# Instructor Manual

Mike Aamodt, Industrial/Organizational Psychology: An Applied Approach, 9e, 2023, 9780357658345; Chapter 14: Lecture Guide Organization Development

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## Purpose and Perspective of the Chapter

This chapter is designed to introduce a student to the concept of organization development. Students will learn about organizational culture, how organizations change, and how to properly conduct a layoff.

## Cengage Supplements

The following product-level supplements provide additional information that may help you in preparing your course. They are available in the Instructor Resource Center.

* Transition Guide (provides information about what’s new from edition to edition)
* Instructor Manual (contains outlines, suggested activities, and resources for instructor use in the course)
* PowerPoint (provides text and image-based lectures with active learning activities)
* Test Bank (contains assessment questions and problems)
* Guide to Teaching Online (provides technological and pedagogical considerations and resources for teaching online)
* Workbook (contains exercises to help students apply what they’ve learned)
* Stats Primer (brief guide on understanding statistics)

## Chapter Objectives

The following objectives are addressed in this chapter:

14-01 Explain how and why organizations change.

14-02 Increase employee acceptance of change.

14-03 Explain the importance of organizational culture.

14-04 Effectively handle change.

14-05 Decide when empowering employees is a good idea.

14-06 Recognize the levels of employee input.

14-07 Select the best type of flexible work schedule.

14-08 Properly conduct a layoff.

14-09 Realize the effects of layoffs on victims, survivors, the organization, and the community.

## Complete List of Chapter Activities and Assessments

|  |  |  |  |
| --- | --- | --- | --- |
| Chapter Objective | PPT slide | Activity/Assessment | Duration |
| 14-01 Explain how and why organizations change. | 6  Workbook  7 | Exercise 14.1  Sacred Cow Hunt | 10 minutes |
| 14-02 Increase employee acceptance of change. | 8-13  Workbook  4 | Exercise 14.2  Acceptance of Change | 5 minutes |
| 14-03 Explain the importance of organizational culture. | 14  Workbook  16 | Exercise 14.3  Organizational Culture | 10 minutes |
| 14-04 Effectively handle change. | 16-18 |  |  |
| 14-05 Decide when empowering employees is a good idea. | 20-24  Workbook  24 | Exercise 14.4  Vroom-Yetton Decision Making Model | 15 minutes |
| 14-06 Recognize the levels of employee input. | 24-27 |  |  |
| 14-07 Select the best type of flexible work schedule. | 29-37  Workbook  37 | Exercise 14.6  Work Schedules | 10 minutes |
| 14-08 Properly conduct a layoff. | 38-42  Workbook  47 | Exercise 14.5  Downsizing | 10 minutes |
| 14-09 Realize the effects of layoffs on victims, survivors, the organization, and the community. | 43-46  48 | Activity: Discussion | 5 minutes |
| All Objectives | 2  3  50-51  52 | Icebreaker  Learning Objectives  Discussion: Focus on Ethics  Self-Assessment | 10 minutes |

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## Key Terms

**Sacred cow hunt:** The first step in organizational change, in which employees look for practices and policies that waste time and are counterproductive.

**Change analyst:** A person who is not afraid of change but makes changes only when there is a compelling reason to do so.

**Receptive changer:** A person who is willing to change.

**Reluctant changer:** A person who will initially resist change but will eventually go along with it.

**Change resister:** A person who hates change and will do anything to keep change from occurring.

**Organizational culture:** The shared values, beliefs, and traditions that exist among individuals in an organization.

**Organizational socialization:** The process whereby new employees learn the behaviors and attitudes they need to be successful in an organization.

**Rituals:** Procedures in which employees participate to become “one of the gang.”

**Symbols:** Organizational behaviors or practices that convey messages to employees.

**Autocratic I strategy:** Leaders use available information to make a decision without consulting their subordinates.

**Autocratic II strategy:** Leaders obtain necessary information from their subordinates and then make their own decision.

**Consultative I strategy:** Leaders share the problem on an individual basis with their subordinates and then make a decision that may or may not be consistent with the thinking of the group.

**Consultative II strategy:** Leaders share the problem with the group as a whole and then make a decision that may or may not be consistent with the thinking of the group.

**Group I strategy:** Leaders share the problem with the group and let the group reach a decision or solution.

**Empowerment chart:** A chart made for each employee that shows what level of input the employee has for each task.

**Flextime:** A work schedule that allows employees to choose their own work hours.

**Bandwidth:** The total number of potential work hours available each day.

**Core hours:** The hours in a flextime schedule during which every employee must work.

**Flexible hours:** The part of a flextime schedule in which employees may choose which hours to work.

**Gliding time:** A flextime schedule in which employees can choose their own hours without any advance notice or scheduling.

**Flexitour:** A flextime schedule in which employees have flexibility in scheduling but must schedule their work hours at least a week in advance.

**Modified flexitour:** A flextime schedule in which employees have flexibility in scheduling but must schedule their work hours a day in advance.

**Compressed workweeks:** Work schedules in which 40 hours are worked in less than the traditional five-day workweek.

**Casual work:** A scheduling practice in which employees work on an irregular or as-needed basis.

**Job sharing:** A work schedule in which two employees share one job by splitting the work hours.

**Telecommuting:** Working at home rather than at the office by communicating with managers and coworkers via phone, computer, fax machine, and other off-site media.

**Temporary employees:** Also called “temps”—employees hired through a temporary employment agency.

**Outsourcing:** The process of having certain organizational functions performed by an outside vendor rather than an employee in the organization.

**Denial stage:** The first stage in the emotional reaction to change or layoffs, in which an employee denies that an organizational change or layoff will occur.

**Anger stage:** The second stage of emotional reaction to downsizing, in which employees become angry at the organization.

**Fear stage:** The third emotional stage following the announcement of a layoff, in which employees worry about how they will survive financially.

**Acceptance stage:** The fourth and final stage of emotional reaction to downsizing, in which employees accept that layoffs will occur and are ready to take steps to secure their future.

**Victims:** Employees who lose their jobs due to a layoff.

**Survivors:** Employees who retain their jobs following a downsizing.

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## What's New in This Chapter

The following elements are improvements in this chapter from the previous edition:

* Enhanced discussion on flexible work hours
* Enhanced discussion on flex-year schedules
* Enhanced discussion on compressed workweeks
* Enhanced discussion on job sharing
* Enhanced discussion on working from home
* Updated discussion on early retirement options

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## Chapter Outline

*In the outline below, each element includes references (in parentheses) to related content. "CH.##” refers to the chapter objective; “PPT Slide #” refers to the slide number in the PowerPoint deck for this chapter (provided in the PowerPoints section of the Instructor Resource Center). Introduce the chapter and use the Ice Breaker in the PPT if desired, and if one is provided for this chapter. Review learning objectives for Chapter 14. (PPT Slide 3).*

1. Student engagement prior to class
   1. Have your students complete Exercise 14.1 on Sacred Cow Hunts and remind them to bring their answers to class (PPT Slide 7).
2. Student engagement at the beginning of class (PPT Slide 4)
   1. Have your students complete Exercise 14.2 (Acceptance of Change) to get them thinking about the relevance of change.
      1. Have your class discuss their answers to this exercise.
3. Explaining how and why organizations change (14-01, PPT Slide 6)
   1. Sacred-cow hunts
      1. The paper cow
      2. The meeting cow
      3. The speed cow
   2. **Workbook Exercise 14.1**: Sacred Cow Hunts (PPT Slide 7)
4. Increasing employee acceptance of change (14-02, PPT Slide 8)
   1. Stages of change
      1. Organizational Stages (Lewin)
         1. Unfreezing
         2. Freezing
         3. Refreezing
      2. Employee Stages (Carnall & By)
         1. Denial
         2. Defense
         3. Discarding
         4. Adaptation
         5. Internalization
   2. The type of change (PPT Slide 9)
      1. Evolutionary
      2. Revolutionary
   3. The reason behind the change (PPT Slide 10)
      1. Legitimate
      2. Whim
      3. Everyone else is doing it
   4. The person making the change (PPT Slide 11)
      1. Within work group vs. external source
      2. Leaders who are well liked and respected
      3. Leaders whose motives are suspect
   5. The person being changed (PPT Slide 12)
      1. Change agents
      2. Change analysts
      3. Receptive changers
      4. Reluctant changers
      5. Change resisters
   6. Implementing change (PPT Slide 13)
      1. Creating an atmosphere for change
      2. Communicating details
      3. Time frame
      4. Training needs
5. Explaining the importance of organizational culture (14-03, PPT Slide 14)
   1. Optimal employee behavior
   2. Could lead to undesirable behaviors
6. Effectively handling change (14-04, PPT Slide 15)
   1. **Workbook Exercise 14.3**: Organizational Culture (PPT Slide 16)
   2. Assessing the new culture (PPT Slide 17)
      1. Needs assessment
      2. Determining executive direction
      3. Implementation considerations
      4. Training
      5. Evaluation of the new culture
   3. Creating dissatisfaction with existing culture (PPT Slide 18)
      1. Communication to employees the future impact
      2. Distribute attitude surveys
      3. Key at this point is to seek input from employees
   4. Maintaining the new culture (PPT Slide 19)
      1. Select new employees consistent with the new culture
      2. Create a socialization process
      3. Reward behaviors consistent with new culture
7. Deciding when empowering employees is a good idea (14-05, PPT Slide 20)
   1. Factors in making the decision to empower (PPT Slide 21)
   2. Decision-making strategies using the Vroom-Yetton Model (PPT Slide 22)
      1. Autocratic I
      2. Autocratic II
      3. Consultative I
      4. Consultative II
      5. Group I
   3. The Vroom-Yetton Decision-Making Flowchart (PPT Slide 23)
      1. **Workbook Exercise 14.4**: Vroom-Yetton Decision Making Model (PPT Slide 24)
8. Recognizing the levels of employee input (14-06, PPT Slide 25)
   1. Following
   2. Ownership of own output
   3. Advisory
   4. Shared/participative/team (PPT Slide 26)
   5. Absolute
   6. Empowerment charts (PPT Slide 27)
   7. Consequences to empowerment (PPT Slide 28)
      1. Personal
      2. Financial
      3. Career
9. Selecting the best type of flexible work schedule (14-07, PPT Slide 29)
   1. Benefits (PPT Slide 30)
      1. Lower absenteeism, lower turnover, higher productivity, higher job satisfaction, better work-life balance, lower community cost
   2. Types of flexible arrangements (PPT Slide 31)
      1. Full-time work, flexible hours (PPT Slide 32)
         1. Use of flextime
         2. Components
      2. Compressed work weeks (PPT Slide 33)
         1. 10 hours a day for 4 days
         2. 12 hours a day for 3 days
      3. Reducing work hours (PPT Slide 34)
         1. Peak-time pay
         2. Casual work
         3. Job sharing
      4. Working from home (PPT Slide 35)
         1. Advantages
         2. Disadvantages
      5. **Activity**: Discussion (PPT Slide 36, 5 minutes)
      6. **Workbook Exercise 14.6**: Work Schedules (PPT Slide 37)
10. Properly conducting a layoff (14-08, PPT Slide 38)
    1. Signs of problems (PPT Slide 39)
       1. Temporary employees
       2. Outsourcing
       3. Help employees change careers
       4. Early retirement packages
       5. Pay cuts
       6. Adjusting work schedules
    2. Selecting the employees to be laid off (PPT Slide 40)
       1. Work is eliminated, not people
       2. Criteria to select
       3. Adverse impact concerns
    3. The announcement (PPT Slide 41)
       1. Best done in person
       2. General or supervisor notification
       3. Employees need answers to their questions
    4. Outplacement programs (PPT Slide 42)
       1. Emotional counseling
       2. Financial counseling
       3. Career assessment and guidance
11. Realizing the effects of layoffs on victims, survivors, the organization, and the community (14-09, PPT Slide 43-46)
    1. Victims
    2. Survivors
    3. Local community
    4. Organization
    5. **Activity: Workbook Exercise 14.5:** Downsizing (PPT Slide 47)
    6. **Activity**: Discussion (PPT Slide 48, 5 minutes)
    7. **Activity**: Applied case study (PPT Slide 49, 10 minutes)
    8. **Activity**: Discussion: Focus on ethics (PPT Slide 50-51, 10 minutes)
    9. **Activity**: Self-Assessment (PPT Slide 52, 10 minutes)

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## Discussion Questions

You can assign these questions several ways: in a discussion forum in your LMS; as whole-class discussions in person; or as a partner or group activity in class.

1. Discussion: Flexible Work Arrangements (PPT Slide 36, 5 minutes)
   1. Does taking naps at work help reduce fatigue or does it reduce efficiency and performance?
2. Discussion: Downsizing (PPT Slide 48, 5 minutes)
   1. Do layoffs accomplish what they are intended to?
3. Discussion: Change management (PPT Slides 50-51).
   1. Students will discuss questions listed concerning change management.
4. Career Workshop: Coping with change.
   1. Career Workshop can be used as supplemental in-class discussion.
5. Applied Case Study: Managing Change at Carlson Restaurants (PPT Slide 49).
   1. Applied Case Study can be used as supplemental in-class discussion.

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## Additional Activities and Assignments

1. **Workbook Exercise 14.1**: Sacred Cow Hunts
   1. Exercise asks students to collect forms from their university and conduct a paper cow hunt on the forms. Most of the forms should be on the university website.
2. **Workbook Exercise 14.2**: Acceptance of Change
   1. Exercise asks students to think about a major change they experienced and describe how they reacted to the change.
3. **Workbook Exercise 14.3**: Organizational Culture
   1. Exercise asks students to describe the organizational culture of their current job or one that they held previously.
4. **Workbook Exercise 14.4**: Vroom-Yetton Decision Making Model
   1. Exercise lists example situations and asks students to determine which strategy the leader should use for each situation and explain their decisions.
5. **Workbook Exercise 14.5**: Downsizing
   1. Exercise asks students to develop an ideal downsizing program.
6. **Workbook Exercise 14.6**: Work Schedules
   1. Exercise lists an example situation and asks students to create flexible work schedules for the organization in the example.

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## Additional Resources

### Internet Resources

* <https://www.siop.org/Research-Publications/Organizational-Frontiers-Series> SIOP’s Organizational Frontiers Series that helps students stay up to date on developments in the workplace.

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## Appendix

### Generic Rubrics

Providing students with rubrics helps them understand expectations and components of assignments. Rubrics help students become more aware of their learning process and progress, and they improve students’ work through timely and detailed feedback.

Customize these rubrics as you wish. The writing rubric indicates 40 points and the discussion rubric indicates 30 points.

### Standard Writing Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Meets Requirements** | **Needs Improvement** | **Incomplete** |
| Content | The assignment clearly and comprehensively addresses all questions in the assignment.  15 points | The assignment partially addresses some or all questions in the assignment.  8 points | The assignment does not address the questions in the assignment.  0 points |
| Organization and Clarity | The assignment presents ideas in a clear manner and with strong organizational structure. The assignment includes an appropriate introduction, content, and conclusion. Coverage of facts, arguments, and conclusions are logically related and consistent.  10 points | The assignment presents ideas in a mostly clear manner and with a mostly strong organizational structure. The assignment includes an appropriate introduction, content, and conclusion. Coverage of facts, arguments, and conclusions are mostly logically related and consistent.  7 points | The assignment does not present ideas in a clear manner and with strong organizational structure. The assignment includes an introduction, content, and conclusion, but coverage of facts, arguments, and conclusions are not logically related and consistent.  0 points |
| Research | The assignment is based upon appropriate and adequate academic literature, including peer reviewed journals and other scholarly work.  5 points | The assignment is based upon adequate academic literature but does not include peer reviewed journals and other scholarly work.  3 points | The assignment is not based upon appropriate and adequate academic literature and does not include peer reviewed journals and other scholarly work.  0 points |
| Research | The assignment follows the required citation guidelines.  5 points | The assignment follows some of the required citation guidelines.  3 points | The assignment does not follow the required citation guidelines.  0 points |
| Grammar and Spelling | The assignment has two or fewer grammatical and spelling errors.  5 points | The assignment has three to five grammatical and spelling errors.  3 points | The assignment is incomplete or unintelligible.  0 points |

### Standard Discussion Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Meets Requirements** | **Needs Improvement** | **Incomplete** |
| Participation | Submits or participates in discussion by the posted deadlines. Follows all assignment. instructions for initial post and responses.  5 points | Does not participate or submit discussion by the posted deadlines. Does not follow instructions for initial post and responses.  3 points | Does not participate in discussion.  0 points |
| Contribution Quality | Comments stay on task. Comments add value to discussion topic. Comments motivate other students to respond.  20 points | Comments may not stay on task. Comments may not add value to discussion topic. Comments may not motivate other students to respond.  10 points | Does not participate in discussion.  0 points |
| Etiquette | Maintains appropriate language. Offers criticism in a constructive manner. Provides both positive and negative feedback.  5 points | Does not always maintain appropriate language. Offers criticism in an offensive manner. Provides only negative feedback.    3 points | Does not participate in discussion.  0 points |