

PSY 526: Organizational Change and Development (3 credits)

Spring 2009

Thursdays, 5:30 – 8:00 PM

Holt 305

Instructor: Dr. Chris Cunningham**E-mail:** Chris-Cunningham@utc.edu**Office:** 350A Holt Hall (Psychology)**Phone:** 423-425-4264**Instructor background:** <http://www.utc.edu/Faculty/Chris-Cunningham>**Office hours:** By appointment; drop-ins are also welcome. Before you come to see me with questions, please write them out and bring them along with your course materials. This will help us optimize our time together.**Course Description & Goals**

This course is designed to help students better understand the processes involved in organizational change and development. This is a reading-intensive course, designed to familiarize you with both the applied and empirical literatures regarding best practices for organizational development efforts. The objectives of the course are to:

- 1) Learn about the history of this field
- 2) Develop a knowledge base about what OD is and how it is practiced
- 3) Become aware of current trends in this area
- 4) Gain an understanding of the basic components and dynamics of consulting relationships
- 5) Apply basic knowledge of this field into a tangible organizational evaluation
- 6) Develop a sense of whether OD is interesting to you (and if you might practice it one day)

Required texts and materials

The readings for this course will come from a combination of primary and secondary sources. While many of these readings will be available online or through our Blackboard site, the following readings are recommended for personal purchase [*the best prices I could find as of early December are listed following each*]:

- Cawsey, T., & Deszca, G. (2007). *Toolkit for organizational change*. Los Angeles: SAGE Publications. [\$56.95 at the bookstore] – Referred to “Toolkit”
- Cummings, T. G. (Ed.) (2008). *Handbook of organization development*. Los Angeles: SAGE Publications. [\$130.00 at the bookstore] – Referred to as “Handbook”
- Parker, S., & Wall, T. (1998). *Job and work design: Organizing work to promote well-being and effectiveness*. Thousand Oaks: Sage. [\$49.95 at the bookstore]
- Schein, E. H. (1999). *Process consultation revisited: Building the helping relationship*. Reading: Addison-Wesley. [from \$35.34 on Amazon.com]

Course Details

You will earn your grade in this course by engaging in the process of learning about organizational change and development. One way I can help you to do this is by distributing my evaluation of your knowledge across multiple components. The following sections detail how these multiple components fit together and are combined into your final course grade.

In-Class Participation and Toolkit Exercises (50 points)

Classes will be a mix of lecture/presentation by me and student facilitators, and discussion/activities involving all of us. Your active involvement as a prepared student is required. This means you: (a) need to attend class to participate and (b) need to ask and answer relevant questions about each day’s particular topic. As a tangible sign of your participation, you are expected to complete the exercises at the end of all assigned Toolkit chapters and hand them in as typed assignments. In addition, you are expected to bring at least one integrative question pertaining to each week’s readings to class to generate discussion.

Adding Extra Depth: Weekly Discussion Leader (20 points)

Each week a select student (or students) will be responsible for leading approximately a 30-minute class-starter discussion that integrates several of the readings for that week. Each student’s plan needs to be coordinated with Dr. C ahead of time to avoid redundancy in what’s covered. Discussion leaders will be evaluated on the criteria at the end of this syllabus.

Exploratory interview (40 points)

You are required to turn in a comprehensive written report based on data you will collect with a professional of your choice who has been involved in some form of significant organizational change and development activity. You must obtain approval of your planned interview from me by January 31st. For this approval you will need to have identified your target person and an initial set of questions. Some of these questions may be determined by the group in class. Please note that finding a willing interviewee may take some time and effort on your part, so get started soon. **The final report of this interview is due by March 6th.**

Organizational analysis paper (100 points)

You and a partner will conduct a diagnosis or in-depth analysis of an organization of your choosing. Upon completion of your analysis, you will both be responsible for turning in a final report and presenting your work to the class. The guidelines for this project are at the end of this syllabus. Here are some key dates to remember:

- **An outline of your analysis approach and a letter/note of commitment from your organization must be approved by me by February 5th.** This will require you to show me a rough outline of the approach you plan to take for your organizational analysis. You will also need to share some evidence of your identified organization's willingness to share information with you (i.e., a clear email or signed letter of support).
- **A rough draft of your full paper is due by March 2nd (in my box or emailed to me – if you email it, my comments to you will also likely be electronic).** I can give more complete feedback for more complete drafts...
- **The final, polished version is due by April 1st.**

Group presentation of your final organizational analysis to the class (40 points)

This presentation will be graded by me and your peers. More details on the criteria for evaluation of this and other in-class presentations are found at the end of this syllabus. For this final presentation you are expected to dress the part of a consultant (yes, let's see how well you clean up). **Your final, professional presentation to the class will be April 16th (an extra-long class).**

Grading

At the end of the semester the total number of points you earned across these multiple components will be summed and your grade will be determined by comparing it against the following scale (out of a total possible 250 points):

<u>Grade</u>	<u>Point range earning this grade</u>
A	225 – 250
B	200 – 224
C	175 – 199

Statement on Academic Honesty

Do not engage in cheating or plagiarism when completing your work for this class. If you do, you will fail this course and be subject to university sanctions.

Support

You are always welcome to speak with me if you have course-related questions. If you are a student with a disability (e.g., physical, learning, psychiatric, vision, hearing) and think that you might need special assistance or a special accommodation in this class or any other class, you should call or stop by the Office for Students with Disabilities at 425-4006 or in 110 Frist Hall.

Tentative Course Outline
Changes will be discussed in class and posted on Blackboard

“+” denotes optional, but recommended reading

Week 1 (1/8): Introduction, History, and Overview of OD

- Handbook, Chapters 1 (skim), 2, 3, 4
- Toolkit, Chapter 1 + Exercises
- Burnes, B. (2007). Kurt Lewin and the Harwood Studies: The foundations of OD. *Journal of Applied Behavioral Science*, 43(2), 213-231.
- Staw, B.M. (1991). Dressing up like an organization: When psychological theories can explain organizational action. *Journal of Management*, 17, 805-819.
- + Weick, K. E., & Quinn, R. E. (1999). Organizational change and development. *Annual Review of Psychology*, 50, 361-386.

Week 2 (1/15): General Practice and Process of OD: How we do Change

- Handbook, Chapters 5, 7, 10
- Toolkit, Chapter 2, 9 + Exercises
- Vande Ven, A., and Poole, M.S. (1995). Explaining development and change in organizations. *Academy of Management Review*, 20, 510-540.

Week 3 (1/22): Organizational Diagnosis: Figuring out What to Change

- Handbook, Chapters 8 + 9
- Toolkit, Chapter 3 + Exercises

Week 4 (1/29): Resistance to Change and Overview of OD Interventions

- Handbook, Chapter 6
- Toolkit, Chapters 4, Case Study 1, 6, 7 + Exercises
- Dent, E. B., & Goldberg, S. G. (1999). Challenging "resistance to change". *The Journal of Applied Behavioral Sciences*, 35(1), 25-41.
- Szabla, D. B. (2007). A multidimensional view of resistance to organizational change: Exploring cognitive, emotional, and intentional responses to planned change across perceived change leadership strategies. *Human Resource Development Quarterly*, 18(4), 525-558.

Week 5 (2/5): Client-Consultant Relationships and Ethics

- Handbook, Chapter 22
- Toolkit, Chapter 8, Case Study 2 + Exercises
- Lowman, R. L. (1998). *The ethical practice of psychology in organizations*. Part II: Organizational diagnosis and intervention (pp. 59-109). Washington, DC: American Psychological Association.
- Lowman, R. L. (1998). *The ethical practice of psychology in organizations* Part III: Managing consulting relationships (pp. 113-138). Washington, DC: American Psychological Association.
- Other readings possibly TBD

Week 6 (2/12): Process Consultation

- Handbook, Chapter 13
- Schein – whole book (as much as possible)

Week 7 (2/19): Week 5: Job Design as an Individual- and Job-Level OD Intervention

- Parker & Wall (1998) – whole book
- Campion, M.A., & McClelland, C.L. (1991). Interdisciplinary examination of the costs and benefits of enlarged jobs: A job design quasi-experiment. *Journal of Applied Psychology*, 76, 186-198.
- Griffin, R.W. (1991). Effects of work redesign on employee perceptions, attitudes, and behavior: A long-term investigation. *Academy of Management Journal*, 34, 425-435.

Week 8 (2/26): System-Changing Interventions

- Handbook, Chapters 15, 16
- Toolkit, Chapter 5 + Exercises
- Rodgers, R., & Hunter, J.E. (1991). Impact of Management by Objectives on organizational productivity. *Journal of Applied Psychology*, 76, 322-336.
- Gravenkemper, S. (2007). Building Community in organizations: Principles of engagement. *Consulting Psychology Journal: Practice and Research*, 59(3), 203-208.
- Salas, E., Nichols, D. R., & Driskell, J. E. (2007). Testing three team training strategies in intact teams. *Small Group Research*, 38(4), 471-488.
- **Full draft of organizational analysis paper due by 3/2 at 5:00 pm**

Week 9 (3/5): OD in HR and Feedback

- Handbook, Chapters 19, 20, 30
- Wirtenberg, J., Lipsky, D., Abrams, L., Conway, M., & Slepian, J. (2007). The future of organization development: Enabling sustainable business performance through people. *Organization Development Journal*, 25(2), 11-22.
- Gavin, J. (1984). Survey feedback: The perspectives of science and practice. *Group and Organization Studies*, 9, 29-70.
- Klein, S.M., Kraut, A.I., & Wolfson, A. (1971). Employee reactions to attitude survey feedback: A study of the impact of structure and process. *Administrative Science Quarterly*, 16, 497-514.
- Kluger, A. N., & DeNisi, A. (1996). The effects of feedback interventions on performance: A historical review, a meta-analysis, and a preliminary feedback intervention theory. *Psychological Bulletin*, 119, 254-284.
- **Report of interview due 3/6 by 5:00 pm**

Week 10 (3/12): No Class – Spring Break**Week 11 (3/19): No Class – Time to work on projects/final paper****Week 12 (3/26): Team and Group Interventions**

- Dyer – whole book
- Handbook, Chapters 11 + 14
- Toolkit, Case Study 4
- Banker, R., Field, J., Schoeder, R., & Sinha, K. (1996). Impact of work teams on manufacturing performance: A longitudinal field study. *Academy of Management Journal*, 39, 867-890.
- Offermann, L.R., & Spiros, R.K. (2001). The science and practice of team development: Improving the link. *Academy of Management Journal*, 44, 376-392.
- **Final paper due 4/1 by 5:00pm**

Week 13 (4/2): No Class – SIOP Conference

Week 14 (4/9): Effectiveness and Impact of OD Interventions & The OD Profession

- Handbook, Chapter 12
- Toolkit, Chapter 10, Case Study 3 + Exercises
- Neuman, G.A., Edwards, J.E., & Raju, N.S. (1989). Organizational development interventions: A meta-analysis of their effects on satisfaction and other attitudes. *Personnel Psychology*, 42, 461-483.
- Roberts, D. R., & Robertson, P. J. (1992). Positive-findings bias and measuring methodological rigor in evaluations of organization development. *Journal of Applied Psychology*, 77, 918-925.
- Andriessen, D. (2007). Designing and testing an O. D. intervention. *The Journal of Applied Behavioral Science*, 43(1), 89-107.
- + Kahnweiler, W. M. (2006). The development of O. D. careers: A preliminary framework for enacting what we preach. *Organization Development Journal*, 24(1), 10-21.
- + Wirtenberg, J., Abrams, L., & Ott, C. (2004). Assessing the field of organization development. *The Journal of Applied Behavioral Science*, 40(4), 465-479.

Week 15: (4/16): Final group presentations – *NOTE:* Class will likely go a bit long this night to ensure all groups present. Please plan on sticking around and being patient. Feel free to bring food/non-alcoholic drink to share during this class meeting.

Criteria for Discussion Leader

Your efforts as a discussion leader will be evaluated in terms of your ability to engage the full class in a meaningful discussion that integrates and pulls from several of the week's materials. You are free to use activities or whatever means you can think of that will help to facilitate this engagement in the topic. Additional resources may also be used including audio, video, guests, or additional readings, but these need to be cleared with Dr. C ahead of time.

Criteria for final professional presentation:

For your final professional group presentation, you are both expected to contribute to its preparation and actual presentation in the class. You will both be evaluated by me and your peers on the following dimensions:

- 1) Ability to stay within a strict 10-minute timeframe (this is an overview!)
- 2) Adequacy of topic coverage
- 3) Professionalism of the presentation
- 4) Demonstrated knowledge/credibility of the presenter on the topic at hand
- 5) Level of preparation.
- 6) Use of multiple methods in the presentation. Many presenters (including professors!) make the mistake of relying too heavily on the lecture method. While some lecturing is certainly appropriate; it should not be the only method used.
- 7) Quality of handouts and/or other materials for audience members (if applicable/useful)

Organizational Analysis Paper Guidelines

The general purpose of the paper is to give you the opportunity to practice your OD skills by evaluating and/or diagnosing an organization and recommending an effective and appropriate OD strategy for improving the organization. You will be conducting this project in groups of two, as if you were consultants hired to give recommendations to the top management of an organization.

General Requirements:

- 1) Choose an organization you are familiar with (ideally a place you have worked) and analyze this organization. Describe the strengths and weaknesses of this organization, as well as problems that might be solved by the use of OD principles and techniques. In order to do this, you will need to COLLECT SOME TYPE OF DATA about the organization. This can be in the form of interviews, questionnaires, observations, or archival data. AT LEAST TWO FORMS OF DATA COLLECTION ARE REQUIRED. Be sure to obtain the permission of the organization prior to collecting data.
- 2) After the organization has been thoroughly described and an issue (or set of related issues) has been identified, you are expected to recommend an intervention strategy. This strategy should incorporate one or more of the OD interventions covered in this class. Your intervention strategy should directly address the problems you have identified. It should also demonstrate a thorough understanding of the intervention(s) you recommend.
- 3) The paper should be 15-20 pages (excluding references, tables, and figures) and it should closely follow APA format for a finished manuscript. Empirical literature supporting your use of particular intervention strategies within your particular organization must also be included as appropriate. **Bottom line:** This thing should be professional enough to distribute to the executives at the organization you evaluated.
- 4) In addition to the regular paper, you will be required to provide an “executive summary.” This is a one-page summary of your paper written in non-technical language.
- 5) **You are expected to adhere to all paper deadlines listed earlier in your syllabus.**

Grading will be based on the following criteria:

- 1) Whether your description of the organization is clear, objective, and data-based.
- 2) Whether the intervention strategy you recommend will address the problem(s) you have clearly identified. I also want to see that you thoroughly understand any interventions that are recommended, so clear and complete explanations are required.
- 3) Whether you have considered the feasibility of your interventions and the impact they may have throughout the organization. Think of system-wide implications and in terms of both cost and non-cost related effects on individuals and the organization (and perhaps the community or larger industry, depending on your proposed intervention).