

Eastern Mennonite University
Center for Justice and Peacebuilding
Graduate Program in Conflict Transformation
“DEVELOPING HEALTHY ORGANIZATIONS”
PAX 564
FALL, 2011

Instructor:

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Office Hours:

Wednesday afternoons

1:30 to 4:30 p.m.

Course Description:

Organizations committed to peacebuilding, popular education, development and other social change goals often devote far more energy to pursuing their external missions than to addressing internal issues. As a result, such organizations often cope with underdeveloped organizational structures and undernourished personnel. This course will focus on the importance of understanding an organization’s structure, culture and environment—as well as the role of leadership in initiating and managing organizational change. Additional topics relevant to organizational life will be included depending on the interests of participants.

Course Objectives:

1. To acquire the analytical tools to map organizational *structure* and *culture*, including the contributions each makes to organizational performance.
2. To gain insights into the nature of organizational *change* in a dynamic *environment*, and to be able to design and implement proactive change management processes.
3. To identify the elements of a *healthy organization* and assess the critical role of *leadership* in developing healthy organizations.
4. To understand the basic dynamics of organizational *conflict*, and develop assessment skills to recommend processes and systems to transform such conflict.
5. To create opportunities to integrate and synthesize insights into organizational behavior and development through a semester-long organizational *case study*.

Meeting Time and Place:

This course will meet Wednesday mornings from 8:30 to 11:30 a.m. beginning August 31 and concluding December 14 in Room 121 of the Hartzler Library (ground floor).

Required Texts:

Hatch, Mary Jo (2006). Organizational Theory: Modern, Symbolic and Postmodern Perspectives (2nd edition). Oxford University Press.

Collins, Jim (2005). Good to Great and the Social Sectors: A Monograph to Accompany Good to Great. Harper Business.

Brubaker, David R. and Zimmerman, Ruth Hoover (2009). The Little Book of Healthy Organizations: Tools for Understanding and Transforming Your Org. Good Books.

Recommended Texts:

The instructor will distribute a bibliography of books on various organizational topics. Students are asked to choose a book to critique. You may choose a book from the bibliography or recommend a book that interests you from another source.

Course Requirements:*1. Class Participation (10%)*

Since this course is offered only once per week, regular participation is expected. In addition to showing up for class, you will also be expected to have read the required readings prior to class, and to contribute to class and/or small group discussion.

2. Book Critique (25%)—Due Oct. 12

This course is intended as a survey course of organizational theory and practice, including organizational change, culture, conflict and leadership. You will be asked to delve more deeply into one of these substantive areas through reading and critiquing any one book of your choosing from the list of “Recommended Texts” or from an approved book that you propose to the instructor. The critique should total five to seven double-spaced pages, and include the following components:

- Two to three page summary of the author’s main points/conclusions
- Three to four page response to/critique of the author’s main points.

3. Case Study/Role Play (25%)—Due Nov. 9

Students will form small groups based on organizational sector and/or shared interest, and develop a written case study of a particular organization known to one of the group members. The grade for this project will depend on the quality of the written case study and the quality of the role play based on the case study which the group will present in-class.

3. Organizational Assessment (40%)—Due Dec. 14

Early in the semester you will be asked to choose an organization—for-profit, non-profit or governmental—which you would like to study during the semester. It is strongly recommended to do this project in pairs. The case study will consist of a final paper which will count for 30% of your final grade, and an in-class presentation which will be worth an additional 10%.

Class Schedule:

<u>Date</u>	<u>In-Class</u>	<u>Before Class</u>
Aug. 31	Orientation and Introductions Syllabus Review Org. Satisfaction Spectrum/Discussion Organizational Experience and Issues	Hatch, Chaps. 1 & 2 Brubaker, Chap. 1
Sept. 7	Organizational Structure and Lifecycle Organizational Theory and Research	Hatch, Chap. 4 Brubaker, Chap. 2 “Structure and Org. Design” (Reader)
Sept. 14	Physical Structure and Technology <i>Identify Book to Critique</i>	Hatch, Chap. 7
Sept. 21	Governance, Power, Decision-Making <i>Form Case Study/Role Play Groups</i>	Hatch, Chap. 8 “Integrative Power” (Reader)
Sept. 28	Leadership and Authority <i>Identify Organization to Study</i>	Brubaker, Chap. 3 Collins Monograph
Oct. 5	Organizational Culture <i>Video on Culture</i>	Hatch, Chap. 6 Brubaker, Chap. 4 “Building Org Culture” (Reader)
Oct. 12	Organizational Environments and Context <i>Book Critiques Due</i>	Hatch, Chap. 3 Brubaker, Chap. 5
Oct. 19	Organizational Change	Hatch, Chap. 12 Brubaker, Chap. 6 “Leading Transition”
Oct. 26	Strategic Planning	Hatch, Chap. 9
Nov. 2	Diversity and Identity	Collins, Chap. 3 “The Glass Ceiling” (Reader)
Nov. 9	Conflict in Organizations <i>Case Studies and Role Plays Due</i>	Hatch, Chap. 10 Brubaker, Chap. 7 “Organization and Conflict” (Reader)

Nov. 16	Dispute System Design Consulting with Organizations	Collins, Chap. 9 “Designing New DR Systems” (Reader)
Nov. 23	No Class (Thanksgiving Holiday)	
Nov. 30	Course Summary and Special Topics	Brubaker, Chap. 8
Dec. 7	Present Final Presentations	
Dec. 14	Present Final Presentations <i>Final Papers Due</i>	

Assignment Guidelines:

Assignment guidelines for your role play/case study and final paper will be distributed in-class at least one month prior to the due date for the assignment. Students who wish to receive all the assignment guidelines at the start of class may request copies of the assignment guideline sheets from the instructor.

Supplemental information for CJP graduate course syllabi:

Approved 3/20/06; updated 8/11

Writing Guidelines:

Writing will be a factor in evaluation: EMU has adopted a set of writing guidelines for graduate programs that include four sets of criteria: content, structure, conventions and style (see below). It is expected that graduates will be able to write at least a “good” level with 60% writing at an “excellent” level.

For the course papers, please follow the APA style described in CJP’s *GUIDELINES for GRADUATE PAPERS* (see student handbook or request a copy from the Academic Program Coordinator).

Academic Integrity Policy (AIP):

EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines plagiarism as occurring when a person presents as one’s own someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. (Adapted from the Council of Writing Program Administrators). [Taken from “Academic Integrity,” 2011-12 Undergraduate Catalog.] This course will apply EMU’s AIP (see catalog, pp. 16-19) to any events of academic dishonesty. For more information see

<http://www.emu.edu/academic-support/writing/academicintegritypolicy03-09.pdf> If you have doubts about what is appropriate, one useful website is <http://www.indiana.edu/~istd/>

Grading Scale & Feedback:

Grades will be based on an accumulation of numerical points that will be converted to a letter grade at the end of the course. Each assignment will receive a score expressed as a fraction, with the points received over the total points possible (e.g. 18/20). The following is the basic scale used for evaluation. *Points may be subtracted for missed deadlines.*

95-100 = A outstanding	90-94 = A- excellent
85-89 = B+ very good	80-84 = B good
75-79 = B- satisfactory	70-74 = C passing
Below 70 = F failing	

Graduate students are expected to earn A’s and B’s.
A GPA of 3.0 is the minimum requirement for graduation.

Regarding feedback on papers/projects: Students can expect to receive papers/assignments back in a class with faculty feedback before the next paper/assignment is due. This commitment from faculty assumes that the student has turned the paper in on the agreed upon due date.

Institutional Review Board:

All research conducted by or on EMU faculty, staff or students must be reviewed by the Institutional Review Board to assure participant safety: <http://www.emu.edu/irb/>

Academic Support Center & Disability Support Services:

If you have received services in the past related to a learning disability or attention deficit disorder and/or you feel you may have such a problem in this course, please make an appointment to speak with the faculty member or with the Coordinator of Student Disability Support Services in the Academic Support Center, third floor of the Hartzler Library (432-4254).

Please take advantage of the free individual tutoring from writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide editing or proofreading services. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills. To make an appointment, please visit or call the Academic Support Center on the 3rd floor of the Sadie Hartzler Library or by accessing WOnline on myEMU portal.

Class Attendance: Students are expected to attend all class meetings. If unusual or emergency circumstances prevent class attendance, the student should notify the professor in advance if possible. Multiple absences from class will result in lower grades. The student is responsible for the material presented in classes missed. (EMU Graduate Catalog)

Students should be aware of the importance of regular class attendance, particularly in the case of CJP classes that meet weekly or over several weekends. Being absent for more than one class leads to a student missing a large portion of the class content. In addition to consistent class attendance, students should make every effort to arrive to class on time out of respect for the learning process, fellow students and faculty.

Course Extensions and Outstanding Grades:

For Fall and Spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months) using a course extension form provided by the Academic Program Coordinator. If the request is granted the student will receive an "I" (incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under certain circumstances).

Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work. PLEASE NOTE: If the outstanding course work is received within the first 6 weeks of the extension, no grade reduction will be imposed; after 6 weeks any outstanding coursework will be reduced by ½ letter grade. If the extension deadline is not met, the student will receive a final grade for the work completed.

Under exceptional circumstances, an additional 6-month extension may be granted by special petition to the CJP academic committee. To receive this additional extension, a letter of petition is expected with full rationale for the reason unable to finish to this point and a practical plan on how the student will actually finish if this extension is permitted. This must be submitted at least 1 week before the end of the first extension. A student is encouraged to use this only when absolutely necessary.

Writing Standards –Graduate Level (Grid Version)

Criteria	A excellent	B minimal expectations	C below expectations	Comments
Content <i>(quality of the information/ideas and sources/details used to support them)</i>	<ul style="list-style-type: none"> - shows clarity of purpose - shows depth of content - applies insight and represents original thinking -demonstrates quality and breadth of resources 	<ul style="list-style-type: none"> - shows clarity of purpose - shows substantial information and sufficient support - almost always represents original thinking - uses quality resources 	<ul style="list-style-type: none"> - shows clarity of purpose - lacks depth of content and may depend on generalities or the commonplace - represents little original thinking - uses mostly quality resources 	
Structure <i>(logical order or sequence of the writing)</i>	<ul style="list-style-type: none"> - is coherent and logically developed - uses very effective transitions 	<ul style="list-style-type: none"> - is coherent and logically developed - uses smooth transitions 	<ul style="list-style-type: none"> - is coherent and logically (but not fully) developed - uses some awkward transitions 	
Style <i>(appropriate attention to audience: effective word choice, sentence variety, voice; appropriate level of formality for academic writing vs. informal text messages and email)</i>	<ul style="list-style-type: none"> - is concise, eloquent, and rhetorically effective - composes varied sentence structure 	<ul style="list-style-type: none"> - displays concern for careful expression - composes some varied sentence structure 	<ul style="list-style-type: none"> - displays some personality <u>but</u> lacks imagination and may be stilted - composes little varied sentence structure - frequently uses jargon and clichés 	
Conventions <i>(adherence to grammar rules: usage, mechanics)</i>	<ul style="list-style-type: none"> - composes well-constructed sentences -makes virtually no errors in grammar and spelling - makes accurate word choices 	<ul style="list-style-type: none"> - almost always composes well-constructed sentences - makes minimal errors in grammar and spelling - makes accurate word choices 	<ul style="list-style-type: none"> - usually has well-constructed sentences - makes several errors - makes word choices that distract the reader 	
Source Integrity <i>(appropriate acknowledgment of sources used in research)</i>	<ul style="list-style-type: none"> - cites sources for all quotations - composes credible paraphrases, cited correctly - includes reference page - makes virtually no errors in documentation style 	<ul style="list-style-type: none"> - cites sources for all quotations - composes credible paraphrases, usually cited correctly - includes reference page - makes minimal errors in documentation style 	<ul style="list-style-type: none"> - cites sources for all quotations - composes mostly credible paraphrases, sometimes cited correctly - includes reference page - makes several errors in documentation style 	
<p>The weighting of each of the five areas is dependent on the specific written assignment and the teacher’s preference. Plagiarism occurs when a person presents as one’s own “someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source” (adapted from Council of Writing Program Administrators).</p>				Grade

Approved by University Faculty April 28, 2004
Revised by the Writing Committee April 2008
Updated March 2009