the Tenerife air disaster. Ditto (pp. 125-147).
6. Fitzgerald, L. F., Swan, S., & Magley, V. J. (1997). But was it really sexual harassment? Legal, behavioral, and psychological definitions of the workplace victimization of women. In W. T. O'Donohue (Ed.), *Sexual harassment: Theory, research, and treatment* (pp. 5-28). Needham Heights, MA: Allyn & Bacon.
7. Davis, K. E. (1984, August). *Using paradigm as a tool for organizational change*. Paper presented at the annual conference of the Society for Descriptive Psychology, Boulder, CO.
8. Levinson, H. (2002). Appendices A-D. from his *Organizational assessment: A step-by-step guide to effective consulting*. (pp. 239-300). Washington, DC: APA.