

Seminar in Organizational Development
Psychology 576
Fall 2009
Dr. Cindy Nordstrom

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Office Hours: TR 11-12 or by appointment

Meeting Time/Site: W 9:00-11:50, Alumni 0201

I. REQUIRED TEXT:

McLean, G. (2006). *Organization Development: Principles, processes, performance*. Berrett-Koehler Publishers, San Francisco.

Readings which are available through the electronic reserve service of the library.

II. SEMINAR OBJECTIVES

The primary goal of the I/O seminars is to increase your mastery of contemporary theoretical and practical issues related to “work life”. In this course, the specific focus will be on organizational development issues, although you will be expected to integrate information learned in your other courses (e.g., Personnel/Organizational seminars, social psychology, learning, statistics, experimental methods, etc.). In addition, the course format should allow you to apply your knowledge to the field and to practice important written and oral communication skills. The objectives for the course are as follows:

- To develop an appreciation for what constitutes a healthy organization
- To develop a basic knowledge of empirical and theoretical information in the areas of organizational change and development
- To develop an appreciation for what the resistance to change forces are and how they operate in individuals, small groups, and larger organizations.
- To develop a personal integrative model of organizational change that is immediately useful in the context of your personal, professional, and organizational situation
- To develop an understanding of the conditions under which individuals and groups are likely to change
- To develop an understanding of how to conduct an organizational diagnosis
- To develop an appreciation of the many and varied OD interventions available at the individual, group and organizational level.
- To better understand how to evaluate the success of an OD effort
- To develop important professional process skills (e.g., oral and written communication, group dynamic, moderation skills) that will be beneficial to you as a change agent
- To examine personal values and ethics that affect your work as a change agent
- To enjoy the seminar and find the topics we discuss stimulating.

This seminar is scheduled to meet once a week for a total of five and a half hours. Each week we will focus on several topic areas. Topics and issues have been chosen to represent components of the action research model in organizational development. We will begin the course by focusing on how the many different ways in which we might frame organizational problems and challenges. Next, we will take up each component of the action research model and examine it in some detail. In addition to discussing the readings themselves (i.e., examining the theoretical part of the equation), we also will work to apply these ideas to organizational situations (i.e., the practitioner side of the equation).

In this seminar, you will be exposed to intellectual demands, time pressures, substantive reading, and constructive feedback. I hope this does not cause you to view seminar as threatening or as just another obstacle for obtaining your graduate degree. Instead, I hope that you find seminar a valuable opportunity to prepare yourself for your future career in I/O psychology.

OVERVIEW OF THE COURSE

III. TESTS AND EXAMS

Although I would like to omit this part of the course, the program needs to ensure that you have mastered the course material. For that reason, I plan to give a midterm and final. Most likely these will be a combination of question types (multiple choice, matching, IDs, short answers, essays).

Additionally, periodically (if I perceive that the class is not coming to class prepared) I will be giving a ten point quiz over the assigned readings. Providing you have prepared for class, these should not prove difficult.

IV. CLASS MODERATION

As in most graduate seminars, there will be considerable information to assimilate. One of our goals is to clarify and integrate the reading and thinking done during the week prior to seminar. The moderator's task is to make sure that this is done efficiently and effectively. It also is the moderator's responsibility to demonstrate how a particular organizational intervention might be used through the preparation of an applied exercise.

The following guidelines will be used in seminar:

- Summarize the major points that are raised in the readings. Do not merely talk through the articles/books. Provide rationales for why these are critical points. Try to be provocative -- work to get participants involved.
- Integrate the assigned reading. Specifically, point out conceptual parallels and inconsistencies among the readings; discuss applications; relate the information to areas previously covered in I/O seminars.

- Encourage participants to share their viewpoints and discuss anything you may have overlooked. Don't be defensive if you are asked a question. Don't let anyone get away without contributing.
- Prepare an applied exercise to be used in class which will allow us to see how the reading relates to a practical organizational intervention. Be creative and use your imagination when designing these activities. This applied focus is a particularly important part of the course. Many of the issues/readings in the OD area can seem quite esoteric and divorced from "real life". Our task is to determine how to apply this information in actual organizational settings.

You may use any didactic approach you wish to summarize, integrate and involve members of the group. Lectures, structured discussion and questions, debates, tours, guest speakers, etc. are all appropriate. Your exercises could range from role playing to using actual case examples. I also would like you to encourage us to explore any ethical issues raised by your topic. The objective is for the class to learn in an interesting, stimulating environment. In addition, feel free to stop in and chat with me regarding your session. I would be most happy to loan you materials, or give you any advice I can to help your session run smoothly.

The moderator's performance will be evaluated on seven dimensions (See handout):

- *Interesting*
- *Professionalism*
- *Informative*
- *Easy to Follow*
- *Encouraged Involvement*
- *Preparation*
- *Pedagogical Value of Exercise*

V. DEVELOPMENT JOURNAL

This part of the course involves your keeping a journal over the course of the semester. You will have entries for the majority of the weeks we have class. The purpose of the journal is for you to relate what we are discussing and reading in class to your own experiences. The journal is an opportunity for you to analyze class content in terms of your own experiences and consider how you can use the information you have learned. Research suggests that developmental journals provide students with a useful means of reflecting upon and integrating course content (Thomas & Coghlan, 2001).

Most of the experiences you write about will be work related. Some may be educationally related. A few might be of a more personal nature. This is NOT a personal journal, however, where you discuss what is going on with you. DO NOT just summarize what happened in class. At various points, I will be assigning a specific topic area for you to reflect on in your journal. Other weeks, you will be free to reflect on course content in your own way. Journal entries might address but are not limited to

- What did you learn from your reading that you could relate to your work experiences?

- What surprised you about your behavior or others' behavior in a class exercise?
- What did you learn from an exercise? What did you learn about other people?
- What would you do differently if you had to do the exercise over again?
- What did a speaker say that was particularly relevant to you and why?
- How might OD principles apply to non-work situations?
- What from a lecture was most pertinent to you and why?
- What class/reading was particularly relevant to what is going on at your practicum site?

Journal entries should not be restricted to what we talk about in class. Each week there will be assigned readings to reflect upon.

The journal is a confidential communication between you and me. I will not share verbally or in writing anything you write in your journal. Journal entries should be made each week and should be typed and double-spaced. At least 2 pages are necessary to provide some depth to your thinking and reflection. House your journal in a folder. Date each entry. Bring your journal to every class. Periodically, I may randomly collect the journals and offer commentary. I will collect the completed journals on Wednesday, December 2nd. This component of the class is worth 50 points.

VI. NETWORKING

One of the key themes to this course is the importance of developing and cultivating a professional network. Your network will become your source for jobs, mentoring, identifying resources that will help make your job easier, social opportunities, and perhaps even for a life partner.

In order to encourage you to begin developing this network, each person in the class is responsible for networking with two professionals associated with the field. Your task is to meet them and sound them out about their work in the field.

You will post the results from your networking assignment to the rest of the class via email. Minimally, your posting should include the following:

- a) Identifying information
Name, Position, Company, Contact Information (willing to be called?)
- b) What do they do? (major work responsibilities)
- c) What are the best/worst things about their job?
- d) What tips would they have for new I/O professionals (things they wish they knew then, that they now know).

Each posting is worth 10 points; thus this assignment is worth a total of 20 points.

VII. ASSIGNMENTS

In order to bring home some of the ideas that we are taking about, I will be giving you brief assignments. It is important that you prepare these assignments prior to class. I will give you the point value for each assignment and the due date when the assignment is distributed.

VIII. PROFESSIONAL CONDUCT /PARTICIPATION

Professionalism

As individuals who will be entering the workforce in order to secure positions which are (hopefully) both intrinsically and extrinsically rewarding, remember that like it or not, first impressions count. Thus, it is important to conduct yourself as the professional you are in training to be. Professional conduct includes a host of behaviors which includes, but is not limited to:

- a. Arriving on time
- b. Coming to class prepared to discuss the reading and the activities that were assigned during the previous class
- c. Being courteous to your colleagues (e.g., listening to others' contributions)
- d. Dressing professionally when in a visible role (e.g., during presentations).
- e. Turning in your work products on time
- f. Recognizing that people have different viewpoints than your own

Participation

All seminar members are expected to complete and be prepared to discuss the assigned readings. Your contributions to each seminar will be critical in determining your grade.

Participants will be evaluated according to the following participation guidelines:

50 points: Volunteers for demonstrations, shares willingly with the class, participates enthusiastically in structured experiences, stimulates class discussion, asks relevant questions.

40 points: Participates enthusiastically in structured experiences, contributes to class discussion, asks relevant questions.

30 points: Cooperates in structured experiences, contributes to class discussion, occasionally asks relevant questions.

20 points: Reluctantly participates in structured experiences, does not contribute to class discussion, does not ask relevant questions.

10 points: Uncooperative in structured experiences, distracts from class discussion and other learning activities.

At the end of the semester, I will make an evaluation of the level of professionalism/participation you displayed during the semester. You may earn up to 50 points on this grading component.

IX. EXTRA CREDIT

Extra credit opportunities will also arise periodically during the semester.

X. COURSE GRADES:

Your final grade will be based on the total number of points that you accumulate from the two exams, any quizzes, moderation session, development journal, assignments and extra credit opportunities.

<u>Task</u>	<u>Points</u>
Exams	200
Moderation	100
Development Journal	50
Professionalism/Participation	50
Networking Postings	20
Assignments	?
Quizzes	?
Extra Credit	?

Course Grade: A = 90%, B = 80%, C = 70%, D = 60%, F = 50%

XI. TENTATIVE SCHEDULE OF ACTIVITIES, READINGS, AND EXAMS**Week 1: Wednesday, August 26th**

Introduction to course/OD history

Text: Chapters 1 & 2

Week 2: Wednesday, September 2nd

What can you do and what do you want to do (i.e., defining and marketing your services)?

Lacey, M. (1995). Internal consulting: Perspectives on the process of planned change.

Journal of Organizational Management, 8, 75-84.

Wiegl, R. (1998). A day in the saddle. *Consulting Psychology Journal: Practice and Research*, 50, 190-194.

Week 3: Wednesday, September 9

Topics: Organizational Entry/Proposal writing

Text: Chapter 2

Cosier, R., & Dalton, D. (1993). Management consulting: Planning, entry and performance, *Journal of Counseling and Development*, 72, 191-198.

Weisbord, M. (2006). The organization development contract. (In *Organization Development: A Jossey-Bass Reader*, J. Gallos, Ed.). San Francisco, John Wiley & Sons.

Week 4: Wednesday, September 16

Topic: Organizational Diagnosis

Text: Chapters 3 & 4

- Waclawski, J., & Rogelberg, S. (2002). Interviews and focus groups: Quintessential organization development techniques. (In *Organizational Development: A data-driven approach to organizational change*, Eds. Waclawski, J., & Church, A.). San Francisco, CA: Jossey-Bass.
- Krueger, R., & Casey, M. (2000). *Focus Groups: A practical guide for applied research: Third Edition*. Thousand Oaks, CA: Sage.
 Chapter 1: Overview of focus groups. Pp. 3-20.
 Chapter 5: Moderating Skills. Pp. 97-123.
 Chapter 11: Answering questions about the quality of focus group research. Pp. 195-208.
- Nadler, D. (1996) Setting expectations and reporting results: Conversations with top management. (In *Organizational Surveys: Tools for Assessment and Change*, A. Kraut, Ed.). San Francisco, Jossey-Bass.

Week 5: Wednesday, September 23

Topic: Diagnosing Culture and Politics

- Harrison, M., & Shirom, A. (1999). Diagnosing Organizational Politics: In *Organizational diagnosis and assessment: Bridging theory and practice*. Thousand Oaks, CA: Sage. Chapter 5 pp. 111-142.
- Lewin, I. M. (2000). Five windows into organization culture: An assessment framework and approach. *Organization Development Journal*, 18, 83-94.
- Schein, E. (2006). So you think you can assess your corporate culture?. (In *Organization Development: A Jossey-Bass Reader*, J. Gallos, Ed.). San Francisco, John Wiley & Sons.
- Ruvolo, C. & Bullis, C. (2003). Essentials of culture change: Lessons learned the hard way. *Consulting Psychology Journal: Practice and Research*, 55, 155-168.

Week 6: Wednesday, September 30

Topics: Action Planning and Effective Communication

Text: Chapter 5

- Schaffer, R. (1999). Replacing recommendations with results: A new paradigm for consulting. *Consulting Psychology Journal: Practice and Research*, 51, 242-251.
- Atkinson, P. (2005). Managing resistance to change. *Management Services*, 49, 14-19.
- Hinrichs, J. (1996). Feedback, action-planning and follow-through. (In *Organizational Surveys: Tools for Assessment and Change*, A. Kraut, Ed.). San Francisco, Jossey-Bass.
- Sherman, W., & Garland, G. (2007). Where to bury the survivors? Exploring possible post effects of resistance to change, *SAM Advanced Management Journal*, 52-62.

Week 7: Wednesday, October 7th

Review: Midterm Exam

Week 8: Wednesday, October 14

Midterm Exam

Week 9: Wednesday October 21

Topic: Individual Level Interventions

Text: Chapter 6

Burke, W., & Noumair, D. (2002). The role of personality assessment in organizational development. (In *Organizational Development: A data-driven approach to organizational change*, Eds. Waclawski, J., & Church, A.). San Francisco, CA: Jossey-Bass.

Conger, J., & Benjamin, B. (2006). Developing the individual leader. (In *Organization Development: A Jossey-Bass Reader*, J. Gallos, Ed.). San Francisco, John Wiley & Sons.

Graham, S. & Robinson, D. (2002). Leadership Development in organizational consulting. In *Handbook of Organizational Consulting Psychology* (R. Lowman, Ed.). San Francisco, CA: John Wiley & Sons.

Peterson, D. (1996). Executive coaching at work: The art of one-on-one change. *Consulting Psychology Journal: Practice and Research*, 48, 78-86.

Kampa, S., & White, R. (2002). The effectiveness of executive coaching (Chapter 6). In *Handbook of Organizational Consulting Psychology* (R. Lowman, Ed.). San Francisco, CA: John Wiley & Sons.

CONSULTANTS (Coaching) _____

Week 10: Wednesday, October 28

Topic: Group Level Interventions

Text: Chapter 7

Daniels, M. (1994). Outdoor adventure and organizational development: A ropes course intervention, *Public Administration Quarterly*, , 237-249.

CONSULTANTS (Team building) _____

Rudisill, J., & Edwards, J. (2002). Corporate dyads in conflict: A case in point. *Consulting Psychology Journal: Practice and Research*, 54, 93-103.

CONSULTANTS (Group conflict) _____

Week 11: Wednesday, November 4

Text: Chapter 10

Topic: Organizational Level Interventions

Fitzgerald, S., Murrell, K., & Newman, H. (2002). Appreciative inquiry: The new frontier. (In *Organizational Development: A data-driven approach to organizational change*, Eds. Waclawski, J., & Church, A.). San Francisco, CA: Jossey-Bass.

Skinner, S., & Kelley, S. (2006). Transforming sales organizations through appreciative inquiry. *Psychology and Marketing*, 23, 77-93.

CONSULTANTS (Appreciative Inquiry) _____

Kohler, J.M., & Munz, D. C. (2006). Combining individual and organizational stress interventions: An organizational development approach. *Consulting Psychology Journal: Practice and Research*, 58, 1-12.

CONSULTANTS (Stress Management) _____

Week 12: Wednesday, November 11

Topic: Evaluating Change

Text: Chapter 12

Halfhill, T., Huff, J., Johnson, D., Ballentine, R., & Beyerlein, M. (2002). Interventions that work (and some that don't) (Chapter 26). In *Handbook of Organizational Consulting Psychology* (R. Lowman, Ed.). San Francisco, CA: John Wiley & Sons.

Martineau, J., & Preskill, H. (2002). Evaluating the impact of organization development interventions.). In *Handbook of Organizational Consulting Psychology* (R. Lowman, Ed.). San Francisco, CA: John Wiley & Sons.

Doyle, M., Claydon, T., & Buchanan, D. (2000). Mixed results, lousy process: The management experience of organizational change. *British Journal of Management*, 11, 59-80.

Week 13: Wednesday, November 18

Topic: Implementation and Separation

Text: Chapter 13 & 14

Bordia, P., Jones, E., Gallois, C., Callan, V., & Difonzo, N. (2006). Management are aliens! Rumors and stress during organizational change, *Group and Organization Management*, 31, 601-621.

Week 14: Wednesday, November 25

No Class: Thanksgiving Break

Week 15: Wednesday, December 2

Topic: The Ethics of OD and OD's future

Text: Chapters 15 & 17

Germouth, D. (1994). Guidelines for the ethical conduct of organizational development agents. *The International Journal of Organizational Analysis*, 2, 117-135.

Week 16: Wednesday, December 9

Floater Day

Week 17: Wednesday, December 16
Final Exam

**In conclusion, welcome to the Seminar in Organizational Development!
I wish you success in the course and look forward to working with you
this semester!**