POSITIVE ORGANIZATIONAL DEVELOPMENT (MPOD)

MPOD 413. Foundations of Positive Organization Development and Change. 3 Units.
This course explores and develops the art of reading and understanding social systems in ways that help us imagine, design and develop organization excellence. First it seeks to show how many of our conventional ideas about organizations are based on discourse and metaphors that lead us to see and understand organizations in partial and often limiting ways. Growing research from the domains of Positive Psychology and Positive Organization Scholarship and the theory and practice of Appreciative Inquiry will be explored to show how we can create new and more positive, strength-based ways of designing and developing social systems. Includes presentations, guest lectures and panel discussions on current topics of interest for the Masters in Positive Organization Development and Change (MPOD) candidates. Led by a faculty member of the Department of Organization Behavior, these dialogues and seminars will be presented in several of the six main residencies of the MPOD program. Reflective essays and integrative papers will enable participants to explore their practice of OD, leadership capacity, application of learnings from the program and deeply held values related to current issues and opportunities in the domain of human systems change and development. Prereq: Open to MPOD candidates only.

MPOD 413B. Foundations of Positive Organization Development and Change. 1 Unit.
This course explores and develops the art of reading and understanding social systems in ways that help us imagine, design and develop organization excellence. First it seeks to show how many of our conventional ideas about organizations are based on discourse and metaphors that lead us to see and understand organizations in partial and often limiting ways. Growing research from the domains of Positive Psychology and Positive Organization Scholarship and the theory and practice of Appreciative Inquiry will be explored to show how we can create new and more positive, strength-based ways of designing and developing social systems. Includes presentations, guest lectures and panel discussions on current topics of interest for the Masters in Positive Organization Development and Change (MPOD) candidates. Led by a faculty member of the Department of Organization Behavior, these dialogues and seminars will be presented in several of the six main residencies of the MPOD program. Reflective essays and integrative papers will enable participants to explore their practice of OD, leadership capacity, application of learnings from the program and deeply held values related to current issues and opportunities in the domain of human systems change and development. Part Two of Two. Prereq: MPOD 413A.

MPOD 414A. Managing Organizational Change and Real-World Challenges. 1 Unit.
This is a hands-on course designed to provide students with the direct experience of tackling specific challenges assigned by the instructor in one of four thematic areas of mastery: 1) Leadership (emotionally intelligent leadership, or coaching with compassion) 2) Inclusive Leadership (diversity, equity, and inclusion) 3) OD & Systemic Change (appreciative inquiry, BAWB, positive impact interventions) 4) Team Effectiveness (managing & facilitating teams effectively or building and managing high performance teams). This is part one of a two-part course.

MPOD 414B. Managing Organizational Change and Real-World Challenges. 2 Units.
This is a hands-on course designed to provide students with the direct experience of tackling specific challenges assigned by the instructor in one of four thematic areas of mastery: 1) Leadership (emotionally intelligent leadership, or coaching with compassion) 2) Inclusive Leadership (diversity, equity, and inclusion) 3) OD & Systemic Change (appreciative inquiry, BAWB, positive impact interventions) 4) Team Effectiveness (managing & facilitating teams effectively or building and managing high performance teams) This is part two of a two-part course. Prereq: MPOD 414A.

MPOD 416A. Leadership, Executive Assessment and Development. 2 Units.
Leadership with emotional intelligence will be examined by studying a number of topics and applying them to two major case studies: 1) a CEO; and 2) yourself. In this context, coaching the development of leadership will be a major topic throughout the course. This course will explore questions such as: Who are effective leaders? Are they different from effective managers? How do they think and act? What makes us want to follow them? How are leaders developed? What and how can people (you) help/coach others develop their competencies to become more effective leaders? (Part one of a three-section course.) Prereq: Open to MPOD candidates only.

MPOD 416B. Leadership and Executive Assessment and Development. 1 Unit.
Leadership with emotional intelligence will be examined by studying a number of topics and applying them to two major case studies: 1) a CEO; and 2) yourself. This course will explore questions such as: Who are effective leaders? Are they different from effective managers? How do they think and act? What makes us want to follow them? How are leaders developed? What and how can people (you) help others develop their competencies to become more effective leaders? (Part two of three) Prereq: MPOD 416A.

MPOD 416C. Leadership, Executive Assessment and Development. 1 Unit.
Leadership with emotional intelligence will be examined by studying a number of topics and applying them to two major case studies: 1) a CEO; and 2) yourself. In this context, coaching the development of leadership will be a major topic throughout the course. This course will explore questions such as: Who are effective leaders? Are they different from effective managers? How do they think and act? What makes us want to follow them? How are leaders developed? What and how can people (you) help/coach others develop their competencies to become more effective leaders? (Part three of a three-section course.) Prereq: MPOD 416B.

MPOD 418. Flourishing Enterprise. 2 Units.
Global issues such as climate change and food security, as well as heightened expectations for personal health and well-being in the workplace, are introducing greater levels of complexity into business strategy and operations, with far-reaching implications for customer satisfaction and employee engagement. Effective handling of these issues can lead to new sources of revenue generation and cost efficiency, as well as reputational value, while failure to do so can lead to financial and competitive risk. Prereq: Open to MPOD candidates only.

MPOD 431. Experiential Learning for Individuals, Teams, and Organizations. 3 Units.
This course focuses on the theory of experiential learning and its application at the individual, team, and organizational levels of analyses. This course offers the chance for students to gain insight into their individual learning and adaptive styles, and how such styles impact the way they interact and have consequence for team. The course also explores how teams and organizations learn, and the effect that cultural determinants have on learning and adaptability. In addition, the course examines how learning theory can be applied to focused institutional development projects and educational processes. The course uses presentations, lectures, research findings, interactive activities, and class discussion. The current topics of interest are for the Masters in Positive Organization and Change (MPOD) candidates. It is led by a faculty member of the Department of Organization Behavior. Reflective essays and integrative papers will enable participants to explore their learning styles and that of their organizations and teams to strengthen the practice of OD and human systems change and development. Prereq: MPOD students only.

MPOD 431A. Team Effectiveness and Dynamics. 2 Units.
The objectives of this course are to: Develop the capacity to see and assess team development. Recognize and understand the characteristics of effective teams and groups. Practice observing, intervening, and using team skills. Facilitate integration of your unique perspective, skills, and talents in working with teams. Further prepare you to be an effective team leader, team facilitator, consultant to team leaders and team members. This is part one of a two-part course.

MPOD 431B. Team Development and Dynamics. 1 Unit.
The objectives of this course are to: Develop the capacity to see and assess team development. Recognize and understand the characteristics of effective teams and groups. Practice observing, intervening, and using team skills. Facilitate integration of your unique perspective, skills, and talents in working with teams. Further prepare you to be an effective team leader, team facilitator, consultant to team leaders and team members. This is part two of a two-part course. Prereq: MPOD 431A.

MPOD 432. Interpersonal Skills Building. 3 Units.
Interpersonal and team dynamics. It will help you build more open and effective relationships among peers and clients by improving your ability to cooperate with and lead others to work effectively in today's increasingly team-oriented organizations. The emphasis of this course is on learning about oneself in the context of others and using these insights to facilitate learning in the groups you lead. Prereq: Open to MPOD candidates only.

MPOD 432A. Interpersonal Skills Building. 1 Unit.
The objective of this course is to hone the participant's abilities to use themselves as instruments of change and development in relationships with colleagues and clients. This requires comfort with and practice in intervening in a broad range of interpersonal and group dynamics, and knowledge of how one's unique personal style and character serve as both strengths and weaknesses in dealing with others in a helping relationship. Participants will explore theories of adult development, interpersonal and group dynamics, diagnose their interpersonal needs and styles, and practice techniques for developing generative relationships with clients across the OD (organization development) cycle and as process consultants in group settings. Prereq: Open to MPOD candidates only.

MPOD 432B. Interpersonal Skills Building. 1 Unit.
The objective of this course is to hone the participant's abilities to use themselves as instruments of change and development in relationships with colleagues and clients. This requires comfort with and practice in intervening in a broad range of interpersonal and group dynamics, and knowledge of how one's unique personal style and character serve as both strengths and weaknesses in dealing with others in a helping relationship. Participants will explore theories of adult development, interpersonal and group dynamics, diagnose their interpersonal needs and styles, and practice techniques for developing generative relationships with clients across the OD (organization development) cycle and as process consultants in group settings. (Part two of two.) Prereq: Open to MPOD candidates only.

MPOD 435. Practicum in Appreciative Inquiry and Positive OD. 3 Units.
This course develops participants' consultative skills. Competence in role entry and development, data collection, intervention and evaluation is gained through class exercises and field projects. The focus is on developing a problem-centered approach to intervening in organizations that minimizes reliance on programmed techniques and maximize collaborative innovation and learning between client and consultant. Prereq: Open to MPOD candidates only.

MPOD 439. Individual Mastery Projects. 3 Units.
The objectives of this course are to: 1) demonstrate the ability to frame and design a clear cut action research project applied to a given organizational development challenge or improvement opportunity; 2) show the ability to engage and mobilize others in a collaborative effort toward a collective outcome; 3) employ a defined change process and use theory from the field of OD (e.g., AI, EI, Sustainability, Organization Design, Strategic Thinking, etc.) to inform practice; 4) evince the ability to sustain momentum during the course of a project, while navigating the complexities that one normally encounters in an effort to complete the action research cycle; 5) provide evidence that theorganization development change project has had a positive benefit or impact; and 6) reveal sufficient self-reflection and mindfulness in ways that further your own and others personal or professional development. These six objectives will fundamentally be the same competencies that I will look for in grading Part 1 and Part 2 of your assignment. Toward these ends, you are expected to plan and execute a significant organization development, and/or change project with an ongoing client or employer. Emphasis is placed on the craft of developing projects that are consistent with one's current skills, career plans, and developmental needs that can be combined with the needs, opportunities, readiness, and resources of the client organization. Prereq: Open to MPOD candidates only.

MPOD 440. Inclusive Leadership. 3 Units.
The purpose of this course is to help you understand the current theories and effective practices of inclusive leadership, and through this understanding, to help you enhance your own leadership practices and capabilities. We will examine the methods, challenges, trade-offs, and frontiers of inclusive leadership through application of leadership concepts to case studies. Student teams will identify and conduct an at-a-distance project studying a global executive. The course will facilitate the development of personal efficacy for working with and supervising diverse others-those from different nations/cultures, races/ethnicities, genders, age groups, religions and lifestyles who may have different values, perspectives, approaches and abilities. As you gain self-awareness of the impact of your own identity, you will clarify your own approaches and styles and become more authentic as a leader and change agent. You will also develop practical knowledge about enabling team cultures of engagement and inclusion. Prereq: Open to MPOD candidates only.

MPOD 470A. Leading Change from a Complexity Perspective. 2 Units.
In this course, we will continuously attempt to answer two questions: (1) What is the process of sustained, desirable change? and (2) What is the role of a leader? Concepts from complexity theory will be used, including understanding the multilevel nature of SDC at the individual, dyad, team, organization, community, country, and global levels. Intentional Change Theory (ICT) will be used as the organizing concept for the changes studied. In this context, coaching the development of leadership will be a major topic throughout the course. Prereq: MPOD candidates only.

MPOD 470B. Leading Change from a Complexity Perspective. 1 Unit.
In this course, we will continuously attempt to answer two questions: (1) What is the process of sustained, desirable change? and (2) What is the role of a leader? Concepts form complexity theory will be used, including understanding the multilevel nature of SDC at the individual, dyad , team, organization, community, country, and global levels. Intentional Change Theory (ICT) will be used as the organizing concept for the changes studied. In this context, coaching the development of leadership will be a major topic throughout the course. Prereq: MPOD candidates only.

MPOD 479. Organization Innovation. 3 Units.
This course focuses on the creative process and innovation journey at all levels -- individual, group, organization, and leadership. In this class we will explore creativity from several angles with a particular focus on the conditions that facilitate creativity and innovation. Prereq: Open to MPOD candidates only.

MPOD 480. Dynamics of Effective Change Management Strategies. 3 Units.
This course will: 1) highlight the major current trends and changes that affect the nature of managerial work; 2) describe how OD practitioners and consultants need to factor such trends into their consulting strategies; 3) differentiate between types of interventions, the circumstances in which they apply and their unique strengths; 4) provide background theories that explain the challenges inherent in mobilizing positive change; 5) describe ways to bridge the gap between knowing and doing in order to build organization resilience; and 6) introduce a variety of consulting techniques and skills that the students can add to their repertoire. Prereq: Open to MPOD candidates only.

MPOD 498. Global Citizenship and Multi-Cultural OD: International Study Tour. 3 Units.
This course will broaden perspectives and knowledge of how OD principles and technologies are generated and applied in contexts and cultures outside of North America. Selected literature representing global perspectives on the practice of OD and field experiences will provide support and background for personal experience and reflection on cross-cultural issues in organizing. The primary learning context will be an intense, 10-day study tour to some country outside of North America to provide the participants with opportunities for: 1) comparative studies of OD practices in different cultural settings; 2) in-depth experiences with OD practitioners and students in a different national, regional and cultural context; 3) co-inquiry with non-North American students also involved in developing OD knowledge and skills; and 4) on-site organization visits outside of North America to observe and learn about on-going dynamic change efforts. Prereq: Open to MPOD candidates only.