



UNIVERSITY OF  
CALGARY

FACULTY OF  
MEDICINE  
*Community Rehabilitation  
and Disability Studies*

AP  
4/2/09

CORE 415

Half (3-0)

## Rehabilitation Management

### Calendar Description

Management and leadership issues within the context of private, non-profit and public community based organizations and businesses.

### Content/Objectives

- Motivational and management theories.
- Organizational structures and impact on service delivery.
- Current issues in management.
- Compensation systems and impact on employee job performance and satisfaction.

### Outcomes/Competencies

- Conduct an organizational analysis of a rehabilitation organization/agency.
- Review current and emerging management issues and trends through the analysis of management journal articles/ management best sellers.
- Develop workplace team skills.
- Apply theory and integrate research in the various management areas reviewed throughout the course.

### Assignments

On line discussion postings	30%
Articles/Book review.	30%
Case analysis and presentation	30%
Participation in peer review of team presentations	10%

### Resources

Current management periodicals and publications.

CORE 415 Readings (bookstore) or order on line at [www.calgarybookstore.ca](http://www.calgarybookstore.ca)

Assigned case studies.

*Details for current course offerings are available at: [www.crd.s.org](http://www.crd.s.org)*

## Instructor and Course Information

<b>COURSE:</b> Core 415	<b>INSTRUCTOR:</b> Susan Cran
<b>TERM:</b> Fall 2009	<b>TELEPHONE:</b> 220-5669
<b>SECTION:</b> L01	<b>FAX:</b> 220-6494
<b>TIME/DATE:</b> Thursday @ 9:30 a.m. Alternate wks Blackboard sessions	<b>EMAIL:</b> spcran@ucalgary.ca
<b>LOCATION:</b> EDB 284	<b>OFFICE HOURS:</b> EDT 418, Hours: TBA

## Course Content

### Course Schedule:

The intent of this course is to give students an understanding of organizational behaviour and management skills as a foundation in order that they may begin to rethink “how to do business differently” within the changing parameters of human service organizations. This course is a combination on campus lectures and on line sessions (Blackboard). Students are required to obtain an IT account in order to access the course on Blackboard. Please go to [blackboard.ucalgary.ca](http://blackboard.ucalgary.ca) and click on “Need help with Blackboard? Please read and follow the schedule closely.

<b>September</b>	<b>10</b>	<b>On campus</b> <b>Introduction and Review</b> Life and Times of Peter Drucker-Video
	<b>17</b>	<b>On campus</b> Analysis of organizational styles: for profit, not for profit, and public sector Business Paradigms-Video
<b>September</b>	<b>20 - 27</b>	<b>On line/Blackboard</b> <b>How to do Business Differently</b> <b>View</b> Power point slides on Blackboard <ol style="list-style-type: none"><li>1. <b>Read</b> chapter: Mission-based management (Brinckerhoff, 2000 - on Blackboard)</li><li>2. <b>Read</b> article: Dees, G. (1998). Enterprising nonprofits: What do you do when traditional sources of funding fall short? <i>Harvard Business Review</i>, 76(1), 55 – 67.</li><li>3. <b>Read</b> article: Ryan, W. (1999). The new landscape for nonprofits. <i>Harvard Business Review</i>, 77(1), 127 – 136.</li><li>4. <b>Read</b> article: Beck, T., Lengnick-Hall, C., &amp; Lengnick-Hall, M. (2008). Solutions out of context: Examining the transfer of business concepts to nonprofit organizations. <i>Nonprofit Management &amp; Leadership</i>, 19(2). 153 – 171.</li><li>5. Bradach, J.L., Tierney, T.J. &amp; Sone, N. (2008). Delivering on the promise of nonprofits. <i>Harvard Business Review</i>, 86(12), 88 – 97.</li><li>6. <b>Answer this question:</b> A paradigm shift has occurred in how the non-profit sector conducts business. Identify 3 reasons why and comment on your reaction to nonprofits adopting business/management principles?</li></ol>
<b>October</b>	<b>01</b>	<b>On campus</b> <b>Library Orientation – Library commons 9:30 am</b>
	<b>4 - 11</b>	<b>On line/Blackboard</b> <b>Vision/Mission</b> View power point slides <ol style="list-style-type: none"><li>1. <b>Read</b> article: Rangan, V.K. (2004). Lofty missions, down-to-earth plans. <i>Harvard Business Review</i>, 82(3), 112 – 119.</li><li>2. <b>Read</b> article: Edie, D.C. (1995). Putting vision to powerful use in your organization, <i>Nonprofit World</i>, 13(4), 40 – 45.</li><li>3. <b>Read</b> article: Brown, W.A. &amp; Yoshioka, C.F. (2003). Mission attachment and satisfaction</li></ol>

as factors in employee retention. *Nonprofit Management & Leadership*, 14(1), 5 – 18.

4. Create a mission and vision statement for the agency in your case study. What are the values of the organization?
5. Comment on each team member's postings, by answering the following questions for each: Does it make sense? Can you understand what the agency's mandate is from the mission statement? Is there something missing?

15 **On campus**  
**Team work**

**Outback Exercise**

**Video** – Team Building – an Exercise in Leadership

What you need to work on individually to become a more effective team member? What do you need to work on “collectively” to become a more effective team?

What do you see as the benefits to being in a “self-directed” team at work?

Oct 18 - 25

**On line – Blackboard**

**Strategic Planning**

1. **View** power point slides – Strategic Planning
2. **Read** article: Alexander, J. (2000). Adaptive strategies of nonprofit human service organizations in an era of devolution & new public management, *Nonprofit Management & Leadership*, 10(3), 287 – 303.
3. **Read** article: Maranville, S.J. (1999). Requisite variety of strategic management modes: a cultural study of strategic actions in a deterministic environment, *Nonprofit Management & Leadership*, 9(3), 277 – 291.
4. **Answer question** and post: Comment on the “adaptive strategies” and using “strategic planning” as a tool for nonprofits to achieve their mission. Comment on which one or more of these strategies have been used in your agency (past or present)

October 29th

**On campus - Leadership**

1. **View** Power point slides – Leadership, Leaders and Managers
2. **Read** article: Zalenick, A. (2004). Managers and leaders: Are they different? *Harvard Business Review*, 82(1), 74 – 81.
3. **Read** article: Kotter, J.P. (2007). Leading change: Why transformation efforts fail. *Harvard Business Review*, 85(1), 96 – 103.
4. Leadership Challenge **Video**– Kouzes & Posner
5. Complete Leadership/Management Type –Exercise (Handout)

November 1 – 8<sup>th</sup>

**On line/Blackboard**

**Organizational Change**

1. **View** power point slides
2. **Read** article: Sirkin, H., Keenan, P. & Jackson, A. (2005). The hard side of change management. *Harvard Business Review*, 83(10), 109 – 118.
3. **Read** article: Duck Daniel, J. (1993). Managing change: The art of balancing. *Harvard Business Review*, 71(6), 109 – 118.
4. **Answer question** and post: Change in organizations can be difficult for employees. Give an example of “organizational change” that occurred in your agency (past or present) and comment on how management handled the process. What were the positive outcomes of the change process and employee reactions? What should have management done differently to help with the transition?

November 19

**On campus**

**Learning Organizations**

1. Complete SWOT exercise in class
2. **Read** article: Kofman, F. & Senge, P. (1993). Communities of commitment: The heart of learning organizations. *Organizational Dynamics*, 22(2), 5 – 23.
3. **Read** article: James, C.R. (2003). Designing a learning organization. *Organizational Dynamics*, 32(1), 46 – 61.
4. Answer this question: If you were going to create a “Learning Organization” what are the

important elements that you would ensure are implemented? What kind of leadership do you think would be important for a learning organization  
**Video:** Creating the Learning Organization

<b>November</b>	<b>26</b>	<b>On campus</b> <b>Team Case Study Presentations</b>
<b>December</b>	<b>03</b>	Assignment #2 due <b>Team Case Study Presentations</b>

## Details of Assignments

### **Assignment #1:**

**30%**

#### **Discussion Board Postings:**

These postings are on an individual basis and you are expected to complete the questions/exercise (if applicable) in each section that particular week. Each weekly exercise and question (if applicable) will commence on the Sunday midnight at the beginning of the given week and posting to occur by Wednesday at midnight of that given week. Students then have the rest of the week to respond to (2) major postings of their fellow students. Evaluation will be based on the marking criteria outlined.

#### **Marking criteria for on line postings**

<b>Quality of on line postings:</b> demonstrates an understanding of the weekly concepts and integrates information, incorporates reflection and critical thought.
<b>Analysis of content:</b> contributes new ideas or information based on <b>new</b> literature from E-journal articles found by the student. A minimum of one new reference each blackboard session (magazines, books, newsletters, websites <b>will not</b> be counted as the NEW literature)
<b>Application to professional practice:</b> demonstrates the ability to apply concepts to professional practice. Link it to an example from your organization or another one.

Major postings are worth a total of 60 marks. 10 marks for each major posting (4 major postings). Must complete all components (exercise & question), and follow the marking criteria.

10 marks = 3 out of 3 marking criteria met

7 marks = 2 out of 3 marking criteria met

3 marks = 1 out of 3 marking criteria met

0 marks = no posting, late posting, failed to meet any marking criteria

Responses worth a total of 40 marks. A total of 8 responses. Two (2) responses to two (2) different group members per Blackboard Session.

7 marks = 3 out 3 marking criteria met

4 marks = 2 out of 3 marking criteria met

2 marks = 1 out of 3 marking criteria met

0 marks = No posting, late posting, failed to meet any marking criteria

The instructor will give feedback to the students at the end of each Blackboard session on their on line postings. For example, if you received 10 marks on each of the 4 major postings the percentage works out to an "A" grade. See schedule for Blackboard Sessions.

### **Assignment #2:**

**30%**

Management Articles Review or a Book Review (students are to prepare a 7- 10 page (double spaced) review on one of the following. APA referencing style is required).

**Option 1.** Students will write a review of 3 relevant articles chosen by the student that represent **one theme** or area of organizational management from on-line management journals.

or

**Option 2.** Students will write a review of one (1) current (2000-2009) bestseller book on management that follows one of

the themes identified in the course. Book needs to be approved by Instructor. APA referencing required.

Use the following headings for the option you choose:

- A. Introduction
- B. Summary of Themes
- C. Critical Analysis and integration of literature
- D. Recommendations
- E. Conclusion

Marking criteria:

a) their ability to summarize by themes/issues in the articles/book:	5
b) their ability to critically reflect on these themes and provide <b>NEW</b> literature (min. 5 journal articles)	10
c) their ability to write in a clear and concise manner, free of grammatical errors, follows APA referencing & uses the headings provided.	10
d) their ability to make recommendations for rehabilitation agencies	5

Due date: November 26, 2009

### Assignment #3

30%

#### Team Case Analysis and Presentation

The team working in a consultative role will analyze a case study based on organizational development concepts covered in the first half of the semester. Remember to focus on management issues **and NOT clinical issues**.

**NOTE: There is no written paper for this assignment**

The team will be graded on the following:	Mark
a) Creativity-in outlining the issue (s) or decisions to be made (did it run smoothly, no lag time, was it understood?)	10
b) Comprehensive analysis, formulating the alternatives & providing the links to literature	10
c) Class discussion and participation	5
d) Recommendations	5
Due Date: Nov. 26 , & Dec .03, 2009	

### Assignment #4

10%

#### Participation in Peer Review of Team Presentations

Students must be present for all three (3) days of case study presentations and participate in the peer review process. Student evaluations of previous classes indicate that having their peers present is very important to them.

#### Student Responsibilities

Due to the nature of on line work, it is imperative that students meet the posting timelines.. Students are encouraged to designate a specific time each week to complete the work.

1. Each week starts on a Monday.
2. Major posting by Wednesday midnight.
3. Two responses to your peers' major postings by Sunday midnight.
4. Follow the marking criteria in the course outline for your postings.

Please remember there are other students in the course that need to respond. Please be respectful of each others' time.

#### Instructor Responsibilities

1. Wednesday's major posting are reviewed on Thursdays. The last response postings for the week (Sunday night) are reviewed on Monday mornings. After this time, the instructor will not go back and look at any week that is "over". The student will forfeit the ranking for that particular week if posting is late. Only exceptional circumstances are considered.
2. Any postings the instructor considers "chit-chat" will not be considered for your (2) on-line responses (unless that is all there is). Chit-chat is expected with on-line learning but remember to do two quality responses, in addition to the major posting [following the marking criteria in the course outline](#).
3. The marking criteria are provided to ensure your posting is meeting the expectations of the course. The instructor will provide feedback on the postings to students after the Blackboard sessions.
4. Remember if you provide a reference that is not in the course readings; please give the whole reference at the bottom of your posting so that we know where it came from.

## Resources

Assigned case studies.

Arnold, H., Feldman, D., & Hunt, G. (2004) *Organizational behaviour: A Canadian perspective* (5<sup>th</sup> Ed). Toronto, ON: McGraw-Hill Ryerson Limited.

Beckard, R. & Pritchard, W. (1992). *Changing the essence: The art of creating and leading fundamental change in organizations*. San Francisco, CA: Jossey Bass.

Brody, R. (2005). *Effectively managing human service organizations* (3<sup>rd</sup> Ed.). Newbury Park, CA: Sage Publications.

Brown, R. (Ed). (1986). *Management and administration of rehabilitation programs*. San Diego, CA: College-Press

Brinckerhoff, P. (2007). *Generations: The challenge of a lifetime for your nonprofit*. Saint Paul, MN: Fieldstone Alliance.

Brinckerhoff, P. (2000). *Mission-based management: Leading your not-for-profit into the 21st century* (2<sup>nd</sup> Ed.). Toronto, Canada: John Wiley & Sons

Bryson, J. (2004). *Strategic planning for public and nonprofit organizations* (3<sup>rd</sup> Ed.). San Francisco, CA: Jossey-Bass

Champy, J. (1996). *Reengineering management*. New York: Harper Collins.

Cloke, K., & Goldsmith, J. (2002). *The end of management and the rise of organizational democracy*. San Francisco: Jossey-Bass

Cloke, K., & Goldsmith, J. (2002). *Resolving personal and organizational conflicts: Stories of transformation and forgiveness*. San Francisco: Jossey-Bass

Covey, S.R. (2004). *The 7 habits of highly effective people*. New York, NY: Fireside.

Covey, S.R. (1991). *Principle-centered leadership*. New York, NY: Fireside.

Dimock, H. (1992). *Intervention and empowerment: Helping organizations to change*. North York, ON: Captus Press.

Fullan, M. (2002). *Leading in a culture of change*. San Francisco: John Wiley & Sons.

Gardner, H., & Orelove, F. (1994). *Teamwork in human services*. MA: Butterworth-Heinemann

Harvard Business Review on Leadership. (1998). Boston: Harvard Business School

Hesselbein, F., & Goldsmith, M. (Eds.). (2006). *The leader of the future*. New York: The Drucker Foundation.

Hesselbein, F., Goldsmith, M., & Beckhard, R. (Eds.). (1997). *The organization of the future*. New York: The Drucker Foundation.

Hesselbein, F., Goldsmith, M. & Somerville, I. (2002). *Leading for innovation*. New York: Jossey-Bass.

Hickman, C.R. (1992). *Mind of a manager, soul of a leader*. New York, NY: John Wiley and Sons.

Kouzes, J.M., & Posner, B.Z., (2007). *The leadership challenge*. San Francisco, CA: Jossey-Bass.

McConnel, C. (1997). *The effective health care supervisor*. Maryland: Aspen

Peters, T.J., & Waterman, R.H. (2004). *In search of excellence: Lessons from America's best-run companies*. New York, NY: Warner Books, Inc.

Senge, P. (2006). *The fifth discipline: The art & practice of a learning organization*. New York, NY: Doubleday.

Relevant Journal Examples:

Nonprofit World  
Supervision  
Harvard Business Review  
Non-profit Management & Leadership  
Journal of Higher Education Policy & Management  
Journal of Management Studies  
Tertiary Education and Management  
Higher Education Management  
Administrative Science Quarterly  
Organizational Dynamics  
Journal of Organizational Change  
Learning Organizational journal

## Marking Scheme

95 – 100	A+	80 – 84	B+	65 – 69	C+	50 – 54	D+
90 – 94	A	75 – 79	B	60 – 64	C	45 – 49	D
85 – 89	A-	70 – 74	B-	55 – 59	C-	Below 44	F

**NOTE:**

*The last day to change/register for courses and pay balance of fees for the Fall session is **September 21, 2009**.  
The last day to withdraw is **December 8, 2008**.*

All assignments will be held at the Community Rehabilitation and Disability Studies office for only one (1) year after the last day of term.

**Academic Accommodation:** Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre <http://www.ucalgary.ca/UofC/Others/DRC> MC 295, telephone 220-8237. Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. ***It is a student's responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.***

**IMPORTANT:** Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offence. Students should examine sections of the University Calendar that present a Statement of Intellectual Honesty and definitions and penalties associated with Plagiarism/Cheating/and Other Academic Misconduct.

## Purchasing a Textbook from the University of Calgary Bookstore:

- Shop On-line [www.calgarybookstore.ca/](http://www.calgarybookstore.ca/) Click on --> Shop On-line; Click on --> Textbooks; Follow the directions.
- Order by Phone: (403) 220-5937; Toll Free: 1-877-220-5937
- In Person: Go to the University of Calgary Bookstore, MacEwan Student Centre, Room 155, 2500 University Drive NW, Calgary, AB T2N 1N4