Psychology 992: Organizational Development and Change

Spring 2020

Instructor:
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Office Hours:
Wed 11:00-12:00 or appt.
353-5006

Course Description
This course is a seminar for doctoral students in fields related to industrial and organizational psychology, organizational behavior and human resource development. It provides an in-depth examination of the field of organizational development (OD) from scientific, leadership, and consultative role perspectives. Substantive issues related to organizational diagnosis and planned change are reviewed and critically analyzed. Ethical issues and dilemmas faced by change agents are also explored. Individuals from academia, industry, and consulting who have direct experience as change agents will describe the implementation of and impediments to organizational change. The readings for the course offer a diversity of viewpoints about organizational change. You should be prepared to reflect upon your own perspectives, beliefs and values and how they affect your view of the world around you and the issues involving organizational change. You will also have experience with specific organizational development techniques and methods.

Readings and Course Structure
Readings from journals, books and book chapters are assigned for each session.

Why a Class on Organizational Development and Change?
Organizational development has emerged as a unique field from its early roots in the late 1940’s and early 1950’s. One of the first fairly comprehensive change and evaluation studies was done by Coch and French in 1948 as they examined factors that influenced resistance to change. They reported that resistance to change could be minimized by communicating the need for change and allowing the people affected by the change to participate in planning it. The late 40s also saw the development of the laboratory training movement, which focused on improving interpersonal relations, increased self-understanding, and awareness of team dynamics by managers. Since these early works, the field has rapidly evolved into an integrated framework of theories and practices capable of solving or helping to solve important problems confronting the human side of organizations. It is about people and organizations and people in organizations and how they function. OD is also about planned change -- of getting people (individuals, teams, cross-departments) and systems (human resources, production, research and development) to function more effectively. Planned change involves common sense, hard work, time, goals, and the use of valid knowledge and information about the organization and how to change it. The field has expanded from these early beginnings to include a number of intervention strategies. These interventions include those designed to improve the effectiveness of: (1) individuals (e.g., career planning, performance coaching, and training), (2) teams (e.g., team building, role negotiation, self-managed work teams); (3) intergroup relations (e.g., process consultation, partnering, third-party negotiation); and (4) the total organization (e.g., sociotechnical systems, strategy planning and visioning, continuous improvement, total quality management, and leadership development). While there is a whole host of tools in the toolkit of OD change agents, it is the set of values and assumptions that
separate OD change agents from typical management consultants. Some key values that change agents often espouse include concepts such as freedom, responsibility, self-control, justice, human potential and empowerment, dignity, respect, integrity, work, authenticity, openness, an acceptance of diversity. Thus, a course on organizational development and change provides the opportunity for you to learn about change theories and perspectives, change methodologies and strategies as well as to learn something about your own value system and assumptions about organizational change.

Meet the Instructor/Facilitator for the Class
I am a professor of psychology at Michigan State University. My major research interests involve improving workplace effectiveness. I am an active researcher and consultant with private industry and the public sector on issues of continuous learning, leadership, and organizational change. I am also an undergraduate director for the Department of Psychology and teach a variety of undergraduate and graduate courses in Psychology. I am proud to be a Fellow of the American Psychological Association and the Society of Industrial and Organizational Psychology. I received my BS in psychology from the University of Maryland and my MA and Ph.D. in psychology from The Ohio State University. Further information about my research and consulting activities can be found at http://www.io.psy.msu.edu/jkf

My interest in change started in graduate school as I took a course on organizational development and change. The course was intended to be a one semester introduction to the concepts of organizational change. In addition, we, as a class, actually took on the role of change agents with a local organization. This experience with working on identifying key organizational problems and issues as well as leading problem solving groups was inspirational in terms of seeing how change perspectives were relevant to what we were trying to do with this organization. The experience blended into the next semester but we did not care as we were learning so much about organizational change. Since graduation, I have been involved in a number of major transformational change efforts. My hope is that I can convey some of these “stories” about change and to challenge you to think about your own perspectives, assumptions, and values and how that might affect what you would be interested in studying about organizational change as well as how that might affect the way you would go about helping an organization.

Course Expectations
Active participation in class discussions is expected – it is why you are here! You (and I) are expected to come to class prepared to discuss the assigned readings. I will often give you questions to think about (or write about) as you are reading the material to prepare you for the class discussions or provide you with a number of pre-class assignments. Of course, you are also expected to come to every class as we have much to learn!. Feedback regarding participation is available upon request at any time. Do not be surprised if I come up to you at some point to encourage you to participate even more! You can only participate in a meaningful way if you read, summarize, and actively reflect on all the material assigned before class – that is your responsibility.

Evaluation
Course evaluation is based on four criteria: (1) knowledge of assigned material – this includes being able to describe key points in the assigned reading materials, lead discussions when asked, and actively participate in class discussions (20%); (2) Short papers and assignments on organizational change perspectives and issues of being a change agent; (50%); (3) final questions on core issues, concepts, and self-reflection (30%). More information on the assignments will be given in class.
### A Note on Course Flexibility

The course could include outside speakers. Therefore, the order in the syllabus may need to change to accommodate visitors. Some minor changes in readings could be done as we move through the course.

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Topics

January 7  Introduction to Change

Case: Ferndale Manufacturing

Thought Question: If you were called in as a consultant to help make major improvements to this Plant, what sources of resistance might you predict would likely to occur and why? Bring a bulleted list of at least three sources of resistance and be ready to discuss reasons these might occur.

January 14  Historical Perspective and Foundations


Toolkit: Force Field Analysis:

Assignment 1: Apply two of the four frames from the “framing change” paper to the Ferndale Case. How do the two frames complement each other or in what ways do the two frames supplement each other

January 21  Systems Thinking and Organizational Change Constructs

Katz & Kahn (1978). Organizations and the system concept (chapter 2)

Senge, P. (2006). The fifth discipline, Chapter 4


Spotlight on Practice: Austin, J. (2015). Leading effective change: A primer for the HR professional. SHRM Foundation’s Effective Practice Guidelines Series

Toolkit: SWOT Analysis and Six Sigma

Case: Borman and Deal: Bringing it all Together
Assignment 2: Analysis of case “Bringing it All Together” (Borman and Deal) List the “systems” that are embedded in the case of Bringing it all Together? Then, describe two systems that are in conflict with one another and why the systems are in conflict. (List at least 5 systems and then describe 2 systems that are in conflict and why

January 28 Change Theories Part I


Add an empirical study

http://jom.sagepub.com/content/early/2010/07/22/0149206310376326


Toolkit: Integration of systems
Assignment 3: As assigned, develop tables describing theories of change

February 4 Change Theories Part II


Toolkit: Create a toolkit – what is your view of change? What  type of change are you expecting?

Assignment 4: How does Burke’s paper help clarify an issue around change or obscure our understanding of change? OR How does paper by Van de Ven and Sun help clarify an issue around change or obscure our understanding?

February 11 Process Consulting: Part I


Assignment 5: Analysis of your own helping behaviors – what happened and what could you be a better helper?

February 18 Process Consultation: Part II

Schein, E. Chapters 8 and 9


Cuther-Gershenfeld, J., & Ford, J.K. Valuable disconnects, chapters 4 & 5

Toolkit: Team Framework from Schein; Team Performance Model; Team/Leadership Assessment; Team problems and “gates” – Schuler Video

Assignment 6: Analysis of a Team – Team Matrix; 4 corners exercise
February 25  The Vision and the Readiness for Change


Practitioner Spotlight: Austin (2009). Initiating controversial strategic change in organizations. Organizational Development


Assignment 7: Analysis of ethical case – what are the key ethical issues in this case and how would you proceed and why?

Toolkit: Visioning and Storytelling

March 10  Planning Change


Toolkit: Is/Is not analysis; Engaging Others (AT)
Assignment 8  Empowerment case – what are key issues of capacity building that are relevant to this case? What is missing in this organization? Given this class, what suggestions would you give Martin on how to get empowerment back on track for this company? (did this as an exercise and not a paper)

March 17   Large Scale Change Strategies


Toolkit: Hopes and fears

Thought Question: How does the whole scale approach take systems into account? What do you see as possible strengths and limitations of the whole scale systems approach to change?

March 24   Issues in Implementing Change


Toolkit:  Cause-effect analysis and Fanning for Creativity

Assignment 9:  Find an article that was referenced in one of the readings and read that and provide a short – 1 to 2 page report – why you were interested in pursuing this issue, a short summary of the article, and what you gained from this additional reading beyond what was assigned.

**March 31  Implementing Change: Leading a Change Effort**

Oreg, S., & Berson, Y. (2019). Leaders’ Impact on Organizational Change: Bridging Theoretical and Methodological Chasms/ Academy of Management Annals


Practitioner Spotlight:

Toolkit:  5 S and Lean
Hadifield, Homes, Kozlowski, & Sperl (2010). Lean: xxiii – xxv; also pages 1 – 14

Thought Question: Describe what you see as the two key advantages and two disadvantages of taking an appreciative inquiry approach to change

**April 7  Monitoring, Revising, and Sustaining a Change Efforts**


Toolkit: Value Stream Analysis
Hadifie|ld, Homes, Kozlowski, & Sperl (2010). Value stream mapping. 175 – 186.

April 14 Future of Change and the Field of OD


Final Exam Question 1: Reanalysis of the case Bringing it all Together (from Borman and Deal):
Applying what you have learned about change to the case

April 21 Reflections on Change


Final Exam Question 2: What concept, framework, idea etc. from this course was most impactful for you in terms of understanding change – something you will remember and take with you as you move onto your career? Explain.

FINAL PAPER: Due No Later than Tuesday April 28:

Final Exam Question 3: How has your view of change “changed” as a function of this class?