



COURSE UNIT INFORMATION SHEET (SYLLABUS)

2020/2021

Name Organizational Change and Development
Teaching staff (Also indicate the Professor in charge) Maria José Chambel (Responsible) Vânia Carvalho Afonso Carvalho
ECTS 6 ECTS
Functioning Sessions operate on theoretical and practical. The proportion of theoretical and practical component of each session, and the organization of it can vary for each subject. Taking into account the situation of the evolution of the pandemic, and the consequent assessment of the risk situations of teachers (belonging to teachers at risk groups) and students, some classes may be taught through distance learning, using the Zoom, Moodle platforms or others deemed appropriate. For the same reasons, the expected presentations of face-to-face assignments by students may also be made through the Zoom platform, as well as assessments through written exam (which may be by videoconference). Students will be notified in good time about the forms adopted (in person or at a distance). In any case, synchronous sessions will be privileged.
Learning goals Reflecting on the inevitability of organizational change in the current context and its impact; Provide the elements for the analysis and discussion of different strategies for change and their appropriateness in relation to the type of change intended; Reflecting and discussion about the difficulties of managing this change in a planned fashion; Provide elements for understanding the employee-employer relationship in which organizational psychologist work to promote change



Skills to be developed

Distinguish the different perspectives and models of organizational change;

Explain the different stages of change and select intervention strategies in different situations and contexts;

Understanding the role of the consultant as a facilitator of a process of change;

Describe the different individual resistance to change and justify the use of different strategies to overcome this resistance;

Describe the different organizational resistance to change and justify the use of different strategies to overcome this resistance;

Sort strategies in organizational context, leading to organizational change;

Planning for organizational change;

Understand the need to align people management with the organization's strategy.

Prerequisites (precedences) * N/A

Contents

The perspectives of organizational change:

The explanatory models of change

An application of the teleological perspective

Plan an organizational change:

The phases of a planned change

The different types of change

Change strategies

The role of organizational consultant:

The professional-client relationship

The different stages of intervention

The role and responsibility of the consultant

The workers' resistance to change:

The central role of agentes

The strategies to overcome them

The organizational resistance to change:



The role of culture
The action of the transformational leader
Change strategies in organizational: Practical examples

Bibliografy

Austin, J.R., & Bartunek, J.M. (2003). Theories and practices of organizational development. In Weiner, I.B., W.C. Borman, D.R. Ilgen, & R.J. Klimoski (Eds.), *Handbook of Psychology* (vol, 12, Industrial and Organizational Psychology, pp. 309-332). Hoboken, NJ: John Wiley and Sons.

Cummings, S., Bridgman, T., & Brown, K.G. (2016). Unfreezing change as three steps: Rethinking Kurt Lewin's legacy for change management. *Human Relations*, 69, 33-60

Danisman, A. (2010). Good intentions and failed implementations: Understanding culture-baaed resistance to organizational change. *European Journal of Work and Organizational Psychology*, 19(2), 200-220.

Ford, J-D., Ford, L.W. & D'Amelio, A. (2008). Resistance to change: The rest of the story. *Academy of Management Review*, 33(2), 362-377.

Oreg, S., & Berson, Y. (2011). Leadership and employees' reactions to change: The role of leaders' personal attributes and transformational leadership style. *Personnel Review*, 64, 627-659.

Stephan, U., Patterson, M, Kelly, C., & Mair, J. (2016). Organizations driving positive social change: A review and an integrative framework of change processes. *Journal of Management*, 42, 1250-1281.

Van de Ven, A.H., & Sun, K. (2011). Breakdowns in implementing models of organization change. *Academy of management Perspectives*

Teaching methods

The teaching and learning objectives of each session involve the active participation of students. According to this principle, each session has a case study that is analyze in small groups of four or five students, followed by a presentation, debate and discussion at the group class. On the other hand, the contents are always presented from a discussion between teacher and students, which requires the prior preparation of students, by reading the research literature before the session. It is based on this preparation that the teacher encourages discussion with students asking questions that judges relevant to each theme.



Evaluation Regimes (General and/or Alternative)

There are two types of evaluation: (A) General and (B) Alternative. Only the situation of student covered by special arrangement (working students, top athletes, Erasmus etc..) May opt for the regime Alternative. These students should register, among the teachers by the end of February, one of the modalities, being bound by the rules that are inherent.

Evaluation Elements (Dates due, weights, minimum required grades)

The **General** is composed of two elements:

1. An individual working on one of the organizational change strategies, which contribute to 50% of final grade; This work should be delivered on the last day of classes and may not exceed 10 pages;
2. A group report of practical task in each session in a total of five, contributing to 50% of final grade; Each of these reports must be submitted at the session of the week following its occurrence and shall not exceed 5 pages.

The Alternative consists of an oral exam, individual and perform by videoconference in the examination period.

Rules for grade improvement

In the General evaluation form, the work included in the second element of the evaluation (proposed activities in the sessions) can only be made during the course of classes and on schedule by the teachers and is not possible to improve them in the 2nd special evaluation.

In both evaluation regimes, the improved imply an exam perform in the 2nd special evaluation period.

Rules for students having previously failed the course unit *

N/A

Requirements on attendance and punctuality

N/A



Rules for special students

(workers, elite athletes, student body leaders, military, fathers/mothers, with special needs) *

The alternative evaluation regime.

Language of instruction

Portuguese. Erasmus students can perform the works written in English.

Disciplinary violations and penalties

According to the Evaluation of Learning Regulation of the Faculty of Psychology of the University of Lisbon, the following behaviors are considered as disciplinary offenses subject to disciplinary action:

- a) To use or attempt to use materials, information, notes, study resources or other objects and equipment not authorized in academic exercises;
- b) To help or try to help a colleague in committing a disciplinary offense;
- c) To submit the same written work for evaluation in different course units without permission from the instructors, even if with minor changes;
- d) To present someone else's work as one's own;
- e) To forge, or change without permission from the author, any information or citation in an academic work;
- f) To interfere, change or attempt to change grades;
- g) To try to prevent or interfere with the proper functioning of classes, research or other academic activities;
- h) To make false accusations regarding instructors, governance bodies, other students or non-teaching staff of the FPUL;
- i) To falsify signatures in attendance sheets, documents relating to evaluation elements or in any official document relating to an academic process or status.

Disciplinary offenses committed in any assessment element can lead to its annulment, and must be reported to the Pedagogical Council or, considering their gravity and repetition, may lead to other penalties, to be determined by the Rector of the University of Lisbon.

* If applicable