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Building Stronger Organizations

Through the Lens of Industrial-Organizational Psychology

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ABOUT THE AUTHOR

Dr. Lawrence Price is an expert in change management, organizational development, and continuous improvement. In his day-to-day work, Dr. Price has responsibilities for leadership development, apprenticeship training, and continuous improvement projects. Dr. Price is a West Point graduate with a B.S. in Sociology and has an M.S. in Organizational Behavior and a Ph.D. in Industrial-Organizational Psychology. He also has professional certifications in Project Management and Lean Six Sigma.

Dr. Price is a military veteran. He was deployed on tours to both Iraq and the Republic of Korea. These experiences strongly influence his current professional career. He is a strong proponent of servant leadership and the tangible impact that it can have on the effectiveness of organizations. He advocates a leadership methodology that encompasses character development, functional competence, and moral courage. Additionally, Dr. Price emphasizes the importance of leadership in the context of continuous improvement and organizational change management.

INTRODUCTION

Psychology, broadly speaking, is the study of human behavior. Industrial-Organizational (I-O) Psychology is the study of human behavior, especially leadership behaviors, in the workplace. When studying leadership, it is important to study it within the cultural, organizational context in which it occurs (Prinsloo, 2012). I-O Psychologists, working within organizations, may rely upon a broad range of movements and disciplines within psychology to enhance leadership development and to create positive organizational change.

The following pages will discuss and cover several important areas of expertise that most organization's HR function has responsibilities to support: Assessments, Employee Development, and Organizational Development. Each of these areas is within the scope of expertise for I-O Psychologists. Therefore, prior to starting the discussion of these critical organizational areas, the opening section provides a brief of major movements within psychology. Understanding this summary information is important in understanding how an I-O Psychologist can provide value to an organization.

Creating organizations that are resilient and capable of helping each person to maximize their potential is especially important in our current global context. Leaders, more than ever, must be able to effectively manage positive change and demonstrate the capacity to handle tough, complex problems. Furthermore, leaders must show that they can collaborate with others and make it easy for every member of the organization to maximize their potential and provide lasting value.

1   OVERVIEW AND ANALYSIS OF PSYCHOANALYTIC THEORY

Throughout the history of psychology, there have been three primary movements: psychoanalytic theory, behaviorism, and humanistic, transpersonal, and existential (HTE) psychology. The following section provides a historical overview and analysis of each of these movements, a synthesis of the major themes uncovered through the analysis, and a brief recommendation regarding the future of psychology.

Detailing the history of psychoanalytic theory is challenging due to many factors. As Johansson (2007) explains, the history of psychoanalysis has been documented by people that are both internal and by those that were external to the movement. Consequently, these differing viewpoints create tension in how the history of psychoanalysis has been captured. Additionally, the training of psychoanalysts occurs in private associations, away from academic institutions and accrediting agencies. Furthermore, Johansson (2007) explains that psychoanalytic theory is an ongoing practice; therefore, the state of the field is constantly in flux and is very fluid. All these aspects of psychoanalytic theory enhance the difficulties with capturing the history of the field.

One of the few points of consensus within its history is that it began largely with Freud and was then largely impacted by Jung. Initially, psychoanalytic theory can be best described as a pursuit of the unknown; its aim was to uncover the unconscious aspects of human life (Newirth, 2015). From this perspective, the patient was treated as the enemy; an agent that was preventing the psychoanalyst from making the unconscious conscious. Newirth further explains that Levenson and others began to explore the role of the psychoanalysts in the psychoanalytic process. This exploration highlighted the flaws that were introduced by the psychoanalyst, such as subjectivity, personal history, and self-disclosure (Newirth, 2015). These flaws eventually transitioned into the concepts of transference and countertransference. Lastly, post-Freudian concepts matured and took the forefront in the field. This includes the emergence of both transformation models and neuropsychological theories.

In the future, psychoanalysis must resist the urge to remain an insular discipline. Instead, it must join the broader academic and professional communities. One approach to accomplishing this is to broaden its applicability. Research has shown that psychoanalysis can be a useful approach for executive coaching (Axelrod, 2012). Additionally, the psychoanalytic process can be leveraged in the broader, general healthcare industry (Scaturo, 2005). The concepts of transference and countertransference have applicability beyond the psychoanalytic process and would be helpful to all patients being served by the healthcare industry. These possibilities

and others demonstrate that psychoanalysis has the potential to have a long, useful future. However, without resisting the urge to be reclusive and broadening its applicability, the utility of the field may be diminished over time.

Although not directly referenced in organizational development content, the impact of psychoanalytic theory is widely felt. Thinking from psychoanalytic theory is reflected in many executive coaching programs, and the concept of transference is something that every executive coach should be informed of. Additionally, psychoanalytic thinking and its emphasis on the unseen part of human existence could be argued as a precursor to the concept of organizational culture and the pursuit of gaining a deeper understanding of candidates during the pre-employment process. Each of these aspects from organizational development can be linked to concepts and ideas that emerged from psychoanalytic theory.

1.1   OVERVIEW AND ANALYSIS OF BEHAVIORISM

Behaviorism largely began with the works of John B. Watson and B. F. Skinner (Ledoux, 2012). Ledoux further explains that behaviorism is a systemic approach to identifying and managing problematic behaviors (2012). Behaviorism was a method to help better align psychology with other natural sciences. By studying the causes of behaviors, behaviorists could develop conclusions that were quantifiably based and demonstrated the empirical rigor that is associated with the natural sciences. This approach to psychology began to account for conscious behaviors in terms of neural activity. According to Ledoux (2012), behaviorism is best utilized when it is partnered with physiology. While physiology helps to explain how the body mediates a behavior; behaviorism helps to explain why the body mediates the behavior. For example, if a person needed to run away from a frightening event, physiology would help explain how the body produced the needed chemicals to aid faster running, while behaviorism would help to explain how fear created the need for the behavior.

Prior to the development of behaviorism, there were two other approaches that attempted to describe the human condition in terms that approximated the empirical-based methods of the natural sciences. The first of these was a stringent method called Structuralism (Moore, 2011). It attempted to describe the feelings, sensations, and images of people's mental life. However, the difficult testing method eventually caused the method to fall out of favor. It eventually gave way to Functionalism. It also focused on the conscious mental life of its patients (Moore, 2011).

Watson argued that the goal of psychology should be to control human behavior and to effectively control it as necessary (Watson, 1913). Watson's reaction was largely against

psychoanalytic theory and its focus on studying the unconscious, invisible aspects of human life. Instead, Watson reduced the study of mankind to an animal. He mechanized the concept of humanity and sought to describe human behavior in terms of controlled inputs and stimuli (1913). Watson's approach to psychology was largely apparent in his experiments, most notably his study of an infant named Albert (Digdon et al., 2014). Watson theorized that humans were born with only three innate fears: love, fear, and rage. These aspects of behaviorism allow for the mechanization of workers. The uniqueness of humanness was essentially discounted and discarded. Aspects of this thinking are still apparent in HR practices and language: we "acquisition" new workers for businesses, we "engineer" or "design" roles for people and commoditize their value.   These are residual aspects of behaviorism in modern organizational thinking.

1.2   OVERVIEW AND ANALYSIS OF HUMANISTIC, TRANSPERSONAL, AND EXISTENTIAL PSYCHOLOGY

The humanistic brand of psychology was largely inspired by the philosophical works of Edmund Husserl and Martin Heidegger.   This philosophy introduced the concept of self-actualization, from which early humanistic psychologists Maslow and Rogers focused their work (Kriz and Längle, 2012). Kriz and Längle further explain that the aim of humanistic psychology is to provide a fundamental understanding of what it means to be human (2012). Amedeo Giorgi further explains that the empirical rigor associated with the natural sciences is not holistic enough or comprehensive enough to fully describe and explain humanity (2014). For example, Giorgi explains, the human experience involves more than the tangible phenomenon that can be observed.   These irreal aspects of the human experience include illusions, pathologies, and false memories. Therefore, Giorgi concludes, psychology must no longer pattern itself as a natural science; instead, it is a human science (2014).

Due to their common philosophical inspiration, positive psychology also emerged as a pursuit of understanding what it means to be human. Positive psychologists, such as Martin Seligman, rightly identified that psychology was only attending to the needs of victims. It had abandoned the pursuits of understanding the conditions in which humanity would flourish (Seligman and Csikszentmihalyi, 2000). Seligman and Csikszentmihalyi further argued that humanistic psychology came dangerously close to promoting narcissism. Instead of pursuing the attributes that were common to all people, positive psychology argued that psychology should seek to understand the uniquely good things about the human experience and how those positive attributes could be further expanded throughout society (2000).

Lastly, existential psychology coupled the aspect of psychoanalytic theory along with the desire to better understand human existence. Notably, existential psychologists, such as Rollo May,

sought to help people to better understand themselves (Keddy, 2011). For the existential psychologist, the radical concern is what separates the human experience from that of any other object or being that exists within the same environment (Craig, 2008). Craig further explains that understanding the human experience solely in the context of a person's body is only part of the story. Additionally, psychology must understand the human experience in the context of the environment, the other people that exist within the environment, and that each individual human experience is unique (2008). This contribution by existential psychology adds a social component to perspectives to the human science of psychology and to contributions made by humanistic and positive psychology. Additionally, this movement restored the importance of humanness to the field and introduced that even adults can continue to grow and develop.

1.3   SYNTHESIS OF MOVEMENTS

Each of the movements aimed to increase knowledge regarding human behavior, growth, and overall potential. By reviewing the historical, cultural, and philosophical contexts for the respective movements, several key themes emerge: the movements benefit from competing or opposing ideas developed in other movements, depicting humanity as a unique feature within the world is a significant focal point of debates between the movements, and the need to prove academic rigor by relying on empirical analysis is an additional point of debate. The following section will dive further into each of these themes.

First, it seems that each of the movements within psychology benefit from competing or opposing ideas developed in other psychological movements. For example, psychoanalytic theory emphasized the importance of studying the unconscious aspects of the human experience (Newirth, 2015). Newirth (2015) further explains that this concentration on the unseen, intangible aspects of human existence causes psychoanalysts to pursue non-empirical means to document their research. Behaviorology developed almost in response to these components of psychoanalytic theory. Watson (1913) focused instead on the observable aspects of human existence. This allowed for an empirically-driven approach to psychology. Additionally, it allowed psychology to be more closely aligned with the natural sciences (Ledoux, 2012). Unfortunately, the approach to understanding human behavior was overly animalistic and mechanistic. This gap spurred the adoption of humanistic, transpersonal, and existential approaches to psychology. Psychologists within this movement sought to understand those aspects that were uniquely human (Giorgi, 2014). This included non-tangible, non-quantifiable aspects of the human experience that included false memories and illusions (Giorgi, 2014). This relationship between the various movements helps to spur and further refine ideas regarding human behavior. Although each movement may

have its gaps, the collective body of work provides a comprehensive perspective of humanity and the best way to study it.

At the core of the ongoing debate between the movements is the depiction of humanity within the world. Behaviorology, as mentioned earlier, takes an animalistic or mechanistic view of humanity. Watson (1913) reduced humanity to a collection of controlled inputs and stimuli. Additionally, behaviorists sought to understand human behavior by studying animals behaving under artificial conditions (Moore, 2011). Most notably of the behaviorist's experiments is of the infant child, Albert, that arguably crossed ethical and moral guidelines (Digdon et al., 2014). All of these reflect the mechanistic, animalistic lens championed by behaviorology. Diametrically opposed to this position is humanistic psychology. At its core, this movement recognized the uniqueness of humanity by introducing the concept of self-actualization McDonald & Wearing, 2013). McDonald and Wearing (2013) further explain that self-actualization recognizes that the human experience is dominated by the need to become their authentic selves and this was an essential psychological need. Furthermore, existential psychology takes the uniqueness of humanity one step further, by stating that not only is humanity collectively unique but that each individual person possesses a unique expression of humanity (Craig, 2008).

In addition to the ongoing debate on how to best depict humanity, the role of establishing academic rigor and credibility through empiricism has also been a theme. As mentioned earlier, behaviorology sought to more closely align psychology to the natural sciences by developing an empirical approach to explaining and understanding human behavior (Watson, 1913). Furthermore, functionalism and structuralism attempted to provide the same empirical rigor (Moore, 2011). This contrasts with the psychoanalytic movement that was fairly detached from academic institutions or from accreditation practices (Johansson, 2007). Within the humanistic movement, Giorgi (2014), finally championed a departure from any attempts to align with the natural sciences. Giorgi argued that empiricism was not comprehensive or holistic enough to fully describe the human experience (2014). Therefore, psychology needed to be a human science, not a natural science, and the use of qualitative research would be effective in that endeavor.

1.4   EVALUATION AND NEXT STEPS

The benefits being derived from each of the movements are well documented. In addition to helping with mental health through psychoanalysis, according to Scaturo (2005), psychoanalytic theory and many of its concepts can be used more broadly in the healthcare industry. Additionally, Axlerod (2012) suggests that psychoanalytic theory can be applied to executive coaching and leadership development as well. Despite, behaviorology reduction to

a mechanistic approach to humanity, it provides an approach that allows for repeatability and empirical rigor (Ledoux, 2012).   This allows for psychology to produce some results that are translatable in other scientific fields. Lastly, methods using humanistic, existential, and transpersonal concepts help to highlight the opportunities for how humanity can flourish; instead, of relegating psychology to the solely to victimology (Seligman and Csikszentmihalyi, 2000).

The future of psychology, and by extension industrial-organizational psychology, is bright. Technological advancements have done two things to the modern world: made it smaller and made it more complex. Psychology can help humanity flourish in these new conditions. Increasingly, due to social media and communications technology, the world is a smaller place. This change has implications in every aspect of the human experience: how we raise children, how we maintain relationships, how we work, and so much more. Additionally, the problems that people face have been increasingly more complex. In many organizations, problem complexity has forced more of the workforce to operate in teams. The need to work together with others is extremely important in the modern world. Psychology and specifically I-O Psychology has a role to play in identifying the conditions that allow for effective team-building and collective problem-solving. The history of psychology is interesting, but the future of I-O Psychology will be even more so.

2   IMPACT ON HR PRACTICES WITHIN ORGANIZATIONS

I-O Psychology, simply stated, is the study of human behavior in the workplace. Professionals that are trained in this space, can provide value within organizations in a variety of ways. This includes employee development, leadership development, cultural change, and organizational change management. In addition to Human Resource Management (HRM) best practices, the I-O psychologist is trained in psychological theories and their potential application within an organization.

The potential I-O scope for employee development is two-fold. The first space is the development of employee competence in the specified functional area. A person skilled in I-O can help with the identification of training goals and objectives, the creation of training materials, and developing a program that maximized the effectiveness of the training environment. In addition to training, I-O helps with the identification of drivers of employee engagement and motivation. This space involves the proper usage of compensation strategies, performance management techniques and best practices, and the use of surveys and other assessment instruments. Organizational excellence in both training and engagement helps to maximize employee development. By making strides in this area, organizations can maximize the effectiveness of their workforce.

Within the employee population, several people will be selected as leaders. Some of these leaders will interact with the frontline, while others will operate as middle managers and executives. Leaders at different levels of the organizational hierarchy will have different development needs. Identification of these needs requires the ability to create assessment processes, a variety of development vehicles, and long-term planning for successors. The development and execution of these programs are often considered by I-O Psychologists. These individuals can design programs for leadership development while facilitating the successful execution of the programs.

In addition to the development of individuals, organizations are often focused on the aggregate needs of the organization. Chief among these include the organizational culture. The culture of the organization often includes the stated values and higher purpose of the organizations, the systems and processed designed to facilitate the values and purpose, physical attributes within the organizational landscape, and the unstated social norms that exist among the people within the organization. As organizations hire new employees, see long-tenured employees retire, and interact in a constantly changing environment, the

ability to sustain a healthy culture increases in importance. Within I-O psychology, the ability to assess the health of the culture and develop strategies to sustain are often needed.

Lastly, organizations need to execute change. These changes include necessary changes in culture, the emergence of new leaders, the implementation of new processes and systems, and changes in external market conditions. These changes can create stress and churn within the organization, and often successful organizations are the ones that are to successfully manage change. I-O psychologists are often deep students of organizational change methods, communication planning, and stakeholder management. Each of these disciplines is necessary to successfully manage organizational change.

In today's competitive, dynamic landscape, organizations that can effectively develop their employees, grow future leaders, sustain their culture, and navigate change will outperform their peers. The role of the I-O psychologist to have expertise in each of these areas. As a result, organizations that employ this field of expertise will enjoy a marked competitive advantage.

2.1   WORK-BASED ASSESSMENTS

One of the primary HR processes that organizations are using I-O psychologists is in the space of work-based assessments. To enhance organizational performance, organizations are increasingly looking at assessments as an approach to enhance employee selection and employee development (Saini, 2016). One type of assessment is the predictive-based assessment. These assessments can be used to predict outcomes, such as psychological well-being and aspects that relate to a worker's personality (Boyd & Nowell, 2017). In addition to psychological well-being, predictive-based assessments can also be used to assess a worker's likelihood to perform physical and functional demands for roles such as firefighting, policing, and emergency responders (Jenkins, Smith, Stewart, & Kamphuis, 2016). Whether in the area of the soft skills required for a role or the hard, physical job demands required for the work, predictive-based assessments can provide organizations useful insights that can enhance management decision-making.

In contrast to predictive-based assessment, criterion-based assessments assess a person's results against a known standard. Assessments of this type help organizations to define the required competencies needed to perform a certain task within the organization (Kogan, Conforti, Holmboe, Bernabeo, & Iobst, 2015). In addition to determining a person's level of technical competence, organizations may use criterion-based assessments to determine a worker's level of safety knowledge (Forteza, Sesé, & Carretero-Gómez, 2016). Whereas

predictive-based assessments look to forecast future performance, criterion-based assessments are used to understand a person's current level of competence and knowledge.

This next section provides an overall summary of both predictive-based and criterion-based assessments. For each method, this paper will discuss the empirical support for theoretical approaches, strategies that can be used to improve the application of each type of assessment and discuss the role of the industrial-organizational psychologist in the usage of assessments within organizations.

2.2   THEORETICAL APPROACHES

For predictive-based assessments, there is significant research supporting the use of personality assessments to predict or forecast future performance. For example, the Big Five factors of personality have been shown to be empirically linked to future job performance (Goodstein & Lanyon, 1999). In a separate study, the Big Five model was used again as a predictor of job performance among healthcare emergency workers (Marshall, Milligan-Saville, Mitchell, Bryant, & Harvey, 2017). Other theories are used as the basis for predictive-based assessments as well. For example, using Social Cognitive Theory, researchers were able to predict the leadership performance and the ongoing leadership development of individuals using a predictive-based assessment (Hannah, Avolio, Walumbwa, & Chan, 2012). These studies illustrate the various theories that can be used to develop predictive-based assessments for organizations to forecast the future performance of individuals.

As mentioned earlier, criterion-based assessments differ from predictive-based assessments by scoring the individual against a known standard, and it is often used to understand a person's level of competence and knowledge. In a study of medical students, criterion-based assessments are linked to Self-Regulation Theory (Lefroy, Hawarden, Gay, McKinley, & Cleland, 2015). Self-Regulation Theory explains that individuals have two competing forces, one that drives them to accomplish things that are constructive and another that compels them to control or to restrain potentially negative social behavior (Korucu, Selcuk, & Harma, 2017). By applying criterion-based assessments, as explained by Self-Regulation Theory, it is possible to drive and orient learning and behaviors in a manner that is aligned with the collective goals of the organization (Boekaerts & Cascallar, 2006). Therefore, as opposed to predictive-based assessments that are used to forecast future performance, criterion-based assessments are used to shape and direct future performance.

2.3   STRATEGIES TO IMPROVE WORK-BASED ASSESSMENTS

Despite the abundant research that highlights the benefits of work-based assessments, there are many challenges associated with them.   For example, the people delivering the assessments are often untrained in their use (Goh, Massie, & Ali, 2015). Additionally, when using criterion-based assessments, organizations often use them on auto-pilot, and they fail to ensure that they are still being used correctly and producing beneficial information for the organization (Daelmans, Mak-van der Vossen, Croiset, & Kusurkar, 2016).

In addition to the challenges with the processes for how they are used, they are challenges with delivering feedback generated by the assessments. For example, assessment participants do not always receive the feedback with the proper context and meaning; this misstep may create confusion and harm to the participant (Lefroy et al., 2015). Instead of simply using the tool, organizations should ensure that they understand the purpose of the tool and apply the correct tool to the various situations within their organizations (Goodstein & Lanyon, 1999). Using the wrong tool or using the correct tool without providing the correct context may reduce employee efficacy (Lefroy et al., 2015).

In addition to these concerns, assessments can often provide misleading measurements and lead organizations to make bad decisions. Assessments are often a high-level, summarizing tool; therefore, they require a certain amount of inferencing (Crossley & Jolly, 2012). Additionally, individual performance is not linked to changes in organizational performance; instead, it is the collective performance of the whole. By design, most work-based assessments focus on individual performance, not organizational performance, so they are not adequate in predicting, measuring, or inferring how the organization will perform with the addition of a new person (Crick, Haigney, Huang, Coburn, & Goldspink, 2013).

Due to these concerns, strategies for improving the effectiveness of work-based assessments are straightforward. Organizations should be clear that they understand what the assessment is measuring before using them, intentionally ask people to provide inferences and judgments from the data and not objective observations and have processes for identifying the right people in the organization to make those inferences from the available data (Crossley & Jolly, 2012).   Additionally, leaders within the organization should be coached on the best way to deliver the assessments and on the proper techniques for providing feedback (Lefroy et al, 2015).   Lastly, the organization should routinely review their assessment programs to ensure the proper functioning and that it is delivering positive results and leading to increased organizational performance.

2.4   IMPLICATIONS FOR THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST

Based on the synthesis of information on work-based assessments, there are several implications that the I-O psychologists should consider as they are working with and within organizations. First, not all assessments are the same, the I-O psychologist should understand the difference between predictive-based and criterion-based assessments. For example, if the organization's need is an assessment for understanding a worker's competence, the I-O psychologist should be able to identify that a criterion-based assessment is needed (Kogan, Conforti, Holmboe, Bernabeo, & Iobst, 2015). Furthermore, the I-O psychologist should understand the different theoretical foundations that underpin them both.   With this understanding, the I-O psychologists must be capable of communicating these aspects in a manner that is meaningful the organization and recommend interventions that best the organization's need.

In addition to understanding these needs, the I-O psychologist must be aware of the many pitfalls and limitations of work-based assessments. To preemptively address potential issues, the I-O psychologist should provide training to everyone that will administer the assessment tool and teach them on the proper methods for delivering feedback to participants (Goh, Massie, & Ali, 2015). They should specifically be engaged in processes involving the inferencing and meaning of the results of the assessment (Crossley & Jolly, 2012). Additionally, the I-O psychologist should review the assessment tool that is being used, assuring that it is valid and reliable, and making sure that the assessment measures what is needed. Lastly, the I-O psychologist should regularly review the work-based assessment to ensure that it working as intended and looking for opportunities to continuously refine and enhance the program so that it meets the organization's needs (Daelmans, Mak-van der Vossen, Croiset, & Kusurkar, 2016).

The use of work-based assessments is something that is widespread within organizations. These tools equip organizations with valuable insight that helps with selecting the right candidates during the hiring process and developing employees that are already within the organization.   Despite their wide use and the variety of tools that have been developed, many organizations inadvertently misuse them, causing harm to both their employees and to the organization. Organizations should be encouraged to be intentional in how they use them and seek support from I-O psychologists and other professionals that work within this space.

2.5 PERSONALITY ASSESSMENTS

For HR professionals, the focus of their work involves the recruiting, retention, development, and performance of the organization's workforce. For numerous reasons, the use of personality assessments has been identified as a useful tool to help HR professionals to better manage these tasks. This paper will provide an overview of two assessments used by HR professionals: the Herrmann Brain Dominance Instrument (HBDI) and the Leadership Efficacy Questionnaire (LEQ). The paper will provide an overview of the theoretical foundation for each instrument, a review of the validity and reliability, a critique of its strengths and weaknesses, and an evaluation of the instrument's ability to impact overall organizational performance.

2.6 HERRMANN BRAIN DOMINANCE INSTRUMENT (HBDI)

The background information for the HBDI is straight forward. The instrument was created by Ned Herrmann while he was a manager at General Electric (Harvard Business Review, 1997). The instrument was developed from the results of electroencephalographic (EEG) measurements of brain wave activity (Rowe & Waters, 1992). The instrument has been validated by several psychometric research institutions, including the Educational Testing Service (Harvard Business Review, 1997). This summary information about the HBDI shows that is an instrument supported by research and can be effectively used by HR practitioners for their work within organizations

As an effective tool, the HBDI is an instrument that HR practitioners can trust. The HBDI, among other personality instruments, is an instrument that assigns personality types to participants (Rowe & Waters, 1992). The instrument does this by identifying a person's preference for right or left-brain thinking, and experimental or conceptual thinking (Harvard Business Review, 1997). Additionally, the HBDI is based on the concept that the brain controls human behavior (Mathison, 1988). Mathison (1988) further explains that the HBDI assumes that specific parts of the brain are responsible for specific functions, and through both nature and nurture, people develop dominance or preferences in certain areas of brain functioning. This allows HR practitioners to have confidence in using the HBDI as an instrument to assess and assign personality types.

Furthermore, the HBDI can be used to predict a person's performance within a specific area of work. In a study of college students, the HBDI was found to be an effective predictor of a person's performance within a specific major. The HDBI was able to align a person's brain preferences with their likelihood of engagement within a major and their likelihood to thrive professionally within a career path (Rowe & Waters, 1992). Additionally, the HBDI

was found to be a useful instrument for marketing professionals (Mathison, 1988). In this report, the HBDI was able to help marketing experts to craft more effective advertising content based on their clients' brain preferences.

Despite the supporting research of the HBDI, the instrument suffers from several weaknesses. In a study of various personality assessments used by HR practitioners, the HBDI was not considered to be widely used (Waters, 2012). One of these reasons was the lack of brand recognition among HR professionals. When compared to other personality instruments, such as the MBTI, the HBDI is relatively unknown by HR professionals. Without broad awareness, it is difficult for HR professionals to get buy-in and support from other leaders within their organizations. Additionally, the study showed that HR professionals are engaged in cognitive lock-in when it comes to personality assessments (Waters, 2012). Cognitive lock-in refers to the phenomena of repeated use of a product or service that increases the cognitive cost associated with switching. In addition to cognitive lock-in, Waters (2012) also reports on the impact of consumer lock-in as a barrier for HR professionals to use the HBDI. Consumer lock-in occurs when the unwillingness for people to switch products or services after making a sizeable financial investment. This may occur with the investments associated with licensing fees or purchasing testing materials. Each of these reasons, brand strength, cognitive lock-in, and consumer lock-in, are all barriers keeping the HBDI from being more widely used by HR professionals.

Based on this summary of the HBDI, there are several conclusions that can be made about the instrument's ability to impact organizational performance. Due to the instrument's validity and supporting research, organizations can be assured that the instrument will not violate ethical or legal standards (American Psychological Association, 2010). Additionally, the HBDI has been shown to predict a person's likelihood to engage, perform, and thrive within a specific topic or career path (Rowe & Waters, 1992). Therefore, if an organization's talent strategy is to hire people into roles that align with their cognitive preference, the HBDI can be a useful tool.

However, research for how the HBDI helps with the intrapersonal activities that occur within organizations is limited. The instruments do allow for the individual profiles to be used to analyze the similarities and differences among tested team members (Harvard Business Review, 1997). However, there was no research that supported how the HBDI could predict how successfully people would work with others, pursue relationships, effectively communicate, or display other leadership and teaming skills. Therefore, for HR practitioners, the HBDI may be undesirable for assessing team dynamics or supporting coaching interventions about emerging leaders within their organizations or people that may be involved in workplace conflict.

2.7   LEADERSHIP EFFICACY QUESTIONNAIRE (LEQ)

The architects of the LEQ realized that more than $10B is spent annually on leadership development, but there was not an adequate instrument to determine if applicants were ready to start such programs (Hannah & Avolio, 2010). As a result, the LEQ was developed over a course of 5 quantitative studies designed to facilitate the development of a validated instrument (Hannah, Avolio, Walumbwa, & Chan, 2012). The theoretical framework for the LEQ is Social Cognitive Theory and the concept of efficacy. Social Cognitive Theory argues, in part, that without the presence of efficacy, despite the presence of the necessary technological tools, people are unable to be successful in their roles within organizations and will be unable to successfully learn new things (Bandura, 2002).

The LEQ is premised on the idea that in addition to domain-specific KSAOs, leaders need to have the psychological resources to deploy the capabilities represented in the KSAOs (Hanna et al., 2012). To accomplish this, the LEQ measures leadership efficacy in three primary categories: the perceived capability to perform a span of expected leaders acts, the perceived capability to develop unique solutions to problems to self-motivate, and the perceived capability to acquire the necessary resources, both people and materials, to succeed in a given task (Hannah et al., 2012).

The use of LEQ has been shown to demonstrate a measurable impact on the effectiveness of leadership development programs. For example, in a longitudinal study, a group of participants was engaging in a leadership development program (Lester, Hannah, Harms, Vogelgesang, & Avolio, 2011). A subset of this group was given the LEQ and provided mentoring based on the results of the LEQ.   At the end of the leadership development program, the participants that took the LEQ and the mentoring had higher efficacy, resiliency, and a higher capacity to receive critical feedback than their counterparts in the control group (Lester et al., 2011).

From a need to increase organizational effectiveness, the role of leadership efficacy is important. Leadership efficacy has been shown to have an indirect relationship on overall organizational effectiveness (Alavi & McCormick, 2016). Leaders with high self-efficacy can create proxy efficacy within their team members. From there, the leaders can help their team members to build self-efficacy within themselves. Once enough team members have high self-efficacy, the organizations can build organizational efficacy. This collective efficacy within the organization then yields increased organizational effectiveness. Therefore, through a cascading effect, leaders with high self-efficacy have a positive impact on organizational performance (Alavi & McCormick, 2016).

For HR practitioners the concept of efficacy can be a useful concept. Unconsciously, both society and organizations weaken the efficacy of certain segments within the population

(Bandura, 2002). For example, women and minorities are often underrepresented in the STEM fields. This creates a cost for organizations when they compete for a smaller talent pool within the labor market. It would better if mechanisms were in place to increase efficacy; therefore, helping more people to optimize their capabilities.

The strengths of the LEQ are straightforward. It is a validated instrument that is based on sound theory. There is supporting research that connects the importance of leadership efficacy with increased organizational performance. However, there are some concerns and weaknesses with using the instrument. The most obvious is that not every role within an organization has a leadership orientation to it. Therefore, HR practitioners may balk at using the instrument as a predictive tool for how some individual contributors may perform within their organizations. Additionally, Social Cognitive Theory may not be well-known among HR practitioners. Therefore, brand recognition for the LEQ may be a challenge and something that HR practitioners may struggle with explaining within their organizations.

Personality assessments are a tool that many organizations are using, and their usage is only expected to increase in the upcoming years. In this paper, we analyzed two tools. The HBDI is an instrument that was developed based on monitoring and analyzing brainwave data. The LEQ is based on Social Cognitive Theory and the impact that leadership efficacy has on organizational effectiveness. Both tools, although not very popular, are supported by sound theoretical research and were intentionally developed to ensure validity.

3   EMPLOYEE DEVELOPMENT

Increasingly, organizations are becoming more focused on developing their employees. This shift in dynamics are largely driven by the ongoing shortage of workers available in the job market (Cappelli & Tavis, 2016). Additionally, this shift is causing organizations to look more closely at performance management instead of performance appraisals. According to DeNisi and Murphy (2017), the two are related but they are not synonymous. These researchers assert that performance appraisals is largely a formal process that requires an evaluation of past work performance. In short, it is an opportunity for the rater to judge the quality of the employee's work. In contrast, performance management is a broader range of activities that are forward-focused and aimed at increasing the employee's future performance. Hermel-Stanesco (2015) echoes this understanding of performance management by arguing that performance management is an integration of all business activities and lays the framework or a system for continuous organizational improvement. From this viewpoint, performance appraisals assess the quality of past work, and performance management enables the quality of future work by focusing on employee development. Therefore, as DeNisi and Murphy (2017) conclude, the performance appraisal process is a starting point to initiate performance management. In this paper, performance management and performance appraisals processes will continue to be differentiated, the relationship to training will be explored, and the paper will conclude with a discussion of the appropriate performance appraisal process for the position identified in Week 2.

3.1   REQUIREMENTS FOR EFFECTIVE PERFORMANCE APPRAISALS

As mentioned earlier, the performance appraisal process is the formal evaluation of an employee's past performance. Effective performance appraisals are dependent upon competent raters. The most common errors performed by raters involve leniency or the halo effect (DeNisi & Murphy, 2017). Leniency involves not holding the employee accountable for performance that failed to meet expectations. The halo effect involves positive performance in one area of work to positively influence the perception of performance in other areas. One training technique for raters is Frame of Reference (FOR). FOR is a technique that has raters to observe a video of people performing work, assess their performance, and then receive feedback on the performance assessment. According to DeNisi and Murphy (2017), training raters on what not to do during performance appraisals has largely been ineffective. However, training raters on what represents good performance and what represents bad performance has been beneficial for most organizations.

Although performance management, which involves enhancing the employee's future performance, does not have to begin with the completion of the performance appraisal, this is often the case (DeNisi & Murphy, 2017). Hermel-Stanesco (2015) explains that performance management should hinge on the proper identification of individuals goals for the employee and that these individual goals should be linked to the organization's broader goals. These goals can either be quantifiable, measurable outputs or they can be non-measurable, but visible outcomes. By focusing on future work and the individual's goals that should support that future work, the rater and employee are more capable of identifying the proper development and training activities.

3.2   REWARDS, EFFICACY, AND APPRAISALS

Today's organizations no longer assume that employees are solely motivated by compensation. Instead, they assume that employees intrinsically want to do well. Therefore, the role of management is to enable the professional growth of employees and to remove any organizational barriers that may be prevented or hinder this growth (Capelli & Tavis, 2016). This transition in the outlook of management has further aided the heightened intensity of employee development and its linkage performance management. To aid in the constant training of employees, organizations have shifted from instructor-led training events to a coaching style of leadership (Poeppelman & Blacksmith, 2016). Coaching has been shown to be an effective learning tool in the work environment. Coaching can be described as an iterative process that helps an individual rapidly develop by setting future-oriented goals, enhance their ability to make decisions, and helping them to make full use of their inherent, personal strengths. According to the research of Peoppelman and Blacksmith (2016), coaching practices as an approach to social learning are evolving in parallel with the increased use of performance management.   Therefore, it has become a useful technique in helping employees to train and develop without the burden of attending an abundance of classes or by spending an inordinate amount of time engaging in online training courses.

Due to the tightening labor market, organizations will continue to shift from an environment of accountability to one of learning (Poeppelman & Blacksmith, 2016). However, this learning is not solely limited to the employee's performance on primary job tasks.   It will also involve learning and developing in the realm of problem-solving. In a study of manufacturing plants, Jemelka and Chramcov (2017), found that by studying low performers within an organization, management in conjunction with the low performing employees were able to identify organization problems that hindered performance. Solving these problems not only improved the performance of the low-performing employees but others within the organization as well. Cristian and Octavian (2014) also found those teaching employees the ability to problem-solve both enhanced their individual performance, but it

also had a positive impact on the team and the organizational level. Therefore, in addition to providing learning opportunities for their primary tasks, organizations are developing employees by enlisting their efforts in solving organizational problems that are acting as a barrier against improvement.

Not only is the training of raters, coaching, and problem-solving important components to enable employee development during performance management, but the role of employee's self-efficacy. Self-efficacy refers to a person's belief in their capacity to influence their environment. According to recent research, managers that can create an environment that is supportive of learning and the development of self-efficacy, create teams that perform at higher levels (Khattak et al., 2017). Similarly, Stump and Badurdeen (2012) found managers that who promote continuous learning and skill flexibility create higher-performing teams. Furthermore, research indicates a potential virtuous circle where in addition to self-efficacy increasing learning, but that learning can also increase self-efficacy. This linkage has been shown to enhance both organizational performance and employee engagement (Pin-Chyuan et al., 2015).

In summary, the performance appraisal and performance management functions are linked, but not interchangeable. Organizations are focusing their resources on performance management primarily due to the tightening labor market and the need to improve the performance of employees. This inclination towards performance management has triggered numerous ramifications for employee development, training, and general organizational learning. This article reviewed recent trends to address these ramifications in the space of rater training, coaching, problem-solving, and self-efficacy. As organizations continue to pursue the development of their employees, it is expected that these trends will continue to be pursued.

4 ORGANIZATIONAL STRATEGY

The goal of any business is to make money. Even non-profit organizations rely upon a positive cash flow in order to reach their objectives (Liker, 2004). However, business ethics require leaders and organizations to consider the line that they will not cross in order to make money for themselves and their business (Jennings, 2012). Due to these competing needs, it can be a challenge to create a culture that is both focused on creating profits while also focused on maintaining the proper ethical balance that will resist making profits in an unethical manner.

The goal of this final section will be to discuss the strategic methodology that can be used to create changes within organizations and apply it to the topic of business ethics. Organizational Development typically follows a 5-phased approach, and I-O psychologists are often educated in this approach to organizational interventions. The first phase is the Entry and Contracting phase. During this initial step, the I-O Psychologist, whether internal or external, meets with the business leaders in order to define the goal of the intervention. Second, the I-O Psychologist collects data for both Diagnosis and Feedback. The third phase is when the intervention is designed for the organization. Next, the organization begins to implement the change. In this step, the organization is typically struggling with the technical implications of the change and the acceptance of the new processes as well. Lastly, the organization reviews its systems, structures, and processes in order to sustain the new change (Cummings and Worley, 2008).

4.1 ENTRY AND CONTRACTING

In most cases, a business looking to improve the ethical climate of its culture will be using an I-O Psychologist; instead of an operational business leader; to provide expertise on the intervention. The I-O Psychologist could be an external or an internal expert. If the person is an internal I-O Psychologist, they could come from a variety of functional areas such as Human Resources or the Legal Department. Regardless of the scenario, it will be important for the I-O Psychologist to have an initial meeting with the business leaders to discuss the details of the intervention. During this meeting, the I-O Psychologist needs to gain a clear understanding of what the business is expecting. Additionally, the I-O Psychologist needs to clearly communicate to the business leaders their expectations as well. Failing to have a transparent conversation at this initial meeting can undermine the success of the project at the very beginning of the effort (Block, 2011).

Performing the initial contracting meeting with a client can have several significant pitfalls, however, there are some issues relating to creating a cultural change that is especially important to highlight.   First, cultural intervention must be targeted in a manner that allows the problem to stay solved (Block, 2011).   Often, clients will want to focus on the effects of the problem and not the source of the problem itself. For example, when students' parents in Piper, Kansas insisted that their children receive passing grades despite the cheating, the school's leaders opted to create an intervention that targeted the grades.   They shied away from intervening in a manner that was closer to the root of the problem (Jennings, 2012). It is the responsibility of the I-O Psychologist to help the client to understand the importance of addressing the deeper issues at stake.

Additionally, the I-O Psychologist must properly gauge the commitment level of the client. In many scenarios, the client may have been forced to work with an I-O Psychologist, as opposed to willingly wanting to address the issue.   The client could have been forced by someone higher in their organization or from an outside regulatory agency.   If an I-O Psychologist sees this, they must acknowledge it and realize that the success of the intervention may be at risk (Block, 2011).   For example, when Nestle was challenged by public opinion to change its marketing strategies in third world countries, an I-O Psychologist in this situation would have needed to gauge Nestlé's commitment to changing culture. Instead of seeing the need for changing their culture, Nestlé opted to change the public's opinion of their marketing strategy (Jennings, 2012). An I-O Psychologist working in this environment would not have been able to successfully launch a change without having a direct, honest conversation at the onset of the intervention.

From the identification of these potential pitfalls that can occur in the Entry and Contracting phase of an intervention, it becomes clear that the I-O Psychologist must be willing to firmly and directly have an honest conversation about the expectations of the intervention and the levels of commitment and resources that they will need from the client in order to be successful. Without having this very important conversation early on would likely undermine the success of creating an ethical cultural change from the very beginning of the intervention.

4.2   DIAGNOSIS AND FEEDBACK

This phase of the intervention begins with determining the proper target level for the engagement and ends with providing feedback to the client about the results of the analysis. As a matter of practice, the interventions should be targeted at the highest level possible (Mintzberg, Lambel, Quinn, and Ghoshal, 2002). If the intervention occurs at the organizational level, there are several factors that the I-O Psychologist must consider. First,

the I-O Psychologist should consider the inputs into the organization from both broader industry of the company and the general environment. From there, the I-O Psychologist should consider internal factors, such as the company's business strategy, technological capabilities, structure, measurement systems, and HR systems. Specific to a cultural change initiative, the I-O Psychologist should consider each of these with respect to the ethical climate of the organization.   However, the intervention target level may not be for the overall organization, but a group or department instead. In this case, the I-O Psychologist should consider the external inputs delivered by the organization onto the department. Then within the department, the I-O Psychologist should consider these factors: the task structure, the clarity of goals, the functioning of the team, the group composition, and the group norms. Finally, the target level could be an individual. In this case, the I-O Psychologist should consider how the individual understands their task, the variety of skills used, the person's autonomy, task significance, and feedback about their results. Additionally, the I-O Psychologist should weigh the impact of the organization's and department's effectiveness upon the individual (Cummings and Worley, 2008).

For example, as technology companies like Google or Yahoo make decisions to enter into foreign markets, they must assess the strain the new environment will have on their internal corporate culture regarding ethics (Jennings, 2012). When facing pressure to change their culture from outside pressure, an I-O Psychologist may need to assess whether organizational culture change is needed or if another action is better suited for the situation. Instead of managing a culture change, the I-O Psychologist may suggest a change in how the company makes strategic decisions or a team-building intervention that helps the company to better partner with individuals in the new country.

Once this is achieved, the I-O Psychologist must now work to collect data from the target. There are a variety of ways that this can be accomplished. In the case of cultural change, I propose a mixed-method approach that initially starts with a survey and then is followed by a qualitative analysis.

The survey portion of the analysis should attempt to collect information on both the organization's formal and informal organizational systems regarding ethics.   Formal aspects of the organizational systems can also be substantiated by reviewing the Human Resource data systems regarding promotion trends, performance review documentation, and so on. This information should accompany the results gleaned from the survey. The informal systems in place within the organization should also be probed during the survey. By doing this within the survey, it will allow for more effective dialogue during focus group session and interviews (Trevino, 1990).

The feedback meeting with the client is also a critical meeting where the I-O Psychologist must be willing to deliver potentially difficult messages based on the findings discovered during the analysis. Without a careful and thoughtful dialogue at the end of this phase, a meaningful intervention may not be designed to meet the full needs of the client. It is important for the I-O Psychologist to remember that the client is expecting a fresh look at the issues facing the organization. Therefore, the I-O Psychologist should be encouraged to be direct and open with the sensitive issues that were discovered. However, the I-O Psychologist should not make this an opportunity to not be brief or to fail to provide a concise, clear picture of what is occurring within the organization (Block, 2011). An example of a tool that clearly paints the picture for the client is a Force Field Analysis diagram. This diagram allows the I-O psychologists to clearly portray the influences, both positive and negative, that are driving or restraining the ethical climate of the organization (Cummings and Worley, 2008).

At the conclusion of this feedback session, the client and I-O psychologists should be ready to act regarding the issue. This allows the team to transition into designing the appropriate intervention for the organization.

4.3   DESIGNING INTERVENTION

After a successful feedback session, the client and I-O Psychologist should be ready to design the appropriate intervention for the organization (Block, 2011). There are several factors that should be considered when designing the intervention. First, the intervention must fit the needs of the organization that were discovered during the diagnosis and analysis steps described earlier. The intervention cannot be considered successful, its employee feedback identified a need or an issue that is left unaddressed. Next, the intervention must have targeted, specified outcomes identified. Too often, interventions are planned with unspecified, ambiguous targets, or targets that are created after the completion of the intervention. Last, the intervention should strengthen the organization's ability to be pliable and capable of managing future change. If each of these criteria is met, the ethical cultural change that is planned by the client and I-O Psychologist can be considered comprehensive enough to warrant implementation (Cummings and Worley, 2008).

Even with a properly designed intervention, the intervention can fail if the organization is incapable of changing. Prior to conducting the implementation, the I-O Psychologist should assess the organization's ability to go through a large-scale change. For example, does the organization demonstrate a lack of satisfaction with the status quo? If this not present, the I-O Psychologist should reconsider implementing the intervention. Additionally, assessing the organization's resources, structures, and systems in order to determine if the

organization has the capability of executing the change is also important. For example, an organization looking to improve its ethical culture by increasing visibility to performance reviews would first need an online performance review system in place first. In some cases, the I-O Psychologist may need to assess the national culture within which the organization is located.   This external pressure can also have an impact on the organization's willingness to change.   Lastly, the I-O psychologists should assess their own capabilities in leading the change effort (Cummings and Worley, 2008).   Only after doing a full review of these change considerations and after taking the appropriate steps, should the I-O psychologist proceed with the change effort.

When designing a cultural change intervention, specifics of the intervention should be tailored to unique issues identified in the Diagnosis and Feedback phase. However, there are some general principles that should be adhered in most situations.   There should be a clear communication of the organization's new values and the behaviors that are expected from each member of the organization.   Closely related to this, the top managers and leaders of the organization must display a strong commitment to the new values and can stay with the organization for an extended period in order to manage the organization fully through the change. Minimizing manager turnover during the change effort is critical. Additionally, these leaders must continually model and re-communicate the new values and behaviors. Senior leaders must commit to being very intentional in their communication opportunities and be aware of their behaviors while engaging with the workforce. If a leader has difficulty modeling the new values and behaviors, the I-O Psychologist may need to consider a coaching or leadership development initiative preemptively. Additionally, cultural change will also require tertiary changes in other aspects of the business.   For example, techno-structural changes, Human Resource process changes, or even interpersonal interventions. While assessing the organization's capability and readiness for change, the I-O Psychologist should consider the needed bandwidth and resources to manage these tertiary changes as well. In every change effort, there will be those that choose to opt-out of the change or choose to actively work against.   It's important that a plan is developed ahead of time on how to deal with these scenarios when they arise. Finally, ethical cultural change can raise significant tensions across the organization. Plans should be made on how to handle these issues and what actions can be taken in order to reduce the likelihood of them without watering down the impact of the intervention (Cummings and Worley, 2008).

A growing example of an ethical issue facing many companies relates to the talent acquisition process.   Many hiring managers and recruiters are opting to use social media tools to investigate possible new hires (Jennings, 2012). An I-O psychologist working to design an effective intervention in this space would need to assess the organization's ability to monitor compliance to standardization efforts regarding this practice. Without this in place, the intervention may come short of its goals.

4.4   LEADING CHANGE

The effectiveness of a change initiative, especially one as robust a culture change, is not solely dependent upon the quality of the intervention that has been designed. Its effectiveness also depends on the level of acceptance it receives within the organization (Ulrich, Kerr, and Ashkenas, 2002). Therefore, the I-O Psychologist should take considerable care in the implementation of the intervention that has been so carefully designed and shaped by great analysis and difficult conversations.

One of the initial steps when implementing the new change, the I-O Psychologist must create a plan for communicating a shared need throughout the organization. An efficient exercise in determining the content for the message is a Threat and Opportunities matrix. This tool allows the I-O Psychologist and important stakeholders to identify the immediate and long-term threats to the organization that will occur if change does not occur, as well as identify the opportunities that will be possibly be missed if the organization does not make a change. The content generated from this exercise allows the I-O Psychologist and team to develop a vision for the future. This future vision should be able to communicate the behaviors and artifacts that will become more visible and pronounced within the organization as well as those that should decrease over the course of the change. This portion of the change effort should conclude with the development of talking points that senior leaders and other stakeholders should repeatedly communicate to the organization regarding the change (Ulrich, Kerr, and Ashkenas, 2002).

Using the Threats and Opportunities when communicating with stakeholders can be extremely effective. For example, many companies such as Tiffany and Louis Vuitton are working diligently to reduce knock-off of their products (Jennings, 2012). The use of a Threats and Opportunities could be used by these companies to persuade members of their supply chain and distributors of their products to support efforts to eliminate the knock-off industry.

In addition to developing an effective communication strategy regarding the reasons prompting the change and the vision for how the change will shape the future state of the organization, the I-O Psychologist should give thought to the actions needed to mobilize commitment within the organization. In order to develop this, the I-O Psychologist should think through all the stakeholders that are present within the organization, their current disposition regarding the change, and their influence of others' opinions of the change. Once that is done, the I-O Psychologist should determine for each stakeholder the ideal disposition that is needed in order to make the change successful. For example, suppose the Sales team is identified as a critical stakeholder, and they wield considerable influence throughout the company and are positively dispositioned about the change. The I-O Psychologist may create an action item to leverage their influence and positivity to mobilize commitment in other stakeholders that may either be indifferent or negative about the change. In addition

to the organizational-wide communication message that is developed from the shared vision aspect of change, the I-O Psychologist may develop a stakeholder-specific communication message as a result of the stakeholders' analysis (Ulrich, Kerr, and Ashkenas, 2002).

Prior to the conclusion of the change effort and throughout the implementation of it, the I-O Psychologist should consider what aspects are needed in order to make sure that the change sticks. Too often, organizations experience a temporary change during the deployment of the intervention, only to regress backward after the focus of the intervention has relaxed. The I-O Psychologist should consider what resources are needed to sustain the change, factors needed to maintain employee engagement and enthusiasm, and how to integrate the change into the organization's way of life. Focus on these areas falls just short of institutionalizing the change in the organization but is a necessary step essential to the successful acceptance of the culture change (Ulrich, Kerr, and Ashkenas, 2002).

4.5   INSTITUTIONALIZING CHANGE AND CONCLUSION

Sustaining the positives from the intervention is critical to the overall success of the organization. At the end of the intervention, the I-O Psychologist and client should review the intended outcomes of the intervention and identify the successes and failures of the effort. As shortcomings are identified, a discussion should be conducted to determine the necessity of follow-on activities to shore up these failures. However, maintaining the momentum of the successes may be more critical to the overall health of the organization. At a minimum, the following aspects should be considered when attempting to permanently sustain the improvements made during the ethical cultural change: needs for additional staffing to maintain the program, development of current staff members as project team members return to their normal organizational roles, creation of metrics to monitor the program and system for reviewing these metrics by stakeholders, a system of rewards for those that adhere to the change, ongoing communication processes, possible organizational structure changes, and the need for new information systems (Ulrich, Kerr, and Ashkenas, 2002).

Using the Organizational Development approach, transitioning the ethical culture of an organization is extremely possible. However, the power in the approach goes beyond the use of a model, the success of the approach comes from the people that are involved in the process. The client and I-O Psychologist must be able to have open, honest dialogue throughout the process and must be willing to commit long-term to the journey as the organization moves through the process. Additionally, the focus must not only be geared towards the implementation of the perfect plan, but careful thought must be given to managing the organization's flexibility and willingness to accept the change.

CONCLUSION

In a fast-changing environment, organizations must have the capacity to quickly implement new changes. The capacity to change requires people that are growing and processes that are continuously being improved. Both requirements fall within the area of Organizational Development and the expertise of the Industrial-Organizational Psychologist.

I-O Psychology can leverage the wealth of knowledge from the field of psychology to implement strategies around assessments, employee development, and strategic planning. These needs are critical to the survival and success of today's organizations.