

**Seminar in Organizational Development
Psychology 576
Spring 2022
Dr. Joel T. Nadler**

Professor: Dr. Joel T. Nadler
Office/Phone: Alumni Hall 0124/ Office (618) 650-334
Email: jnadler@siue.edu
Office Hours: Tuesday 1:00-3:00pm or by appointment
Meeting Time: Thursday 12:00pm-2:50pm in AH 0333

I. REQUIRED TEXT:

Brown, D. (2011). *An experiential approach to organizational development (8th 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>)

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. If you must turn in late work to my mailbox, please ask a Psychology Department staff member to sign it and record the date and time that it is turned in.

Readings

Students are expected to have all assigned readings completed prior to class. 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 'take home' 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 seminar:

- 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 hour and fifteen minutes and no longer than two hours.
- Each moderator group needs to provide an article to accompany their lecture to the instructor to include in the course materials no later than 7 days before the moderation.
- 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 -- 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, 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 (See handout):

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

I will ask your colleagues to help assess each session and their comments/ratings will help inform my assessment. I will take this feedback into consideration when determining your overall moderation grade.

V. ARTICLE DISCUSSION (Online discussions)

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” each Monday for 57 days after it posts (closing 11:59pm Monday nights). 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. Please take notes.

At the end of the semester you will present a 15 minute 'pitch' based on the concepts of OD 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. 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.

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

Thursday 1/13: *Introduction, OD History, Anticipating Change, Challenges to change*

- *Online Lecture* Chapter 1 and 2

- 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 1/18**

Thursday 1/20 *Changing culture & Roles and Styles of Practitioners*

- **Online Lecture** Chapter 3 and 4 **Virtual Class**
- Ruvolo, C. & Bullis, C. (2003). Essentials of culture change: Lessons learned the hard way. *Consulting Psychology Journal: Practice and Research*, 55, 155-168. **Due 1/24**

Thursday 1/27 *The Diagnostic Process*

- **Online Lecture** Chapter 5
- Applied Problem: Tariq Minor
- 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 1/31**

Thursday 2/3 *Overcoming Resistance*

- **Online Lecture** Chapter 6
- Applied Problem: Daniel Burks
- 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 2/7**

Thursday 2/10 *Intervention Strategies*

- **Online Lecture** Chapters 7
- Applied Problem: Christine Seitz
- 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 2/14**

Thursday 2/17 *Process Interventions*

- **Networking 1 due**
- **Online Lecture** Chapter 8
- Applied Problem: Caralee Lynch
- 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 2/21**

Thursday 2/24 **Test 1 (In-Person)**

Thursday 3/3 *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 3/7**

Thursday 3/17 *Employee Empowerment*

- Chapter 9: Lilly McCane
- Applied Problem: Ryan Raymond
- Mealica, L., & Baltazar, R. (2005). A strategic guide for building effective teams. *Public Personnel Management, 34*, 141-160. **Due 3/14**

Thursday 3/24 *Team Development*

- Chapter 10: Shelby Wilfong
- Applied Problem: Brooke Kordys

Thursday 3/31 *Intergroup Development, Goal Setting*

- **Networking 2 due**
- Chapter 11: Brooke Kordys
- Chapter 12: Ryan Raymond
- Applied Problem: Lilly McCane

Thursday 4/7 *Work Teams, Learning Organizations*

- Chapter 13: Carlee Lynch
- Chapter 14: Christine Seitz
- Applied Problem: Shelby Wilfong

Thursday 4/14 *Organizational Transformation and the Future*

- Chapter 15: Daniel Burks
- Chapter 16: Tariq Minor

Thursday 4/21

- Applied OD Pitches
 - Primary discussion post restating the problem, reviewing the suggestions, and proposing a solution

Monday 4/25 Final Exam goes live online at 12:01am CST**Thursday 5/3 Final Exam due by 11:59pm CST****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.siue.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.siue.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.siue.edu/education/psychology/plagiarism.shtml>.

Psychology Department Policy on Incomplete Grades, Pass-No Credit Option, and Withdrawal

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 Unauthorized Withdrawal (UW). 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 not later than the end of the following semester. An INC is never automatic but must be approved by the instructor. If an instructor agrees to give a student an INC grade, the instructor 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 instructor, and one copy will be kept by the Department of Psychology secretary. 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 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.

SIUE Psychology Department Writing Policy

As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references (if relevant).

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siue.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siue.edu/is/writing/resources.shtml>). If your ***graded written assignments fail to meet the basic writing requirements*** listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you with a **grade of zero**.