

Organizational Change and Development

PSYC 626-DL1

Spring 2021

Tuesdays and Thursdays, 1:30-2:45

Synchronous Online Class (due to COVID-19 pandemic)

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Office Hours:	Tuesday 10:30-Noon, or by appt.		

COURSE OVERVIEW

This course is designed to expand students' understanding of organizational development and change theory and practice. The course will focus on individual-level, team-level, and organization-level change initiatives. Students will be exposed to a variety of materials and learning formats to gain a diverse and comprehensive appreciation and understanding of the material. Students will have the opportunity to learn about organizational development and change through class lectures, assigned readings, "classroom" exercises, and interaction with organizational stakeholders involved in change experiences.

Through this course, students should learn (how to perform) the following:

1. Analyze the evolution of organizational development/organizational change and its future state.
 2. Identify the reasons for organizational change and types of organizational change.
 3. Understand and analyze the major organizational change analytic frameworks.
 4. Understand the reasons behind resistance to change.
 5. Identify and suggest communication strategies to enhance change.
 6. Suggest strategies to increase the likelihood of successful change.
 7. Interact with organizational stakeholders about change (e.g., conduct interviews and focus groups).
 8. Enhance relevant self-awareness to facilitate individual and team functioning and client outcomes during the change process.
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ADMINISTRATIVE INFORMATION

Readings: The readings will consist of book chapters, journal articles, and case studies.

Required case studies. You are required to purchase these two case studies (total cost is \$8.50). Please create an account and purchase them here: <https://hbsp.harvard.edu/import/795629>

Textbook. There is no assigned textbook. But, we will be reading some chapters from the book below

Block, P. (2011). *Flawless consulting* (3rd edition). San Francisco, CA: Wiley. You can access it through the GMU library here:

<https://www-oreilly-com.mutex.gmu.edu/library/view/flawless-consulting-a/9780470620748/?ar>

Technology for Class Sessions and Content: The course materials are posted on Blackboard. We will be using Zoom for the class sessions. You can access the Zoom link for the class sessions through Blackboard. You also can access class recordings through Blackboard.

Honor Code Statement: All aspects of this course are bound by the George Mason University Honor Code which states that, “Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Any student who engages in scholastic dishonesty, inadvertently or not, will be reported directly to the Honor Committee.

Students with Disabilities: Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit <http://ds.gmu.edu/> for detailed information about the Disability Services registration process. Then please discuss your approved accommodations with me. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu | Phone: (703) 993-2474

E-mail: Official Communications via GMU E-mail: Mason uses electronic mail to provide official information to students. Examples include communications from course instructors, notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their mason e-mail account, and are required to activate that account and check it regularly.

Communicating with me: When you would like to contact me (e.g., with questions), please e-mail me! Absent my experiencing some emergency, I will respond to your e-mail within 24 hours.

Class Cancellation Policy: If a class needs to be cancelled, I will e-mail to inform you. If no makeup class is scheduled (in the case that the University cancels the class), I will make a video lecture covering the missed material.

Diversity, Inclusion, and Class Etiquette: PSYC 626 is a “safe space”, which means we commit to: (1) Making our class a welcoming, open space for everyone; (2) Being aware of our prejudices and insecurities and how our words affect others; (3) Providing room for each of us to explore our own identities; (4) Allowing others to define their own identities and to speak for themselves; (5) Respecting the privacy of others by maintaining confidentiality.

I welcome and value individuals and their differences, including gender expression and identity, race, economic status, class, sex, sexuality, ethnicity, national origin, first language, religion, age and ability. If

you ever feel that any aspect of your identity is not wholly respected and appreciated in this class, please contact me.

Sexual Harassment, Sexual Misconduct, and Interpersonal Violence: *As a faculty member and designated “Responsible Employee,” I am required to report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s [Title IX Coordinator](#) per [university policy 1412](#). If you wish to speak with someone confidentially, please contact the [Student Support and Advocacy Center](#) (703-380-1434) or [Counseling and Psychological Services](#) (703-993-2380). You may also seek assistance from [Mason’s Title IX Coordinator](#) (703-993-8730; titleix@gmu.edu).*

Attendance and Participation: My expectation is that you will attend every class meeting and engage during class sessions. Given this is a virtual class, I actually am going to need to take attendance . . .which admittedly feels rather juvenile for us all. . .

You will need to complete an additional assignment for each session you miss beyond one (e.g., if you miss 3 classes, you would have to complete 2 additional assignments). All make-up assignments are due on Thursday, April 29th. Failure to adequately complete make-up assignments will result in failing the course. So, don’t do that!

Religious Observances: If you anticipate missing a class or other assignments due to religious observance, you must provide me with the dates of major religious holidays on which you will be absent by January 31st.

GRADING AND COURSE REQUIREMENTS

Your overall course grade will be based on four components. Each of these components is described below.

I. Class Facilitation and Participation (16%):

You each will facilitate or co-facilitate a class session (6% of your overall grade)

- If you are co-facilitating, my expectation is that you will work with the other student in preparing and leading the discussion.
- The facilitation will entail leading a discussion about the readings for that week and your classmates’ corresponding Blackboard comments about those readings.
- Please e-mail me at least 2 days before you are scheduled to facilitate so we can discuss your plan for facilitation.

Class Participation (10% of your overall grade)

- Participation points will reflect my judgment of your contribution to class discussion and learning.
- Several factors affect your participation grade. These factors include but are not limited to:

1. the *insight* you provide in your answers, questions, and comments during class,
2. the *frequency* of answers, questions, and comments during class,
3. the *collegiality* and *respectfulness* of your questions, comments and interactions with other students, the professor, guest speakers, and any organizational stakeholders with whom you interact.

Please note that the most important factor in my evaluation of your participation is the *quality*, not the *quantity* of your questions and answers!

- To better assess student contributions – particularly those that differ from my assessment – at the end of the semester, I will ask your classmates to nominate students whose participation significantly contributed to their learning.

II. Discussion Board Posts (39%): Almost every week of the class, you will respond to a series of questions/threads on that week’s Blackboard Forum. The questions will pertain to the topic that will be discussing in the upcoming class session and mostly will be based on the corresponding readings.

Here are some important points to keep in mind about the posts:

- Except where otherwise noted in the schedule below, posts will be due by the preceding Sunday, 11:59 pm EST.
- I will need to deduct 1 pt for each day late
- You must provide responses to each question/thread.
- Discussion Board Reflections will be graded on a 1 (*extremely weak*) to 5 (*extremely strong*) basis. I anticipate that most grades will be “3”s or “4”s”. Truly exceptional contributions will receive a “5”. I will assign a grade of “1” or “2” to reflections that are late or do not clearly demonstrate adequate conscientiousness and/or thoughtfulness about the topic.

Here are some strategies/tips for your responses

1. Discuss how (points in) the assigned readings for that week interrelate,
2. Extend or critique the authors’ arguments or classmate’s arguments. This must go beyond summarizing or restating their points,
3. Illustrate points in the readings with examples drawn from your own experiences,
4. Draw connections to other concepts covered inside or outside the class,
5. Introduce other articles or books you have read that are relevant to the topic (including materials or links when possible).

PLEASE do NOT wait until the last minute to do the readings and make your posts. I will grant exceptions only for true DOCUMENTED emergencies. I adopt this policy because I want to prepare you for the working world. Sometimes, “life happens” at the last minute, so we all need to get things done ahead of time whenever possible!

III. Consulting Project (25%): The purpose of this assignment is to provide you with practical experience applying the concepts and tools learned in class (e.g., through readings, discussions) to benefit organizational stakeholders. For this assignment you will work in small groups of students. You are the

“consultant”, and the organization is the “client.” You will be expected to use your knowledge and insight to critically examine the organization and issues in question and to provide recommendations. This assignment consists of a final presentation and a final paper summarizing your process as well as recommendations. Additional details of the assignment will be discussed in class and are available on Blackboard

IV. Personal Reflection Papers & Journal (20%): Effective Intrapersonal and Interpersonal skills are a key differentiator in the workforce today as well as a critical component of the development of an Organizational practitioner. Significant evidence exists to suggest that your impact in organizations depends partly on your ability to get along and work well with others. You will have several opportunities to reflect upon your personal learning and working styles and the impact they may have on others and vice versa.

- At minimum, there will be 3 individual personal reflection assignments throughout the course. I will go over the details of these in class.
- Also, please keep a journal of your group experiences and any personal insights that emerge for you throughout the course
- You will turn in this assignment (which includes the reflection papers and the journal) on the date listed below. For now, please begin keeping a journal (e.g., in Word), using dates, describing any observations/insights you have about your work-related tendencies, work-related interaction patterns, etc. as they occur to you. I would suggest listing a few bullet points each week.
- The goal is to acquire greater self-awareness, along with knowledge and skills to expand your personal development and increase your effectiveness in the groups and organizations in which you belong. I encourage you to be open and be honest with yourself and others, you will get out of this assignment as much as you’re willing to put in. Additional details will be discussed in class and posted to Blackboard.

GRADING

Final course grades in this course will be assigned strictly in accordance with the following cut-offs:

A+	97-100%
A	94-96%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C	70-80%
F	less than 70%

COURSE SCHEDULE, READINGS, AND ASSIGNMENTS

*Note: While we certainly will try to adhere to this schedule, we may need to rearrange things a bit during the

semester. If so, I will provide plenty of notice of changes.

<u>DATE</u>	<u>Topic/Event/Assignment/Readings</u>	<u>% of Course Grade</u>
Before 1/26 Class	Review syllabus Come to class ready to talk about one organizational change that you have observed or been part of	
Class on 1/26	Class Overview	
By 1/28, 8 am EST	Read the following and provide a response to each of the Forum thread questions. <ul style="list-style-type: none"> Chapter 2 of Burke 	3
Class on 1/28	Overview of Organizational Change and Development	
	Read the following and provide a response to each of the Forum thread questions. <ul style="list-style-type: none"> Chapter 5 of Burke Stouten et al (2016), pp. 1-11 Chapters 2 and 5 of Block (see above for link) 	3
Class on 2/2 and 2/4	Overview of the Change Process Facilitators _____	
	Read the following and provide a response to each of the Forum thread questions. <ul style="list-style-type: none"> Chapters 8 and 9 of Burke Cincinnati Children's Hospital Case (purchase case, see above) 	3
By class time on 2/9	Submit Consulting Project group contract	
Class on 2/9, 2/11	The Nature of Organizational Change Facilitators _____	
	Read the following and provide a response to each of the Forum thread questions <ul style="list-style-type: none"> McFillen et al (2013) Chapters 10 and 11 of Block 	3

	<ul style="list-style-type: none"> • https://www.eiu.edu/ihec/Krueger-FocusGroupInterviews.pdf 	
Class on 2/16, 2/18	Diagnosing Organizations Facilitators _____	
	Read the following and provide a response to each of the Forum thread questions <ul style="list-style-type: none"> • Chapter 4 of Burke • Lai and Lin (2017) • Tolbert & Hanafin (2006) - This paper is about a different topic 	3
Class on 2/23, 2/25	Understanding Organizations Facilitators _____	
	Read/Familiarize yourself with the following and provide a response to each of the Forum thread questions <ul style="list-style-type: none"> • Rosenbaum et al. (2018) • Block, Chapter 13 • https://www.mindtools.com/pages/article/newTED_06.htm 	3
Class on 3/2, 3/4	Planning Organizational Change Facilitators _____ <i>On 3/2, Kristen Randolph will be speaking</i>	
	Read the following and provide a response to each of the Forum thread questions. <ul style="list-style-type: none"> • Weiner (2009) • Holt et al (2007) • Rafferty (2005) 	3
Class on 3/9, 3/11	Readiness for Organizational Change Facilitators _____	
	Read the following and provide a response to each of the Forum thread questions. <ul style="list-style-type: none"> • Kegan & Laskow-Lahey (2001) in HBR-10-Must-Reads • Kiefer (2005) • Block (2011), Chapters 8 & 9 	3
Class on 3/16, 3/18	Resistance and Reactions to Change	

	Facilitators _____	
	Read the following and provide a response to each of the Forum thread questions. <ul style="list-style-type: none"> • Kim & Mauborgne (2003) in HBR-10-Must-Reads • Cortez & Johnston (2020) 	3
By class time on 3/23	Submit Consulting Project midterm report	
Class on 3/23, 3/25	Leading Organizational Change (1) Facilitators _____ <i>On 3/25, Julie Zobel will be coming to speak.</i>	
	Read the following and provide a response to each of the Forum thread questions. <ul style="list-style-type: none"> • Kavanagh et al. (2006) • Hindustan Petroleum Case (see link above) 	3
Class on 3/30, 4/1	Leading Organizational Change (Week 2: Cultural Issues) Facilitators _____	
	Read the following and provide a response to each of the Forum thread questions. <ul style="list-style-type: none"> • Garvin & Roberto (2005) • Jick (2003), pp 211-239 	3
Class on 4/6, 4/8	Instituting Change Facilitators _____	
	Read the following and provide a response to each of the Forum thread questions. <ul style="list-style-type: none"> • Grol et al (2009) • Stouten et al. (2018) page 11 through the end of the paper 	3
Class on 4/13, 4/18	Evidence about Effective Change Facilitators _____	
	Read the following and provide a response to each of the Forum thread questions.	3

	<ul style="list-style-type: none"> • Heifetz (2002) in HBR-10-Must-Reads • Meyerson (2001) in HBR-10-Must-Reads • Plowman et al (2007) 	
Class on 4/20, 4/22	Alternative Ways to Make Change Happen Facilitators _____	
By class time on 4/29	Personal Reflections Papers and Journal due	20
Class on 4/27, 4/29	Consulting Projects Group Presentations	
5/4 by 1:30 pm EST	Consulting Projects due	25