

ORGANIZATION DEVELOPMENT & CHANGE

PSY 770

Fall 2010

Tuesday & Thursday 1:30 - 2:45 p.m.

INSTRUCTOR: Dr. Bob Pond

OFFICE: 710 Poe Hall

PREREQUISITE: PSY 768

HOURS: Wednesday 11:30-12:30 a.m.,
Thursday 11:30-12:30 p.m.
& by appointment

Moodle

A version of this syllabus is on-line for you to retrieve from <http://moodle.wolfware.ncsu.edu/>. I will be posting all announcements, documents, etc. at this moodle site and you will use this site to submit all course related assignments as directed. All information on the moodle takes precedence over this printed version of the syllabus. Check the moodle regularly!

REQUIRED TEXT

- Burke, W. W. (2008). *Organization change: Theory and practice* (2nd Ed.). Thousand Oaks, CA: Sage. (ISBN: 978-1-4129-2670-6)

SUPPLEMENTARY READINGS

- I have posted links to supplementary book chapters, articles, and websites in D.H. Hill's electronic reserve. You should be able to access the electronic reserve via the moodle or a link from the D.H. Hill Library. When you look at the e-reserve, you will see that there are a number of optional readings. You may decide to use these as "outside readings."
- In addition to reading the assigned material, throughout the semester you should be visiting D.H. Hill library and browsing through current literature to find articles that relate to the topics of organizational change and development that we cover in class. Read the articles that most interest you and report on them. (See details about "Outside Article Summaries" below.)

BOOKS ON RESERVE

You do not have to read the following books from cover to cover in this course, but since either I (or Burke) may refer to them occasionally, I put them on reserve for you in D.H. Hill Library.

- Beer, M., Russell, A. E., & Spector, B. (1990). *The critical path to corporate renewal*. Cambridge, MA: Harvard Business School Press. (HD58.8 .B438 1990 & also an e-book for NCSU students)
- Holman, P., Devane, T., & Cady, S. (2006). *The change handbook*. San Francisco: Berrett-Koehler. (HD58.8 .C4537 2007)
- Thomas, K.W. (2000). *Intrinsic motivation at work: Building energy and commitment*. San Francisco: Berrett-Koehler. (HF5549.5 .M63 T456 2000 & also an e-book for NCSU students)
- Lawler, E.E., III (2006) *Built to change: How to achieve sustained organizational effectiveness*. San Francisco: Jossey-Bass. (HD58.8 .L379 2006)

COURSE OBJECTIVE

- The purpose of this course is:
 - to encourage an in depth exploration of the concepts of organization development and change.
 - to provide exposure to academic and practitioner treatments of organization development and change.
 - to examine potential career paths in the field of organizational development by comparing and contrasting the approaches of a few highly recognized OD practitioners.
 - to examine client-consultant relationship issues such as contracting and professional ethics.

COURSE OUTCOMES

- By the end of this course, you should be able to describe:
 - theoretical concepts underlying organizational change and development.
 - techniques used to diagnose, implement, and evaluate organizational change and development.

REQUIRED ACTIVITIES (Described in more detail below)

- Contribute to in-class discussion.
- Post three (3) outside article summaries (with commentaries).
- Contribute to moodle forums. (Comment on summaries, etc.)
- Make an end of semester class presentation.
- Take two exams (i.e., midterm and final).

GRADING PROCEDURE

- | | |
|---|-----|
| • Participation in class discussion | 15% |
| • Three (3) outside article summaries with commentaries | 15% |
| • Participation in moodle forums | 20% |
| • End of semester class presentation & progress reports | 10% |
| • Exam I (midterm) | 20% |
| • Exam II (final) | 20% |

I will be using a plus/minus grading system based on a 10-point grading scale (for example, 80, 81, and 82 scores yield a “B-” grade, while 87, 88, and 89 are “B+” scores).

DESCRIPTION OF REQUIRED ACTIVITIES

CLASS PARTICIPATION

Your contribution to in-class discussion is critical. Your views are very important and very much valued. To achieve full benefit of the course (not to mention full credit on this part of your course grade) class attendance and active participation is mandatory. I also expect you to participate actively in the moodle forums by commenting on all “Outside Article Summaries” that are submitted by your classmates and making peer assessments.

THREE (3) OUTSIDE ARTICLE SUMMARIES/COMMENTARIES

- Read an academic (i.e., indexed by PsychInfo) article or book chapter related specifically to the reading topic of the prior week.

- Write a summary of the article and a commentary on it explaining how it relates to the topic of the week and why it interests you. In total, your entry should be approximately 700 words.
- Post your entries between the dates of 8/24 and 11/30 on the moodle forum titled “Article Summaries and Commentaries.” Summarize and comment on only one article per week. (Note: you can – and should – make comments on all entries submitted by other people that week.)
- Article summary format
 - Date
 - Full reference information on article you are summarizing. (See APA Publication manual.)
 - Course topic being addressed (i.e., heading of the week/part)
 - A brief summary of the article: (about 200 words)
 - A commentary on article’s relevance to the topic of the week (about 500 words)
- Post the summary so that it arrives **by 5 p.m. on the Monday of the week you are submitting it.**
- For each article summary, I will make a rating and so will your peers. I will place a rubric defining “outstanding, satisfactorily, and unsatisfactory” work on the moodle. Please use it!
- Make sure that you use your summary during class discussion to bring closure to one topic and introduce the next. You may create 1-3 PowerPoint slides to use to facilitate class discussion. Make sure that you get these slides to me the day before you intend to mention your article so that I can properly coordinate your work with others and mine. Submit the file containing your slides to “Deposit Summary/Commentary Slides Here” on the moodle site.

EXAM I

This exam will be an in-class short answer/essay assessment of your comprehension of and ability to integrate material associated with the first half of the semester and concepts you have learned about in other courses (e.g., PSY 768, PSY 769, or comparable courses outside of psychology).

END OF SEMESTER PRESENTATION

- Early in the semester, review “*The Change Handbook*” (Holman, Devane, & Cady, 2006) and pick an OD method (e.g., appreciative inquiry).
- Over the semester, develop a thorough understanding of the method by researching it and assessing its advantages and disadvantages relative to issues raised during the course. Document your efforts using online assignments titled “Progress Report [#] on OD Method Presentation.” I will request a progress report about every two weeks or so. (See Moodle.)
- Summarize your findings and observations in a class presentation during the last week of class. You may create a maximum of 8 PowerPoint slides to use to facilitate class discussion. Make sure that you get these slides to me the evening before you make your presentation so that I can properly coordinate your work with that of others. Submit the file containing your slides to “Deposit OD Method Presentation Slides Here” on the moodle site.

EXAM II

This exam will consist of two parts:

1. An in-class short answer/essay assessment of your comprehension of and ability to integrate material associated with the first and second half of the semester and concepts you have learned about in other courses (e.g., PSY 768, PSY 769, or comparable courses outside of psychology).
2. A self-assessment/retrospective describing how the course objectives have been achieved for you specifically. You will address the following questions:
 - What have you learned in the course that you believe will influence the way you CONDUCT RESEARCH in organizational change and development? (Assume that you WILL conduct this sort of research.)
 - What have you learned in the course that you believe will influence the way you PRACTICE organizational change and development in the future? (Assume that you WILL be an OD practitioner of some sort.)
 - What competencies do you need to develop further to be a more proficient OD practitioner? What will be your development strategy?

This portion of the exam answer is due **December 9**. Limit your answer to 5-8 pages (12pt., 1.5 margins, Times, excluding title page and references). Submit your file to "Exam II. Self-Assessment" on the moodle site.

SCHEDULE OF TOPICS AND READING ASSIGNMENTS

Here is a schedule of reading assignments over the course of the semester. All readings (except text chapters) are available on e-reserve at D.H. Hill Library.

PART I. INTRODUCTION**Aug. H 19 Introduction to Class**

A Realistic Class Preview (RCP)

Perspectives of organization development and change

Instructor's Note: Well before the beginning of Part II, be sure to look at the links to websites associated with some ODPs we will be discussing this semester.

Change in Perspective

T 24 Burke – Chapter 1: Sources of Understanding Organizational Change. (11)

H 26 Burke – Chapter 2: Rethinking Organizational Change (17)

T 31 Burke – Chapter 3: A Brief History of Organizational Change (23)

PART II. THE THEORY OF CHANGE**A Systematic View of Change and Its Form**

Sept. H 2 Burke – Chapter 4: Theoretical Foundations of Organizations and Organization Change (17)

Beer, M. (1980). Understanding Organization as System. In M. Beer *Organizational change and development* (pp. 15-44). Dallas: Scott-Foresman. (30)

M 6 **LABOR DAY (No Class!)**

T 7 Burke – Chapter 5: The Nature of Organization Change (19)

Continuum of Change: Micro to Macro

H 9 Burke – Chapter 6: Levels of Organization Change: Individual, Group, and Larger System (33)

Weisbord, M., & Janoff, S. (2005). Faster, cheaper may be simple; It's never easy. *The Journal of Applied Behavioral Science*, 41(1), 70-82.. (13)

- T 14** WRITTEN PRELIMS
H 16 WRITTEN PRELIMS

OD Research & Readiness to Change

- T 21** Burke – Chapter 7: Organization Change: Research and Theory (21)
H 23 Armenakis, A.A., Harris, S.G., & Mossholder, K.W. (1993). Creating readiness for organizational change, *Human Relations*, 46(6), 681-703 (22)
 Holt, D.T., Armenakis, A.A., Field, H.S., & Harris, S.G. (2007) Readiness for organizational change. *Journal of Applied Behavioral Science*, 43 (2), 232-255. (23)

- T 28** ORAL PRELIMS
H 30 ORAL PRELIMS

- Oct. T 5** Research and Readiness Continued...

7-8 Fall Break

PART III. OD AND CHANGE PRACTICE

T 12 *MIDTERM*

Ideas and Pictures Behind the Strategies

- H 14** Burke – Chapter 8. Conceptual Models for Understanding Organization Change (31)
T 19 Burke – Chapter 9. Integrated Models for Understanding Organizations and for Leading and Managing Change (19)
 Beer, M. (1980). Data collection and diagnosis. In M. Beer *Organization change and development*. (pp. 89-99). Dallas: Scott-Foresman. (10)

Change According to Burke

- H 21** Burke – Chapter 10. The Burke-Litwin Causal Model of Performance and Change (21)
Nov. T 26 Burke – Chapter 11. Application of the Burke-Litwin Model (23)

PART IV. CHANGE AGENTS

Burke's View of Leadership and Change

- H 28** Burke – Chapter 12. Transformation Leadership (23)
T 2 Burke – Chapter 13. Leading Organization Change (25)
 Washington, M., & Hacker, M. (2005). Why change fails: Knowledge counts. *Leadership & Organization Development Journal*, 26(5), 400-411. (11)

Optional Reading

- Beer, M., Eisenstat, R., & Spector, B. (1990). Revitalization leaders – the Scarce resource. In Beer et al. *The critical path to organization renewal* (pp. 179-208). Boston, Mass: Harvard Business School Press. (30)
 Beer, M., Eisenstat, R., & Spector, B. (1990). Where and how to start. In Beer et al. *The critical path to organization renewal* (pp. 223-232). Boston, Mass: Harvard Business School Press. (10)

PART V. CAREER ORGANIZATIONAL CHANGE PRACTITIONERS (ODPs)

Instructor's Note: There are more articles authored by the ODPs covered in this section on the e-reserve. I think that you would benefit from reading as many of these as you can! Look for e-reserve headings that start with "More on OD & Change According to" You may decide to use some of these as "outside readings."

Michael Beer's Views

- H 4 Beer, M. & Nohria, N. (2000). Resolving the tension between theories E and O of change. In M. Beer & N. Nohria (Eds.) *Breaking the code of change*. (pp. 1-33). Boston, Mass: Harvards Business School Press. (34)

Edward Lawler's Views

- T 9 Lawler, E.E., III. (2006). Preface (Built to Change). In E.E. Lawler's *Built to change: How to achieve sustained organizational effectiveness* (pp.xiii-xviii). San Francisco, CA: Jossey-Bass. (6)
Lawler, E.E., III. (2006). Creating a built-to-change organization. In E.E. Lawler's *Built to change: How to achieve sustained organizational effectiveness* (pp. 283-312). San Francisco, CA: Jossey-Bass. (30)

Kenneth Thomas's Views

- H 11 Thomas, K.W. (2009). The four intrinsic rewards that drive employee engagement. *Ivey Business Journal Online*. <http://www.allbusiness.com/labor-employment/compensation-benefits-wages-salaries/14061244-1.html>
Thomas, K.W. & Velthouse, B.A. (1990). Cognitive elements of empowerment: An "interpretive" model of intrinsic motivation. *Academy of Management Review*, 15 (4), 666-681. (16)

PART VI. ETHICAL CONCERNS IN OD AND CHANGE

Ethical Concerns In OD

- T 16 Lowman, R.L. (1991). Ethical human resources practice in organizational. In D.W. Bray (Ed.) *Working with organizations and their people: A guide to human resources practice* (pp. 194 - 218). New York: Guilford. (24)
Chapter 23. Confidentiality of interview data. (1998). In R.L. Lowman (ed.), *The ethical practice of psychology in organizations cases* (pp. 91 - 93). Washington, DC: American Psychological Association. (2)
H 18 Chapter 33. Pressures to implement psychological programs too soon. (1998). In R.L. Lowman (ed.), *The ethical practice of psychology in organizations cases* (pp. 131 - 134). Washington, DC: American Psychological Association. (3)
Chapter 55. A change of career direction. (1998). In R.L. Lowman (ed.), *The ethical practice of psychology in organizations cases* (pp. 225 - 227). Washington, DC: American Psychological Association. (2)

PART VII. RETROSPECTIVE: OD AND CHANGE

Retrospective

- T 23 Austin, J.A. & Bartunek, J.M. (1990). Theories and practices of organizational development. In M.D. Dunette and L. Hough (Eds.) *Handbook of industrial and organizational psychology* (pp. 309-322). New York: Guilford. (14)
Burke – Chapter 14. Organization Change: Integration and Future Needs (21)

24- THANKSGIVING BREAK
26

A Summary of Your Findings on OD Methods

- T 30 Manning, M.R. & Bingzagr, G.F. (1996). Methods, values, and assumptions underlying large group interventions intended to change whole systems. *The International Journal of Organizational Analysis*, 4 (3), 268-284. (17)
METHOD PRESENTATIONS

H 9 FINAL EXAM

OLDIES BUT GOODIES! (Consider readings from PSY 768 & PSY 769 in a new light.) You might use some of these articles as “outside readings.”

On the High Performance Cycle (HPC)

- 6 Locke, E. A., & Latham, G. P. (1990). Work motivation and satisfaction: Light at the end of the tunnel. Psychological Science, *1*, 240-246.
- 30 Latham, G.P., Locke, E.A., & Fassina, N.E. (2002). The high performance cycle: Standing the test of time. In S. Sonnentag (Ed.), Psychological Management of Individual Performance (pp. 201-228). New York: John Wiley & Sons.

On Commitment and Identification

- 16 Meyer, J.P., Becker, T.E., & Vandenberghe, C. (2004). Employee commitment and motivation: A conceptual analysis an integrative model. Journal of Applied Psychology, *89*(6), 991-1007.
- 6 Salancik, G. R. (2003). Commitment and the control of organizational behavior and belief. In B. M. Staw (Ed.), Psychological dimensions of organizational behavior (3rd ed., pp. 287-293). Upper Saddle River, NJ: Prentice Hall.
- 27 Meyer, J. P. & Herscovitch, L. (2001). Commitment in the workplace: Toward a general model. Human Resource Management Review, *11*, 299-326.
- 20 Ellemers, N., de Gilder, D., Haslam, S.A. (2004). Motivating individuals and groups at work: A social identity perspective on leadership and group performance. Academy of Management Review, *29*(3), 459 - 478.
- 27 Roberson, L. (1990). Functions of work meanings in organizations: Work meanings and work motivation. In A.P. Brief & W.R. Nord (eds.) Meanings of occupational work: A collection of essays, p. 107-134. Lexington, Mass: Lexington Books.
- 16 Rousseau, D. M. (1998). Why workers still identify with organizations. Journal of Organizational Behavior, *19*(3), 217-233.

On Psychological Contracting and Socialization

- 30 Morrison, E. W., & Robinson, S. L. (1997). When employees feel betrayed: A model of how psychological contract violation develops. Academy of Management Review, *22*, 226-256.
- 12 O'Reilly, C. (2003). Corporations, culture, and commitment: Motivation and social control in organizations. In B. M. Staw (Ed.), Psychological dimensions of organizational behavior (3rd ed., pp. 106-120). Upper Saddle River, NJ: Prentice Hall.
- 28 Miller, V. D., & Jablin, F. M. (1991). Information seeking during organizational entry: Influences, tactics, and a model of the process. Academy of Management Review, *16*, 92-120.

On Perceived Organizational Fairness and Support

- 16 Rhoades, L., & Eisenberger, R. (2002). Perceived organizational support: A review of the literature. Journal of Applied Psychology, *87*(4), 698-714.
- 19 Kickul, J., Lester, S. W., & Finkl, J. (2002). Promise breaking during radical organizational change: Do justice interventions make a difference? Journal of Organizational Behavior, *23*, 469-488.

On Making Organizational Changes

- 7 Staw, B.M. (2003). Organizational psychology and the pursuit of the happy/productive worker. In B. M. Staw (Ed.), Psychological dimensions of organizational behavior (3rd ed., pp. 89-99). Upper Saddle River, NJ: Prentice Hall.
- 10 Kerr, S. (2003). On the folly of rewarding A, while hoping for B. In B. M. Staw (Ed.), Psychological dimensions of organizational behavior (3rd ed., pp. 49-58). Upper Saddle River, NJ: Prentice Hall.
- 9 Katzell, R. A., & Thompson, D.E. (1990). Work motivation: Theory and practice. Special issue: Organizational psychology, American Psychologist, *45*, 144-153.

On Job Design and Organizational Changes

- 22 Wrzesniewski, A., & Dutton, J.E. (2001). Crafting a job: Revisioning employees as active crafters of their work. Academy of Management Review, 26(2), 179-201.
- 11 Langfred, C.W., & Moye, N.A. (2004). Effects of task autonomy on performance: An extended model considering motivational, informational, and structural mechanisms. Journal of Applied Psychology, 89(6), 934-945.
- 18 Hackman, J. R., Oldham, G., Janson, R., & Purdy, K. (2003). A new strategy for job enrichment. In B. M. Staw (Ed.), Psychological dimensions of organizational behavior (3rd ed., pp. 59-76). Upper Saddle River, NJ: Prentice Hall.

On Growth Needs and Intrinsic Motivation

- 44 Pinder, C.C. (1998). Growth needs and intrinsic motivation to work. In Work motivation in organizational behavior (pp. 164-208). Upper Saddle River, NJ: Prentice Hall.

NC STATE POLICY ON WORKING WITH STUDENT WITH DISABILITIES

If you have a verified disability, I will certainly do all that I can reasonably do to accommodate the course requirements to your specific needs. Please tell me immediately so that we can begin making appropriate arrangements right away. For more details on NC State's policy on working with students with disabilities, see: http://www.ncsu.edu/equal_op/dss/

ACADEMIC HONESTY POLICY

I trust you. Please do not give me any reason to be suspicious of your honesty. You are to do your own work on assignments and exams. If you are caught giving or receiving help on required assignments without first having received my authorization to do so, you will be prosecuted according to the guidelines describing NC States policy on academic honesty. For more details on NC State's academic honesty policy, see: http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php
