Syllabus – Psychology 330

Organizational Psychology

Fall Semester 2017

Monday 4:00 – 6:30 pm

355 MCKB

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My Office Hours: 355 SWKT; Mondays & Tuesdays, 12:00 – 4:00 pm

Tyler's Office Hours: Wednesdays, 9:00 am – 12:00 pm

Text: **Organizational Behavior**, (D.L. Nelson & J.C. Quick - Recommended)

The Five Dysfunctions of a Team, (Patrick Lencioni - Required)

Book of HBR Readings (Seamons, BYU Bookstore – Required)

Course Introduction

Organizational psychology is the application of psychological principles to the study of human behavior within organizations. The discipline specifically focuses on how the individual and the organization interact to create high levels of productivity and employee satisfaction. Organizations are the bedrock of American society. The ultimate goal of this course is to help you better understand how organizations can be influenced to change in constructive ways and how the Organizational Psychologist can help facilitate that change.   The issues and concepts we will discuss will come directly from first hand experiences in the workplace over a 40+ year period and will include lessons learned and lessons yet to be learned. The text (Nelson & Quick) is recommended but there will be no exam questions taken from this text. The **HBR Book of Readings** is required. **The 5 Dysfunctions of a Team** is required reading within the first 3 weeks of the semester. The **handouts you will find on Learning Suites** for each Unit will be required reading. Exam

questions will be taken from these handouts and from the Lencioni book as well as from class discussions.

Learning Objectives

1. **Learning Objectives**
   - Students will experience the dynamics of working in work teams on each paper/exam throughout the semester. Their understanding will be measured by their completing 6 writing assignments and 1-2 exams. Every student will be assigned to a team (of 4-5 team members) for the entire semester.
   - Students will demonstrate an understanding that much of the reported media information (newspapers, TV broadcasts, Journal publications, and other news media) will often reflect issues of organizational success and/or failure on various issues. This will be measured by summarizing in a team report the issues and results found in 10 articles.
   - Students will reflect their current understanding of best practices throughout the industry on one of 9 current issues. They will research and report what those best practices are, how they are measured and what companies are doing to implement these best practices and, where available elucidate the impact of focusing on these best practices.
   - Through examining current research and interviewing company executives, students will examine one company in depth in a variety of different areas, reporting what their company is doing well and what they need to improve. This "Organizational Analysis" will be written in a way that could be given to the company executives and would be an example of what they would produce if they were actually hired as consultants to identify key areas of organizational strength and development needs.
   - Students will select one change management model currently being exemplified within today's workplace and will prepare a written report and oral presentation on what this model looks like within different companies, under what conditions it would work well, and where it would be likely to fail to answer the needed questions.

- Students will study, in depth, the use of teams in the workplace. They will have an entire semester with their own work team to analyze their effectiveness in overcoming various issues and achieving specific objectives. They will not only study their own team dynamics, but they will also conduct their own team development session using the techniques they identify in their paper.
- Students will analyze the actual dynamics illustrated when two or more companies merge. They will examine what the purposes of the merger were, how well those objectives were met, what unintended dynamics occurred and be able to articulate what actually happens when two diverse culture come together.

2. **Sample Exam Questions**
- Which of the following is not included in the team's paper as being a Best Practice in "HR as a Strategic Partner"?
  - o Emphasis on the bottom line is the first priority.
  - o Understanding the business.
  - o Facilitating the transitions as employees move from one position to another.
  - o Identifying talent needs for the company.
- The field of organizational psychology is both broad and quickly evolving. Many people in business are unsure of what organizational psychologist's even contribute to the company. All of the following are the common objectives of an organizational psychologist except:
  - o Increasing return on investment.
  - o Raising performance.
  - o Increasing subjective well-being.
  - o Improving processes and relationships.

Course Description

Most students do not get the opportunity to participate in a work team while getting their undergraduate degree. In the workplace, this approach is frequently

utilized to tap into the talents of a number of workers and the diversity and synergy they develop as teams. Consequently, we are going to take a rather unique approach to the learning process in this course. On the first day, the class will be divided into 6 teams of 4-5 members each (more or less depending on the size of the class). <u>All assignments will be team assignments</u> with one report/presentation representing the full team for each assignment. There will be <u>no</u> individual papers or reports. Each team member <u>must</u> lead at least one assignment. <u>The team members will provide feedback as to the quality and level of contribution of each team member on each assignment using an attached peer evaluation form</u>. This feedback is intended to facilitate the quality of team interaction throughout the semester. **<u>All peer review forms must be turned into me on the day the assignment is due.</u>** This will help to assure that the quality of everyone's team contribution is recognized. A summary of the peer reviews for each team will be returned to the team by the net class period so they can discuss those results. In fact, penalties will result if they are late. As indicated, each team member will have the opportunity to provide leadership for one of the team assignments.   You will provide observations of your own performance with each assignment along with your observations of each of your team members.

This course is based heavily on team interaction, full classroom discussion and processing learning from written assignments.   Therefore, it is important that you come to class prepared to discuss the topics and participate with your team. Therefore, absences will come with a penalty. Your grade will be lowered 1 full grade point for each 3 absences during the semester. On the other hand, all students who attend class 100% of the time will receive a ½ grade point raise at the end of the semester. If your schedule does not allow for full attendance, **<u>please drop the course</u>**. There will be time allotted during each class session for team time so be sure you are there. Full participation as a member of a team is mandatory. Failure to do so will result in failing the course and putting your team members at a distinct disadvantage. Absence from class or team meetings should be acknowledged on the Peer Review form with each assignment. I reserve the right to raise or lower individual scores based on my observations of a person's contribution or lack thereof. More importantly, you won't learn as much and will

miss opportunities to work together with me, your team and your classmates in fully understanding the psychological dynamics that drive organizations. This is a heads up - You will all be required to read Patrick Lencioni's book, **The Five Dysfunctions of a Team**, within the first three weeks of class (by Sep 23rd). You will be specifically asked if you read it and, be aware, the material will be on the exam. Feel free to get started early. If you cannot support the above statements, **please drop the class**.

There will be a team activity woven into each class for two purposes: First, to acquaint you with techniques of how to use team "interventions" to help develop a team; and, second, to give you the experience of analyzing the impact of the group process over time (e.g., 15 weeks; also, to participate in a working team that needs to accomplish a given set of tasks. These are experiences that you can't just get out of reading a book. Even the 2 exams will be "team exams". In other words, no laptops, notes, books or other resources will be allowed. The exams will be an oral discussion within each team to come up with the best answer to each question (50 multiple choice questions per exam). You will be provided with a list of relevant resources to which you can refer for your various assignments but you will also need to learn how to research your topics in the available literature. What follows is a more detailed description of each assignment.

Description of Team Assignments

1. Examples of organizational dynamics are covered in the news media almost daily. Each team will be required to submit a **One Page Written Synopsis Of Each Of 10 Different Newspaper Articles Or Newscasts** that describe the effects of organizations either being recognized or violating some fundamental organizational principles and/or set of values. For each article, describe the issue, the action taken, the organization's response and the consequences (50 pts.) These 10 summaries do not have to be related categorically. The purpose is to identify those psychological dynamics that exist in virtually everything that go on around us.

2. Prepare a research paper describing those **Best Practices** found in the literature regarding how organizations address **1** of the following **10 Best Practices**. This paper should clearly define:
    o A list of behaviors considered to be best practices,
    o Names of those organizations that demonstrate these best practices,
    o How they differ from the typical practices of other organizations,
    o And, how the respective organizations have benefitted from the best practices you are studying (50 pts.)

The **Best Practice** areas, from which you will choose, include the following:
    • Developing an effective **Performance Management** system;
    • Developing leading edge **Talent Management** practices (e.g., recruiting, employee training and development, retirement counseling, etc.);
    • Identifying the critical indicators of organizations with **Top Performing Teams**;
    • Developing a strong **Employee Engagement Culture**;
    • Defining and designing a consistent, **Values-Driven Culture**;
    • Establishing elements of a strong **Coaching/Mentoring Program**;
    • Developing the capabilities of implementing **Significant Organizational Culture Change**;
    • Developing **"World Class" Leadership Development Programs** and practices;
    • Defining an effective **Strategic Business Partnership between HR and Their Operating Business Partners**.
    • Defining how organizations best address issues of **Diversity and Inclusion**.

3. Conduct an **Organizational Study/Analysis** of a corporation of your choice. That analysis must follow an outline that is provided in this syllabus. Information can be obtained from any number of sources: annual reports, news articles, personal interviews, existing personal knowledge, and any web-based, validated source. Your choice of which organization you will study must be cleared with me first. The process that you will be using for your

analysis will be based on <u>RHR's Corporate Effectiveness Triangle Model</u> (<u>50 pts</u>.)

4. **<u>Choose One Of The Theories Of Change Management Listed Below And Prepare A Paper And A 30-45 Minute Oral Presentation</u>** (for the class) describing:
     o The essence of that theory,
     o Its central theme,
     o Its basic tenets or foundational cornerstones,
     o And, why it should or should not be considered in today's workplace.
     o Describe the fundamental elements of the theory,
     o Where this particular theory might be used,
     o And where gaps exist that the theory does not adequately explain (<u>50 pts</u>.)

Choose one of the following models. If you know of another theory you would like to research, check with me first. I want to at least cover the bolded theorists/theories.
   - **Edgar Schein**
   - **Kurt Lewin**
   - **ADKAR**
   - RHR International
   - **Vital Smarts**
   - **John Kotter**
   - William Bridges
   - **Stephen Covey**
   - **Clay Christensen**

5. You will be experiencing a variety of team interventions during each class period throughout the semester. As previously mentioned, these will be used for two basic purposes: one, to give you examples of what such interventions look like; and, two, to give you an opportunity to experience how group dynamics operate. For Project #5, you are to **<u>Design A "Team" Session (s) Intended To Resolve The Group Dynamics That Will Arise As Your Team</u>**

Experiences The "Forming, Storming, Norming And Performing" Stages Of Group Development. You should include:

- o Define the purpose of the team session,
- o Why you selected the outcomes you have articulated,
- o Describe and sequence activities that will help you to achieve your desired outcomes, and
- o Identify what external resources you will need.
- o You are to then conduct this team session with your group at an appropriate time during the semester. Feel free to consult with me or Andi on this project. Also, feel free to use Lencioni's model to anchor your thinking.   (50 pts.)

6. You are to **Research A Recent Merger Between Two Or More Corporations**, describe why the merger was conducted, what the key elements of the merger were, how effectively the objectives were met with the resulting merged entity, what was not achieved and describe what was the unexpected fallout. (50 pts.).

7. There will be 2 exams during the semester, a midterm on **Oct 23rd** during class time and the final exam on **Dec 18th** at 5:45 pm. (50 pts. each). Again, this you will be able to discuss each question within your team to determine the correct answer. One answer sheet will then be submitted per team.

Grading

Grades will be based on your class discussion, attendance as well as on your performance on the following assignments described below. Your team will be allowed to drop their lowest project (not exam) score:

1. Synopsis of Media Articles   50 pts.
2. Research Paper on Best Practices   50 pts.
3. Corporate Organizational Analysis   50 pts.
4. Paper/Presentation on Change Model   50 pts.
5. Design/Implement "Team Session"   50 pts.

6. Corporate Merger Project   50 pts.
7. 2 Exams   50 pts. each

TOTAL POSSIBLE POINTS   350 (including discarding the lowest score)

Grades

A	= 326-350	C+	= 269-279
A-	= 315-325	C	= 256-268
B+	= 304-314	C-	= 245-255
B	= 291-303	D	= 210-244
B-	= 280-290	E	= 175-209

Late Work

Assignments submitted late (after midnight of the due date) will be subject to a 10% penalty per day for each team member. **Peer Reviews** submitted after the deadline will result in a penalty of 5 points per day off the team score for that student. I suggest that you don't test this. As indicated, 4 or more absences during the semester will result in 1 grade point reduction from the final grade

Make-up Work

Assignment due dates and exam dates are adhered to strictly.   If you know of a potential future conflict, please inform me as soon as you find out about it. Any make-up exams will be individual and will be different and more difficult.

Extra Credit Opportunities

There will be no extra credit opportunities outside of Assignment #6. You may use this assignment to replace your otherwise lowest score.

University Policies

Learning Outcomes

Each program at BYU has developed a set of expected student learning outcomes. These will help you understand the objectives of the curriculum in the program,

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including this class. To learn the expected student outcomes for the programs in the psychology department and college, go to http://learningoutcomes .byu.edu and click on the College of family, Home and Social Sciences and then the psychology department. We welcome feedback on the expected student learning outcomes. Any comments or suggestions you have can be sent to FHSS@byu.edu.

BYU Honor Code
In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must, in fact, be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Discrimination and Harassment
Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-biased discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24 hours); or contact the Honor Code Office at 422-2847

Preventing Sexual Misconduct
As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or

activities. Title IX also prohibits sexual harassment—including sexual violence—committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of Sexual Misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at https://titleix.byu.edu/report-concern or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at titleix.byu.edu.

Students with Disabilities
Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty Policy
The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. President David O. McKay taught that "character is the highest aim of education"

(The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism Policy

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the students own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing. The substitution of another person's work for the student's own or the inclusion of another's work without adequate acknowledgment (whether done intentionally or not) is known as plagiarism. It is a violation of academic, ethical, and legal standards and can result in a failing grade not only for the paper but also for the course in which the paper is written. In extreme cases, it can justify expulsion from the University. Because of the seriousness of the possible consequences, students who wonder if their papers are within these guidelines should visit the Writing Lab or consult a faculty member who specializes in the teaching of writing or who specializes in the subject discussed in the paper. Useful books to consult on the topic include the current Harcourt Brace College Handbook, the MLA Handbook, and James D. Lester's, Writing Research Papers.

Fall 2017 - Class Schedule
Organizational Psychology 330

Date	Topics for Class Discussion	Team Intervention	Assignments Due
Sep 11 Mon - Unit 1	Organizational Psychology & the World of Business; History of Organizational Psychology; Introduction to Team Work; Formation of class teams	Broken Squares	Begin reading Lencioni's book, **5 Dysfunctions**
Sep 18 Mon - Unit 2	Relevant Theories of Individual Differences within the Workplace; Giving and Receiving Peer Feedback	What I Want & Need From My Team	Have read Lencioni's book, **5 Dysfunctions**
Sep 25 Mon - Unit 3	Understand the Value of Teams; Team Member Roles; Dynamics of Forming, Storming, Norming, Performing; Leading and Making Teams Effective	Give & Receive Feedback	**#1 - Media Synopsis; Peer Reviews**
Oct 2 Mon - Unit 4	Organizational Analysis; Creating Team Ground Rules	Develop Team Ground Rules	
Oct 9 Mon - Unit 5	Best Practices in Organizations	Meaningful Experiences	**#2 – Best Practices; Peer Reviews**
Oct 16 Mon - Unit 6	Managing Emotions & Stress in Organizations	Using Personal Stress Tools	
Oct 23 Mon - Unit 7	Dynamics of Family Businesses; **Mid-Term Exam**		

Oct 30 Mon - Unit 8	Dynamics of Mergers & Acquisitions	NASA Survival Exercise	#3 – Organizational Analysis; Peer Reviews
Nov 6 Mon - Unit 9	Introduction to Principles of Change Management	Who Am I? Reflective Self –Assessment	
Nov 13 Mon - Unit 10	Change Management Models I	Evaluate Team Effectiveness (Lencioni)	#4 – Change Management Theory; Peer Reviews
Nov 20 Mon - Unit 11	Change Management Models II	Key Learnings From This Class	
Nov 27 Mon - Unit 12	Organization Design & Structure	Personal Values Shield	#5 – Team Intervention Project; Peer Reviews
;Dec 4 Mon - Unit 13	Talent Management; Tools for Leadership Development	What Do I Do Next With What I've Learned?	
Dec 11 Mon - Unit 14	Cultivating Organizational Culture; Process Consultation; Careers in Organizational Psychology	Strength Bombardment	#6 – Mergers & Acquisitions; No Peer Reviews
Dec 18 Mon -	Final Exam @ 5:45 in 355 MCKB		

Rubrics for Assignments #1 – 6

Psych 330

Assignment #1 (50 pts.)
<u>**Due: Sep 25**</u>th

10 Media Synopses

- Your team is to search the media (e.g., TV newscasts, newspapers, business magazines, web-based news, etc.) and identify at least 10 articles, stories, events, etc. that have implications for the application of psychological principles in the workplace, government, any public or private enterprise.

- You will write a one page summary of the event, briefly summarizing the essence of the issue, describing the psychological issues at stake, what conclusions were reached, what issues you think they may have missed or inappropriately downplayed, what are the societal/psychological implications at stake.

- These summaries must be of events/articles/etc., that have transpired within the past 60 days.

- This paper must be well integrated (<u>not</u> just 2 articles each from each team member) and descriptive enough so that a person not having "heard the news" would be able to comprehend the issues at stake.

- The paper and peer reviews of your team members must be emailed to Dr. Seamons and Tyler (tseamons@live.com) by 11:59 pm Sep 25th. Any papers or peer reviews submitted at 12:01 or later will be subject to 10% penalty per day. Feel free to contact Dr. Seamons or Tyler prior to that time if you have any questions. Just understand that there will be <u>no</u> excuses for late work. "My computer broke down or my internet crashed" will not be accepted so give yourselves plenty of time.

Assignment #2 (50 pts.)
Due: Oct 9th

Best Practices Research Paper

- Your team is to choose one of the following "areas of best practices". Prepare a research paper documenting what your chosen area is trying to measure; what the specific leading edge organizational and leadership practices are; which organizations are successfully implementing these practices; what works best; how organizations have the most difficulties; how they differ from each other; and how organizations benefit from best practices. You should also document what is needed for an organization to set up such a practice. **List the behaviors which measure best practices with bullet points at the beginning of your research paper**. Listed below are ten areas of best practices:
    - Designing an effective **performance management** system;
    - Developing leading edge **talent management** practices (e.g., recruiting, employee training and development);
    - Identifying the critical indicators of organizations with **top performing teams**;
    - Developing a strong **employee engagement culture**;
    - Creating a consistent, **values-driven culture**;
    - Establishing elements of a strong **coaching/mentoring program**;
    - Developing the capabilities of implementing significant **organizational culture change**;
    - Developing **"world class" Leadership Development programs** and practices;
    - Defining an **effective strategic business partnership between HR and their operating business peers.**
    - Effectively addressing **Diversity and Inclusion** issues

- The best sources for industrial and organizational materials are found on the book list and website databases which is located on Learning Suites. You will

find current articles in the **HBR Readings Book** you purchased for this class for many of these "best practices". Many additional articles are available through the other databases as well as dropbox. Please include references of at least five sources at the end of the paper. The paper should be at 6 - 10 pages in length (double spaced) not including the bulleted list of best behavior practices which **must be** included at the beginning of the paper.

- This assignment and peer reviews must be emailed to Dr. Seamons and Tyler (tseamons@live.com) by **11:59 pm on Monday, Oct 9th**. The paper should follow appropriate APA Guidelines. You should make sure that all fonts and styles are consistent for quality work. In completing this assignment please do not hesitate to contact Dr. Seamons or Tyler for further instructions or research assistance.

Assignment #3 (50 pts.)
<u>**Due: Oct 30th**</u>

Organizational Analysis

- Your team must conduct an organizational analysis of a corporation. This analysis **must** follow the RHR outline (attached to this rubric). Information can be obtained from any number of sources: annual reports, news articles, personal interviews, existing personal knowledge, and any web-based, **validated** information. The process that you will be using for your analysis will be based on **RHR's Corporate Effectiveness Triangle Model** (attached to this rubric).

- Using the RHR model, your team will use several of the questions under the subcategories of each model to stimulate ideas you will submit in paragraph form with the appropriate **bolded** sections: External Environment, Corporate Purpose, Organizations and Systems, Human Resources, and Integrative Process. An example of how to use these questions is as follows:

    A. External Environment

    1. <u>Marketplace</u>

       The marketplace of VitalSmarts appears to be heading toward an integration of online products and the use of instructional coaches. This is due to both the rising awareness of this type of service as well as the rising demand requiring increased travel. This integration is possible because customers now expect that the effectiveness of such services will take time to measure. Consequently, VitalSmarts has designed statistical information systems to meet customer expectations via the online software. Previously, consumers believed that successful intervention could take place in a week which is what caused the market to change. . . . . Etc.

- Please begin your corporate analysis with a short introductory paragraph with basic information on your company and what it does. Your analysis, if performed thoroughly, should be at least 10-15 pages single spaced. You must include a reference section citing the source of your work, e.g., interviews, web sources, annual reports, etc. Be careful not to choose a corporation with a market that is too varied. In fact, all companies to be studied must be cleared with Dr. Seamons. Additionally, local companies may not have annual reports so do not be shy to ask for interviews.

- Your paper must be written in a format that you could hand it to the organizational representative you interviewed and they would find it valuable to them. You must also have a closing section on "<u>Summary and Recommendations".</u> The organizational executives will want to know what you think are the main conclusions and where they might focus their efforts.

- This assignment and peer reviews must be emailed to Dr. Seamons and Tyler (tseamons@live.com) by **11:59 pm on Monday, Oct 30th.** You should make sure that all fonts and styles are consistent for quality work. In completing this assignment please do not hesitate to contact Dr. Seamons or Tyler for further instructions or research assistance.

Organizational Analysis
RHR Corporate Effectiveness Model
(Outline to be followed)

What follows is a list of questions designed to be used to assist in reviewing and analyzing impressions of client organizations. Obviously, the guide to using this list is the presenting issues RHR and the client need to address. These questions are grouped under the headings listed on the Corporate Effectiveness Triangle Model illustration. It is not expected that answering every question will improve the quality of the process. Rather, this is simply a list to help stimulate reflection.

A. External Environment
1. Marketplace
   - What appears to be the current direction of the marketplace?
   - Is there much agreement about what the customer expects of the company's products/services?
   - How have these expectations changed?
   - What are the major competitive trends?
   - Does this appear to be a marketplace where price is the critical factor in the purchase of products/services?
   - Etc.
2. Financial Community
   - How does the current cost of money affect the company as it looks to financing its growth?
   - Do top executives see developing positive relationships with financial analysts and the press as important to their roles in meeting future financial requirements of their company?
   - How active is the top management in shareholder relations?
   - What is the attitude of owner and/or executives about borrowing to finance growth?
   - Etc.

3. Industry Mores
    - What are some of the long-established traditions of the industry? Are these being questioned by the client?
    - Is the company the leader in its industry? In what way?
    - Is it a new entry, of a maverick sort, that is fighting industry traditions?
    - Etc.

4. Government and Regulatory Impact
    - Does it view government (federal, state, local) as the enemy or a partner?
    - What are historical and current examples of regulations helping and hindering its viability?
    - Can executives participate in politics? Can they express opinions in public on controversial issues?
    - Do they tend to follow their industry, trade or professional association in addressing regulatory issues?
    - Etc.

5. Social Responsibilities
    - Is the company a key influence in a small community?
    - What is its philosophy of public relations?
    - Is it an established social leader in its community? Does it have to fight smugness?
    - Is it a maverick sort that is challenging local traditions?
    - Are the managers involved in community changes? Are they the leaders or the followers?
    - Is there a history of cyclical layoffs?
    - What is their relation with universities and students?
    - Etc.

B. **Corporate Purpose**
    1. Nature of the Business
        - What is the immediate, ostensible reason for the existence of the organization?
        - How would you define the business (es)?

- What have been the key historical trends that have influenced the company as we know it today?
- What are the major competitive and industry trends?
- What are the critical factors required for the company to be successful?
- What steps have been taken to deal with these factors? What other steps need to be taken?
- Etc.

2. <u>Philosophy and Values</u> (relative to customers, employees, suppliers)
   - Is there a written statement of the organization's philosophy?
   - Are basic policies consciously related to philosophy?
   - Is there a relation between actual behavior and stated company philosophy?
   - Historically, has the philosophy been stated after the organization was in existence for some time or were the philosophy and the development of the organization simultaneous?
   - Is there homogeneity or disparity of value patterns?
   - How important in selection and upgrading are the values of the individual, as well as his capability, etc.?
   - Is the philosophy consciously being modified as the organization grows or changes?
   - What difficult decisions were based on values?
   - Etc.

3. <u>Objectives and Strategies</u>
   - How prevalent in the thinking of the total management group, are targets, objectives, goals?
   - How much is planning a characteristic part of each manager's job responsibility?
   - Are all areas of the business taken into account?
   - Is there much consideration given to assumptions underlying strategy? Are the assumptions common?
   - How do they go about planning?

- How does strategy get translated into department and individual objectives?
- Are there opportunities to change plans if the basic assumptions change?
- Etc.

C. **Organizations and Systems**

1. Organization Structure
   - How appropriate is the organizational structure to the purposes of the company? To the times? To the environment?
   - Is there an organizational chart?
   - Is the structure rigid or flexible?
   - Are there frequent changes in the pattern of organizational structure?
   - What about the coincidence between titular and actual leadership?
   - Are activities, traditionally and habitually, tightly organized?
   - Are there frequent instances of ad hoc, special, organized efforts (e.g., task forces) that violate, support or supplement the organizational structure?
   - What is the attitude of management toward the organizational structure?
   - What is the impact of the organizational structure on people?
   - Does the organizational structure allow for growth? Promote growth?
   - Etc.

2. Role Differentiation and Integration
   - Is there merely surface integration via job descriptions?
   - Do people know the purposes and functions of others?
   - What is the relationship between line and staff?
   - What authorities have been broadened or increased over time?
   - Is there a concept of shared authority?
   - Are there frequent complaints of too much responsibility in relationship to too little authority?
   - Are the functions coordinated voluntarily?

- Etc.

3. <u>Performance Criteria</u>
    - Are policies developed primarily in reaction to unanticipated events?
    - Does the company have a formal performance appraisal program? How are the criteria developed?
    - Does corporate appraise divisional effectiveness primarily by meeting operating income targets?
    - Do criteria for divisions' departments and individuals change frequently?
    - What are the <u>assumed</u> criteria for judging divisional and individual performance?
    - Is there a high or low correlation between the company' values and its performance criteria? Cite examples.
    - Etc.

D. **Human Resources**

1. <u>Manager Capability</u>
    - Is there a will to manage?
    - How do you estimate the level of intelligence in the executive group? High, Average or Low?
    - Does the range in years on their present job of the top group indicate strength regarding experience? Lack of experience? Lack of sufficient spread? In a rut?
    - What is the general level of management sophistication?
    - Has the organization made effective use of its capability?
    - Is there a balance of talent? Of functions?
    - Does the organization make appropriate use of staff services and consultants?
    - Is there a high degree of resourcefulness and creativity?
    - Are there many or few leaders with respect to a diversity of activities?
    - Is the titular and actual leader the same?

- What is the basis of leadership? Age? Title? Position? Name? Know-how? Capability?
- Is leadership precarious or secure? Changing or stable?
- Etc.

2. <u>Management Planning, Succession and Development</u>
   - Is there a good balance of ages within the top group? Between levels of management?
   - Is there strength in depth? Is there identified back-up strength?
   - Has the attrition rate of the top group for the last five years been average? Are there specific functions or departments/divisions where attrition has been exceptionally high? Low?
   - Is there too much inbreeding?
   - Does the leadership emerge from the career path?
   - Is there planned turnover?
   - Is there rotation of people on a planned basis for developmental purposes?
   - Are managers consistently rewarded for their success in developing their people?
   - Do managers feel secure about their positions, regardless of performance?
   - Is promotion based on merit?
   - What are the key managers' capacities for self-criticism?
   - Etc.

3. <u>Motivation and Morale</u>
   - Is the company drifting with the times?
   - What is the tempo of the operation?
   - Is there wholesome evidence of forward thrust and a sense of "It's fun to be working here"?
   - How frequent is the talk about the past versus talk about the future?
   - Is there manifest pride by members of the organization in their company?

- What evidence is there of personal identification with the objectives and goals of the organization?
- Do members of the organization feel they are competitive in the marketplace?
- Is there face validity to the morale?
- Is there a feeling that the company has a future?
- What is the reaction of others when one member of the group falters?
- Are members of the organization friends?
- Is there after-hours socializing?
- How does top management assess morale?
- Etc.

E. **Integrative Processes** (Power Processes)
   1. <u>Management Style</u>
      - What is the predominant management style?
      - What is the effect of this style on the organization? Has the management style changed?
      - Is the style appropriate to the task?
      - Is it flexible?
      - Etc.
   2. <u>Decision Making and Problem Solving Processes</u>
      - How do people say that decisions are reached?
      - Do people seem to know what major problems with which their colleagues, subordinates and superiors are currently wrestling?
      - Are meetings used to inform, solve problems or make decisions?
      - What is the frequency and effectiveness of committees, interdepartmental meetings, etc.?
      - Do managers receive, in usable form, the information needed for decision making?
      - On which side does the company err – too much information or too little – for effective decision making?
      - Etc.

3. Motivational Processes
   - Are the purposes of the company real as well as ostensibly known?
   - What is the degree of commitment of the top group to the goals of the company?
   - Is there renewal from within?
   - How are people rewarded for superior performance?
   - Are both the formal and informal reward systems consistent with the goals and objectives of the company?
   - What is the general reaction to organization change?
   - Etc.
4. Communication Processes
   - How are decisions of major and minor importance passed down?
   - What is the frequency of complaints about not knowing what's going on?
   - Has any formal attention been paid to communications problems – seminars, courses, lectures, discussions, etc.? How effective?
   - Does the company tend to emulate excellent communications; talk a lot about communications but have poor ones; not talk about communications but have good communications, etc.?
   - Who doesn't talk to whom and why?
   - Is there a grapevine? Is it used deliberately?
   - What use is made of the bulletin board and house organ?
   - What is talked about at informal bull sessions?
   - On which side does the company err – too much or too little communication?
   - How much upward communication is there?
   - Is there openness of communication?
   - Are there communication filters such as power, fear or politics?
   - What is the speed of communication?
   - What is the degree of credibility of communications?
   - Are written communications:
       i. Required by procedure?
       ii. Initiated more often for self-protection?

F. Summary and Recommendations

1. <u>Summary and Conclusions</u>
   - What are the conclusions that your study identifies?
   - How would you summarize these data succinctly?

2. <u>Recommendations</u>
   - What would you recommend that they consider as priorities for more of their attention?
   - Based on your observations, what would be the order of prioritization for your recommendations?

Assignment #4 (50 pts.)
<u>Due: Nov 13th</u>

Change Management Presentation

- Your team must choose one of the theories of change management listed below and prepare (1) a paper **and** (2) a 30-45 minute oral presentation to present in class. If you would like to use another organizational model, then check with Dr. Seamons first. I'd like to see us cover the bolded theorists for sure.
  - **Edgar Schein**
  - **Kurt Lewin**
  - **ADKAR**
  - RHR International
  - **VitalSmarts**
  - **John Kotter**
  - William Bridges
  - **Stephen Covey**
  - **Clay Christensen**

2. The presentation must describe the following:
   - The essence of the theory
   - Why it should or should not be considered in today's workplace
   - The core elements of the theory (e.g., central theme, basic assumptions and key tenets)
   - Where this particular theory might be used
   - Where gaps exist that the theory does not adequately explain.

- Your team paper may be of any length (usually 8-12 pages double-spaced) provided that it covers the theory in full. You may also format your paper in any way that is clear and comprehensive. In other words, one needs to be able to read your paper and have a good understanding of the theory covered. You must provide sources at the end of your paper. Copies of this

paper should be emailed to all class members before the class presentation day.

- All team presentations must include some power point slides or some other visual aspect. They should maintain class attention and cover the major points of the theory. Because this is the only presentation that your group will give, all members of the team are expected to participate equally in the oral presentation. You may include demonstrations during your presentation which display elements of your theory such as role playing, video clips, etc.

- This assignment (all papers and visual presentations), along with your peer reviews, must be emailed to Dr. Seamons and Tyler (tseamons@live.com) by **11:59 pm on Monday, Nov 13th**. You should make sure that all fonts and styles are consistent for quality work. In completing this assignment please do not hesitate to contact Dr. Seamons or Tyler for further instructions or research.

Assignment #5 (50 pts.)

<u>Due: Nov 27th</u>

Team Intervention

- You are to <u>design an 8 hour team activity session</u> (you may choose to break the 8 hour session into 4 two-hour sessions or some other combination to equal 8 hours). These sessions are intended to resolve the group dynamics that may arise **as your team** experiences the "forming, storming, norming, performing and adjourning" stages of group development. This is not a theory paper. As discussed in class, some teams may have difficulty moving from one stage to the next or they may avoid progressing to a stage in order to avoid conflict. Whatever the situation of your individual team may be experiencing, you are to analyze and understand the needs of your team and design interventions for it. You are then to actually conduct the team session you designed.

- You may believe that your team is exactly where you want it to be (although I really doubt it). You should use Lencioni's model and you should design your interventions to enable you to achieve an even more effective level of team interaction. This will include all of you regardless of where you are now.

- To guide you in developing your team, you should do at least four things:
    1. Define the purpose of the team sessions and select outcomes for the team
    2. Discuss why you have selected certain outcomes
    3. Describe and sequence activities that will achieve your desired outcomes
    4. Include at least four external references in your discussion of outcomes and activities

- Many of the team activities used in class include four sections: objectives, time required, materials needed, and process. Using these four sections is a

good starting place but feel free to add more sections if necessary. Remember that although the in-class activities took about 15 minutes, your activities should be designed to take a total of about eight hours. The **"Five Dysfunctions of a Team"** book will help greatly in understanding long term resolution sessions as well. These interventions may exceed the scope of your work as a team, so you should design them as if you were going to be a permanent work team and you would to still be working with these same people 6 months from now.

- Being able to design specific interventions with specific outcomes will develop your interpretations of the dynamics of your team which will be an additional benefit to learning. It is important that you include a short analysis of your activity worksheet describing the psychology behind your objectives and processes. Use the paper to explain in full the bulleted list above. You will turn in to Dr. Seamons and Andi both the analysis of your team design and intervention, your activity worksheet integrated into your paper, how well you met your stated objectives, what it left to be done if you were to meet long after the class is over, along with your individual peer evaluations.

- Finally, as indicated, prior to the due date, <u>you must meet as a team and implement your designed event</u>. If you would like facilitation help, please contact Dr. Seamons or Tyler. I would strongly counsel you to not leave it until the last minute. You will wish you hadn't.

- This assignment and peer reviews must be emailed to Dr. Seamons and Tyler (tseamons@live.com) by **11:59 pm on Monday, Nov 27th**. You should make sure that all fonts and styles are consistent for quality work. In completing this assignment please do not hesitate to contact Dr. Seamons or Tyler for further instructions or research assistance.

Assignment #6 (50 pts.)
<u>Due: Dec 11th</u>

Mergers and Acquisitions Paper

- This assignment is to research a recent merger (<u>within the last 2 years</u>) between two or more corporations. Mergers happen for many different reasons and can completely change the structure and culture of a company. You need to understand and explain more than the mechanics of why and how a merger happened by describing the psychology behind it. You may use recent mergers or any other famous acquisitions down through last decade as background to illustrate your understanding of the psychological dynamics of mergers and acquisitions.

- Your paper should address at least the following five areas as topical headings:
    a. Introduction to the companies and their structure
    b. Description of why the merger was conducted.
    c. What were the key elements of the merger?
    d. How effectively were the objectives met with the resulting merged entity?
    e. What was not achieved and what was the unexpected fallout?

- While the paper may be of any length, please include documentation of your sources. News articles and online databases contain plenty of information on public record. Try to avoid the speculation of reporters by relying on your own analysis rather than that of some reporter. Choosing larger corporations such as GE may be more difficult because there are so many different functions of the corporation. You may be familiar with a buy-out of a small entrepreneurial company. If you are, you may use that as a case study. If so, follow the same outline as listed above in analyzing the whys and the outcomes.   Dr. Seamons can be helpful in giving you some ideas of where to look.

- This assignment (<u>no peer reviews are required for this assignment</u>) must be emailed to Dr. Seamons and Tyler (<u>tseamons@live.com</u>) by **11:59 pm on Monday, Dec 11th**. You should make sure that all fonts and styles are consistent for quality work. In completing this assignment please do not hesitate to contact Dr. Seamons or Tyler for further instructions or research assistance.
- **<u>You will not need to submit a peer review with this project assignment!</u>**