

**Seminar in Organizational Development  
Psychology 576  
Spring 2021  
Dr. Joel T. Nadler**

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Office Hours: Tuesday 1:00-3:00pm or by appointment  
Meeting Time: Virtual: See due dates

**I. REQUIRED TEXT:**

Brown, D. (2011). *An experiential approach to organizational development (8<sup>th</sup> Ed)*. Prentice Hall, Upper Saddle River, NJ.

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

Readings available on-line through the library website and Blackboard  
(<http://www.siue.edu/lovejoylibrary/services/reserves.shtml>)

**Welcome:** Welcome to PSYC 576 Organizational Development. This course is conducted **entirely online**, which means you do not have to be on campus to complete any portion of it. I will work very hard to help you feel connected to your colleagues, even though you may never actually meet in person! This online course will require you to carefully organize your time and your work to avoid getting behind. Expectations for performance in an online course are the same as for a traditional course; in fact, online courses require a degree of self-motivation, self-discipline, and technology skills that can make them more demanding for some students. I will do all I can to assist you with this, but the responsibility is ultimately yours! Be sure to contact me immediately with any concerns about the course or your progress through it.

**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

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).

### **OVERVIEW OF THE COURSE**

#### **Late Policy**

No assignments will be accepted after they have been discussed in class. There will be a substantial penalty for work that is handed in late. One letter grade (10%) will be deducted per day late. Do not hand your work in late.

#### **Readings**

Students are expected to have all assigned readings completed prior to watching the lectures and participating in the lectures. The content, knowledge and skills covered in the class cannot be only covered in scheduled lectures and you are expected to manage your own learning. Discussion of assigned readings will be moderated by students online.

### **III. TESTS AND EXAMS**

There are two exams each worth 100 points. The first one will be a traditional sort answer and essay test. The second one will be a project/paper assignment drawing from all you learned in this class and others to create a OD intervention paper based on a problem presented.

### **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 on a particular topic. The moderator's task is to make sure that this is done efficiently and effectively.

The following guidelines will be used in grading your lectures:

- You will be lecturing based on a chapter and are expected to provide a full discussion of the chapter (with slides), manage a discussion of the reading, and provide an applied exercise. These presentations should be no shorter than an 30-45 minutes and should be broken into 15 minute sections if possible.
- Summarize the major points that are raised in the readings. Do not merely talk through the article/chapter. Provide rationales for why these are critical points. Try to be provocative.
- 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 online 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/discussions. 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, slides, 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:

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

## **V. ARTICLE DISCUSSION**

**Discussion Board:** The online content of this course requires students to participate in discussion board activities throughout the course. As in traditional class discussions, student discussions should be conducted in a respectful, courteous manner. Please refrain from threats, ad hominem attacks, and other disrespectful rhetorical tactics. Failure to conduct oneself in a respectful manner in the discussion forums will adversely affect your grade.

Discussion postings require application of the session's reading to the discussion prompt, and work in dialogue fashion. Your first post for each session should respond to the session prompt. Subsequent postings should address and respond to the comments of your colleagues. For each discussion question, you are expected to post **at least one Parent Post** that answers the question(s) raised in each forum. You are also expected to **post at least two messages** in each forum that responds to postings of another classmate by expanding on or questioning his or her comments. Each discussion prompt will be "live" for 7 days after it posts (closing 11:59pm Monday nights). Discussion questions will post at 12:01am Monday the week before they are due. Note: you will not be able to see any other student's posts until you post your original parent post to the discussion question.

**Each discussion session is worth 25 points.**

Quality responses to classmates are more than "Good job!" or "I agree with you!" If you agree with a classmate, *explain* the reasons for this. If you disagree with a classmate, provide reasons to support your position.

**Post Relevance:** Messages should relate to the subject matter. The message should provide information, opinions or questions about the concept. Relating the subject matter to personal experience is acceptable as long as the focus remains academic in nature. Conclusions should be clearly stated and supported by premises, reasons, evidence, and grounds for belief. Your opinion (unless explicitly requested) is not enough to support a conclusive argument. There must be other evidence to support your position.

You may decide to write your discussion board entry in a word processor program (which gives you the ability to save you work for future use or in case of technology errors) and cut and paste it into the Blackboard discussion board content window.

**You should NOT add your discussion posts as an attachment. The discussion board posts need to be submitted by typing the text directly into the Blackboard textbox.** Any discussion board post that is not typed directly into the Blackboard textbox will not receive credit.

## **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 25 points; thus this assignment is worth a total of 50 points.

## **VII. APPLIED PROBLEM AND OD SOLUTION PITCH**

The Applied problem is a student lead discussion centering on an applied problem you have faced in your current or previous organization. You should select a problem or issue that will lead to discussion as your focus will be leading the group in a brain storming session to provide ideas for potential interventions or solutions using an initial presentation followed by discussion.

At the end of the semester you will present a 15 minute 'pitch,' based on the concepts of OD and the feedback and suggestions you received previously from you casemates, on your proposed intervention addressing the problem including how you will quantify and verify that the problem exists (baseline) and monitor improvement (program evaluation). If possible address how much the intervention may cost and the anticipated benefits (both soft and dollar savings)

## **VIII. PROFESSIONAL CONDUCT /PARTICIPATION**

### *Professionalism*

Professional conduct includes a host of behaviors which includes, but is not limited to:

- a. Turning in assignments online and ontime
- b. Logging into discussions 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 if filmed, or Zoom meetings if used).
- 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.

## **IX. 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	50
Discussions	200
Networking	50
Applied Problem	25
OD Pitches	25

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

## **IX. TENTATIVE SCHEDULE OF ACTIVITIES, READINGS, AND EXAMS**

### **ONLINE SYLLABUS: All Due dates are 11:59pm CST**

#### **Thursday 1/21: Introduction, OD History, Anticipating Change, Challenges to change**

- Chapter 1 and 2 **Lecture posted by 1/19**
- Oreg, S., Vakola, M., & Armenakis, A. (2011). Change recipients' reactions to organizational change A 60-year review of quantitative studies. *The Journal of Applied Behavioral Science*, 47(4), 461-524. **Due 1/25**

#### **Thursday 1/28 Changing culture & Roles and Styles of Practitioners**

- Chapter 3 and 4 **Lecture posted by 1/26**
- Ruvolo, C. & Bullis, C. (2003). Essentials of culture change: Lessons learned the hard way. *Consulting Psychology Journal: Practice and Research*, 55, 155-168. **Due 1/1**

#### **Thursday 2/4 The Diagnostic Process**

- Chapter 5: Stephen Baumgartner
  - Lecture **due 2/2**, Discussion Comments **due 2/5**, Answers **due 2/8**
- Applied Problem: Rebekah Anderson
  - Problem **due 2/3**, Discussion Comments **due 2/10**
- Nielsen, K., Taris, T., Cox, T. (2010). The future of organizational interventions: Addressing the challenges of today's organizations. *Work and Stress*, 24, 219-233. **Due 2/8**

#### **Thursday 2/11 Overcoming Resistance**

- Chapter 6: Morgan VanCleave
  - Lecture **due 2/9**, Discussion Comments **due 2/12**, Answers **due 2/16**
- Applied Problem: Natalie Kulpinski
  - Problem **due 2/10**, Discussion Comments **due 2/17**
- 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. **Due 2/16**

#### **Thursday 2/18 Intervention Strategies**

- Chapters 7: Carli Bibbs
  - Lecture **due 2/16**, Discussion Comments **due 2/19**, Answers **due 2/22**
- Applied Problem: Amanda Johnson
  - Problem **due 2/17**, Discussion Comments **due 2/24**
- Fiss, P. C. (2011). Building better causal theories: A fuzzy set approach to typologies in organization research. *Academy of Management Journal*, 54(2), 393-420. **Due 2/22**

#### **Thursday 2/25 Process Interventions**

- **Networking 1 due 2/25**
- Chapter 8: Sierra Moody

- Lecture **due 2/23**, Discussion Comments **due 2/26**, Answers **due 3/1**
- Applied Problem: Corinna Jauregui
  - Problem **due 2/24**, Discussion Comments **due 3/3**
- Nielsen, K., & Abildgaard, J. S. (2013). Organizational interventions: A research-based framework for the evaluation of both process and effects. *Work & Stress*, 27(3), 278-297. **Due 3/1**

#### Thursday 3/4 Test

- **Test 1 Live on 3/1 and due 3/5**

#### Thursday 3/11 Employee Empowerment

- Chapter 9: Zach Stinebaugh
  - Lecture **due 3/9**, Discussion Comments **due 3/12**, Answers **due 3/15**
- Applied Problem: Krueger Keene
  - Problem **due 3/10**, Discussion Comments **due 3/17**
- Mealica, L., & Baltazar, R. (2005). A strategic guide for building effective teams. *Public Personnel Management*, 34, 141-160. **Due 3/15**

#### **ONLINE SYLLABUS: All Due dates are 11:59pm CST**

#### Thursday 3/18 Team Development

- Chapter 10: Natalie Kulpinski
- Chapter 11: Taylor Mosley
  - Lecture **due 3/16**, Discussion Comments **due 3/19**, Answers **due 3/22**
- Applied Problem: Stephen Baumgartner, Carli Bibbs
  - Problem **due 3/17**, Discussion Comments **due 3/24**
- Mealica, L., & Baltazar, R. (2005). A strategic guide for building effective teams. *Public Personnel Management*, 34, 141-160. **Due 3/22**

#### **Thursday 3/25 No Class (other than article): Work on Theses and lectures, applied problems, etc.**

- Moynihan, D. P., Pandey, S. K., & Wright, B. E. (2012). Setting the table: How transformational leadership fosters performance information use. *Journal of Public Administration Research and Theory*, 22(1), 143-164. **Due 3/29**

#### Thursday 4/1 Intergroup Development, Goal Setting

- **Networking 2 due 4/1**
- Chapter 12: Amanda Johnson
- Chapter 13: Krueger Keene
  - Lecture **due 3/30**, Discussion Comments **due 4/2**, Answers **due 4/5**
- Applied Problem: Morgan VanCleave, Zach Stinebaugh
  - Problem **due 3/31**, Discussion Comments **due 4/7**

#### Thursday 4/8 Work Teams, Learning Organizations

- Chapter 14: Corinna Jauregui
- Chapter 15: Rebekah Anderson

- Lecture **due 4/6**, Discussion Comments **due 4/9**, Answers **due 4/12**
- Applied Problem: Taylor Mosley & Seirra Moody
  - Problem **due 4/7**, Discussion Comments **due 4/14**

**Thursday 4/15** *Organizational Transformation and the Future*

- Chapter 16 Posted 4/13
  - Discussion Comments **due 4/16**

**Thursday 4/22**

- Applied OD Pitches
  - Primary discussion post restating the problem, reviewing the suggestions, and proposing a solution **due 4/21**, Discussion comments **due 4/8**

**Thursday 4/29** *Test*

- **Final Exam (Test 2) live on 4/26 and is Due 4/30**

**The Psychology Department's Policy on Plagiarism:** Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siu.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siu.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siu.edu/education/psychology/plagiarism.shtml>.

**Accommodations for Disabilities:** Notify the professor immediately of any needed accommodations for documented disabilities at the beginning of the course. If you are expecting accommodations at any time in this class, you must speak Disability

Support Services in the Student Success Center in Rm 1270 (650-3726) before you need accommodations. Also, According to SIUE safety and procedures policies, students with disabilities have the option of developing a written plan for evacuation in the unlikely event of an emergency that requires evacuation. If any student with a disability would like to develop a written evacuation plan for this class, please contact the instructor.

**The Psychology Department's Policy on Incomplete Grades:** It is the student's responsibility to officially withdraw from a course by the dates set by the University if the student is not intending to complete the course. Students who do not withdraw and have not completed the course will receive an F. Only under special circumstances a faculty member may agree to give a student an Incomplete (INC) grade in order to allow the student to complete the remaining work for the course no later than the end of the following semester. An INC is never automatic but must be approved by the professor. If a professor agrees to give a student an INC grade, the professor and the student will fill out a form (Memorandum of Incomplete Grade) indicating why an INC is being given. One copy of the completed form will be given to the student, one copy will be given to the professor, and the Department of Psychology secretary will keep one copy. If the work is not completed by the time specified on the Memorandum of Incomplete Grade form, the grade will be changed from INC to F.

**SIUE Nondiscrimination Policy:** Southern Illinois University Edwardsville (SIUE) is a public comprehensive University committed to creating and maintaining a diverse community in which students, faculty, and staff can learn and work together in an environment free of discrimination and free from any form of illegal harassment. Such actions violate the dignity of the individual and the integrity of the University as an institution of learning. SIUE prohibits discrimination against employees, applicants for employment and students on the basis of age, color, disability, marital status, national origin, race, religion, sex, sexual orientation, or veteran's status. Discrimination in any form will not be tolerated; management and supervisory personnel, at all levels, are responsible for taking reasonable and necessary action to prevent discrimination.

**SIUE Psychology Department Twitter:** By following our department's Twitter page (@SIUEpsychology) you will be able to get announcements, find out what is happening in the department, and learn more about recent psychology news. Also, this is also a great way to stay connected with the Department of Psychology after you graduate from SIUE.

## **COVID-19 Pandemic Policies Related to Classroom Instruction (Fall 2020-Spring 2021)**

### **Health and Safety**

Consistent with the Illinois Board of Higher Education guidance contained in “Safely Launching Academic Year 2020” released on June 23, 2020 and guidelines established by Governor J. B. Pritzker and *Restore Illinois*, Southern Illinois University Edwardsville has implemented a new policy to help ensure the safety of all students, faculty and employees during the pandemic. The measures outlined below are required and any student who does not comply may be in violation of the *COVID-19 People-Focused Health and Safety Policy*, as well as the University’s *Student Code of Conduct*.

The full text of the *COVID-19 People-Focused Health and Safety Policy* can be found here: <https://www.siu.edu/policies/Covid.shtml>.

#### Classrooms, Labs, Studios, and Other Academic Spaces

While in the classroom, lab, studio, or other academic spaces, students shall practice social distancing measures by maintaining a distance of at least six feet from others in the classroom and wearing a face covering. Extra care should be taken upon entering and leaving the classroom spaces. Classroom furniture should not be rearranged, and furniture that has been taped off or covered should not be used.

Students who forget to wear a face mask or face shield will be reminded of their obligation to comply with SIUE’s *COVID-19 People-Focused Health and Safety Policy* and temporarily asked to leave the class until they are able to conform to the policy. Students who forget or lose their face coverings may be able to obtain replacements from a friend, a faculty member, or a nearby departmental office. Face coverings are also available for purchase in the Cougar Store (MUC).

Students who refuse to wear a face covering will be asked to leave the classroom and referred to the Dean of Students for non-compliance with community health and safety protocols. Repeated non-compliance may result in disciplinary actions, including the student being administratively dropped from an on-ground/face-to-face course or courses without refund if no alternative course format is available.

If a student has a documented health condition which makes wearing a face covering medically intolerable, that student should contact ACCESS to explore options with the understanding that ACCESS will not grant accommodations which excuse the need for a face covering while on campus or in the classroom. ACCESS will work with qualifying individuals to find reasonable alternatives, whenever such solutions are available. Please call or contact the ACCESS Office via email to schedule an online appointment to discuss potential alternatives. ACCESS office (Student Success Center, Room 1203, 618-650-3726, and [myaccess@siue.edu](mailto:myaccess@siue.edu)).

#### General Health Measures

At all times, students should engage in recommended health and safety measures, which include:

- Conducting a daily health assessment. If you have COVID-19 symptoms, but not yet tested positive, have had COVID-19 close contact exposure, or are COVID-19 diagnosed as presumptive or confirmed positive, stay home and contact your health provider or SIUE Health Service at [cougarcare@siue.edu](mailto:cougarcare@siue.edu) or 618-650-2842. More information is available on the [SIUE COVID-19 website](#).
- Frequent washing or disinfecting of hands.
- Social distancing by maintaining a distance of at least six feet from others.

- Face masks or face coverings that cover the nose and mouth are required in indoor public spaces regardless of the ability to maintain social distance. Indoor public spaces include common spaces or community settings that anyone can access, such as reception areas with walk-in access, restrooms, hallways, classrooms, teaching and research laboratories, as well as common spaces in residence halls, conference rooms, lobbies, and break rooms.
- Adhere to directional signs and traffic flow patterns in buildings and offices. Doors for entering and exiting buildings will be designated. Where multiple doors exist, in and out doors will be marked with “Entrance” and “Exit” signs.  
Plans that consider traffic flow in and out of buildings, and within buildings (i.e. stairs, hallways, etc. where possible) will be marked.

### **Academic Integrity**

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: <https://www.siu.edu/policies/3c2.shtml>.

### **Recordings of Class Content**

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University’s Student Conduct Code (3C1), linked here: <https://www.siu.edu/policies/3c1.shtml>.

### **Potential for Changes in Course Schedule or Modality**

As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include changes in course modality (e.g., transition from face-to-face to online) or in course scheduled meetings. These changes would be implemented to ensure the successful completion of the course. In these cases, students will be provided with an addendum to the class syllabus that will supersede the original version.

### **Diversity and Inclusion Syllabus Statement**

SIUE is committed to respecting everyone’s dignity at all times. In order to learn, exchange ideas, and support one another, our virtual and physical classrooms must be places where students and teachers feel safe and supported. Systems of oppression permeate our institutions and our classrooms. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social

pathologies are not tolerated. Violations of this policy will be enforced in line with the SIUE Student Conduct Code.

The [Center for Student Diversity & Inclusion](#) is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact Ms. Jamie Ball, Director in the Office of Equal Opportunity, Access and Title IX Coordination at (618) 650-2333 or [jball@siue.edu](mailto:jball@siue.edu). [Online form for reporting bias incidents.](#)