

Organizational Change and Development

PSYC 626-001

Spring 2023

Tuesdays, 10:30-1:10

Angel Cabrera Global Center 1306B

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Office Hours:	Wednesdays 1:00-3 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.

Textbook: Some of the course readings are from this book:

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

The book also has very [useful resources](#) we will use.

Class Content Content: The course materials are posted on 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.

Asking Questions/Communicating with me:

- “Ask Seth” Blackboard Forum: This is a forum for you to ask the instructor (Seth) any questions about the course (e.g., structure, assignments). Please use this forum whenever you have a question that you believe others would likely benefit from seeing my response to as well.
- Otherwise, feel free to e-mail me directly. Absent my experiencing some emergency, I will respond to your e-mail within 24 hours.

Class Cancellation Policy: If a class needs to be canceled, I will email 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).*

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 Participation (14%):

As any collective, this one (i.e., our class) largely is “as good as the behaviors of the people who compose it” (i.e. all of us). *One of the main lessons I hope you take away from this class is that organizational change needs to be participative.* This class will be too! I encourage you to ask questions, offer your comments, build off other comments, model what you would encourage organizational members to do!

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 (36%): Every week of the class, you will provide two discussion posts on that week's Blackboard Forum. You should provide a comment for two separate readings (though you obviously will complete all of the readings - even if there are more than two that week).

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

- Each post should be at least five meaningful sentences. (I realize “meaningful” is subjective, but you get the point).
- Except where otherwise noted in the schedule below, posts will be due by the preceding Sunday, 11:59 pm EST.
- Discussion Board Reflections will be graded on a 1 (*extremely weak*) to 3 (*extremely strong*) basis. I anticipate that most grades will be “2”s or “3”s”. Truly exceptional contributions will receive a “3”. I will assign a grade of “1” to reflections that are late or do not clearly demonstrate adequate conscientiousness and/or thoughtfulness about the topic.
- 1 pt for each day late

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 (35%): 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 are provided in Blackboard

IV. Mini Projects (15%): There will be 3 (what I call) mini projects for you to complete throughout the semester. These are opportunities for you to engage with the course material in practical ways. They are in 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>
Class on 1/24	Class Overview	
Before Class	Read the following and provide Discussion board posts <ul style="list-style-type: none"> ● Chapter 2 of Burke ● Valley Medical Center Case 	3
Class on 1/31	Overview of Organizational Change and Development	
Before Class	Read the following and provide Discussion board posts <ul style="list-style-type: none"> ● Chapter 2 in Cheung-Judge and Holbeche (Seth still needs to upload) ● Stouten et al (2016), pp. 1-11 ● Chapters 2 and 5 of Flawless Consulting 	3
By 2/2	Email your client to set up an initial meeting on 2/2. Try to schedule the meeting for between 2/6-2/10	
By class on 2/7	Submit Group Contract	5 (of project)
Class on 2/7	Overview of the Change Process	
Before Class	Read the following and provide Discussion board posts.	3

	<ul style="list-style-type: none"> • Take a look at the ProSci Materials • Listen to this Podcast Episode • Anderson, Core Ethics and Values Case 	
2/14	The Nature of Organizational Change	
Before Class	Read the following and provide Discussion board posts <ul style="list-style-type: none"> • Harrison (2005), Chapter 2 (Diagnosing Organizations) • Chapters 10 and 11 of Block 	3
By class on 2/21	Submit Engagement Contract	5 (of project)
Class on 2/21	Diagnosing Organizations Guest Speaker for second half of class	
Before Class	Read the following and provide Discussion board posts <ul style="list-style-type: none"> • Anderson, Diagnosis and Feedback Case • https://hbr.org/2017/10/all-management-is-change-management 	3
By class on 2/28	Mini Project 1 due	5
Class on 2/28	Diagnosing Organizations (cont)	
Before Class	Read the following and provide Discussion board posts <ul style="list-style-type: none"> • Cincinnati Children's Case • Block, Chapter 13 • Bloom et al (2020) 	3
Class on 3/7	Planning Organizational Change	
Before Class	Read the following and provide Discussion board posts <ul style="list-style-type: none"> • Holt et al (2007) • Dubinsky Case • Block (2011), Chapters 8 & 9 	3
3/14	No Class - Spring Recess	
By Class on 3/21	Submit Midterm Report	5 (of project)

Class on 3/21	Readiness and Resistance to/for Organizational Change	
Before Class	Read the following and provide Discussion board posts <ul style="list-style-type: none"> • Tolbert & Hanafin (2006) • Shufutinsky (2020) • Please purchase this simulation activity before class (\$10). We will complete it in class 	3
Class on 3/28	The Self in Consulting/ Simulation Exercise	
Before Class	Read the following and provide Discussion board posts <ul style="list-style-type: none"> • Oreg, S., and Berson, Y. (2019). • Kim & Mauborgne (2003) in HBR-10-Must-Reads (p. 50 of PDF) • https://hbr.org/2022/04/change-is-hard-heres-how-to-make-it-less-painful • https://hbr.org/2021/04/how-leaders-get-in-the-way-of-organizational-change 	3
By class on 4/4	Mini Project 2 due	5
Class on 4/4	Leading Organizational Change (1)	
Before Class	Read the following and provide Discussion board posts <ul style="list-style-type: none"> • Kim, Toh, & Baik (2022) • California Resources Case 	3
Class on 4/11	Leading Organizational Change (Week 2)	
Before Class	Read the following and provide Discussion board posts <ul style="list-style-type: none"> • Garvin & Roberto (2005) • https://hbr.org/2021/04/how-leaders-get-in-the-way-of-organizational-change • Jick (2003), pp 211-239 	3
Class on 4/18	Instituting Change	
Before Class	Read the following and provide Discussion board posts <ul style="list-style-type: none"> • Errida and Lotfi (2021) • Stouten et al (2018) page 11 through the end of the paper 	3
Class on 4/25	Evidence about Effective Change	

By class on 5/2	Mini Project 3 due	5
Class on 5/2	Consulting Projects Group Presentations	15 (of project)
By 10:30 AM EST on 5/16	Submit Final Consulting Projects	50 (of project)