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Seminar in Organizational Development Psychology 576
Spring 2024
Melanie Curtis

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Office Hours: Monday 4:30-5:30 or by appointment
Meeting Time: Monday 1:30 pm-4:20 pm in Founders Hall Room 2300

I. REQUIRED TEXT – <mark>eBook version</mark> – Redshelf link on Blackboard:

Cummings, Thomas G. and Worley, Christopher G. (2019). *Organization Development & Change 11th Ed)*. Cengage, 20 Channel Center Street, Boston, MA.
ISBN: 987-1-337-61883-0

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, leadership and 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. Being an effective communicator is imperative to being successful in the business world. The objectives for the course are as follows:

- To develop an appreciation for what constitutes a healthy organization.
- To develop a basic knowledge in the areas of organizational change and development and how it is implemented within organizations.
- 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 in the professional world.

Class will be interactive with a mix of readings from the text, lecture and exercises. Participation and sharing your experiences are vital to the success of the class. Lecture will be divided into chapters and exercises conducted by the instructor and each student. Student lectures will take place in approximate the second half of the semester.

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. If you must turn in late work, 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 text readings completed prior to class. The content, knowledge and skills covered in the class can only covered in scheduled lectures and you are expected to manage your own learning.

III. TESTS AND EXAMS
There are two exams (mid-term and final) each worth 100 points.

IV. Class Structure
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. Likely different from other classes, there is no additional research articles assigned. This is a class project on application. In place of articles, students will be assigned three OD tools to research and present during class.

The following guidelines will be used in seminar:
Class Facilitation:
- The instructor will facilitate class until approximately mid-way through the semester. Class material as well as personal experiences will be shared. Personal experiences will consist of the instructor's and students' perspectives. There will be a mix of lecture and exercises/discussions.
- Approximately mid-way through the semester, each student will be facilitating the class based on an assigned chapter. Students will choose two chapters per semester and are expected to provide a full discussion of the chapter(s) (with slides), manage a discussion of the information, and ensure interaction with the class. These presentations should typically be 45-60 minutes per chapter and include engaging questions/dialog along the way. Summarize the major points that are raised in the chapters. Do not merely talk through the chapter.
- Remember to invoke dialog along the way. Encourage participants to share their viewpoints, ask questions, feel free to structure small group conversations and large group discussions. Ask students bring up any points you may have overlooked.
- The overall objective is for the class to learn in an interesting, stimulating environment. Feel free to chat with me regarding your session. I would be happy to loan you materials, advise on exercises or discussions give you any advice to help your session run smoothly.
- Each student will present three OD tools. Presentations should cover a brief summary of what the tool is, under what circumstance it is best used and the steps and process to utilize the tool. A copy of this information is to be provided to each student <u>after the presentation</u> and will serve as an introductory "tool-kit" as you enter the business world as an OD practitioner. These presentations are expected to be short, typically 10 minutes or so per tool and allow time for questions.
- Slides for your assigned chapter(s) and timeline needed to cover material and discussions/exercises and assigned OD tools are to be provided to the instructor <u>no later than 7 days before the assigned lecture date</u>. Slides will be incorporated into any additional material that may be presented by the instructor.

The facilitator's performance will be evaluated on five dimensions:
- *Professionalism*
- *Informative*
- *Easy to Follow*
- *Encouraged Involvement*
- *Preparation*

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 facilitation grade.

Guest Speakers
- One day will be devoted to hearing from guest speakers, all of whom have graduated from an I/O program and gone on to be extremely successful in their careers. The instructor will solicit information from the students on what they would like to hear from the guest speakers. Students should come prepared to listen, gain insight and ask questions.

Networking
Developing and cultivating a strong, professional network is critical to being successful in most positions and organizations. Your network will become your source for jobs, mentoring, identifying resources that will help make your job easier and social opportunities.

To encourage you to begin (or continue) 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 learn about their work in the field.

You will post the results from your networking assignment to the rest of the class via email with the instructor on copy. 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 do they love about what they do and what do they find challenging?
      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; therefor this assignment is worth a total of 50 points.

V.   APPLIED PROJECT AND OD SOLUTION PRESENTATION OR APPLIED PROBLEM AND OD SOLUTION PITCH

- The Applied Project is an opportunity to work within a "real" business or organization and apply concepts learned to help the organization in some fashion. Potential projects will be solidified by the instructor within the month of January or February. Students will work with individual(s) within a business to diagnosis the issue and develop viable solutions to present to the organization.

   At the end of the semester, students provide a presentation of the work to the class. The presentation should include the presenting problem, additional problems uncovered (if any), method used to diagnose situation and recommendations presented. If possible, the presentation should also address potential costs of solution(s), benefits (both hard and soft) and timeline for implementation. The length of the presentation is up to the students as this is a small class and

there is ample time to cover the information in class. Feedback from the organization will be solicited by the instructor and be taken into consideration when issuing the final grade.

Given organizations change, there is a second option of an Applied Problem that may be available and is described below:

- 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 15-20 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 and monitor improvement (program evaluation). If possible, the presentation should also address potential costs of solution(s), benefits (both hard and soft) and timeline for implementation.

VI.   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.

IIX. COURSE GRADES:

Your final grade will be based on the total number of points that you accumulate from the two exams, facilitation session(s), OD tool assignments, networking and applied project/problem.

Task	Points
Exams	200
Class Facilitations	50
Tool Discussions	50
Networking	50
Applied Project/Problem	100

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

VII.   TENTATIVE SCHEDULE OF ACTIVITIES, READINGS AND EXAMS

- Monday 1/8: Chapters 1 & 2 – General Introduction to OD and Nature of Planned Change

- **Monday 1/15: Martin Luther King Holiday**

- Monday 1/22: Chapters 3 & 4 – The OD Practitioner and Entering and Contracting

- Monday 1/29: Chapters 5 & 6 – Diagnosing and Collecting, Analyzing and Feeding Back Diagnostic Information. OD Tool – Force Field Analysis

- Monday 2/5: Chapters 7 & 8 – Designing Interventions, and Managing Change, OD Tool – Vision Statement and Communication Matrix

- Monday 2/12: Chapters 9, 14, & 15 – Evaluating and Reinforcing OD Interventions, Performance Management and Talent Development

Student Facilitation Begins 2/19

- Monday 2/19: Chapters 10 & 11 - Interpersonal and Group Process Approaches and Organization Process Approaches, OD Tool – New Leader Assimilation

- Monday 2/26: Guest Speakers

- **Monday 3/4: Spring Break**

- Monday 3/11: Mid Term

- Monday 3/18: Chapters 12 &13 - Employee Involvement and Work Design, OD Tool – GE's Work-out

- Monday 3/25: Chapters 16 & 17 – D&I and Wellness and Transformational Change, OD Tool – Stakeholder Map

- Monday 4/1: Networking Information Due

- Monday 4/1: Chapters 18 & 19 – Continuous Change and Transorganizational Change, OD Tool – SWOT Analysis and Stakeholder Analysis

- Monday 4/8: - General Discussion, Questions and Remaining OD Tools (Instructor to Supplement with additional OD Tools)

- Monday 4/15: No Class – time to work on Project Report Outs (subject to change if time is needed to go over material from text)

- Monday 4/22: Project Report Outs

- Monday 4/29: Final Exam

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 athttp://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**.