

MSOD Academic Global Immersion

England and Spain

January 7-16, 2018 – [Two Credits]



Professor: Richard W. Stackman, Ph.D. Office Hours: By appointment

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Course Description

Janus, the two-faced god who looks to the future and the past, exemplifies best the purpose of the M.S. in Organization Development Academic Global Immersion [AGI]. The past, present and future of organization development *and* the Jesuit leadership tradition are two of the primary foci of the AGI. The conception of time in relation to levels, context, scale and sustainability is vital to all organization change and development efforts. The planned experiences, and thus learning outcomes for the AGI, are rooted in the history and application of OD as well as the Jesuit catholic history. Upon completion of the AGI, students will have a renewed perspective of organization development and its application inclusive of the Jesuit leadership tradition as it pertains to the greater Bay Area and beyond.

An additional purpose for the AGI is attributed to management scholar Henry Mintzberg who argues that it is far more important for individuals, especially managers, to be worldly. According to Mintzberg, the *Pocket Oxford Dictionary* definition of “worldly” – “experienced in life, sophisticated, practical” – presents an interesting mixture of words that are best reflective of what we want from managers and leaders within organizations. “All managers function on a set of edges between their own world and those of other people. To be worldly means to get over these edges from time to time, into those worlds – other cultures, other organizations, other functions in their own organization, above all the thinking of other people – so as to understand their own world more deeply. To paraphrase a line by T.S. Eliot that has been overused for good reason, managers should be exploring ceaselessly in order to return home and know the place for the first time. That is the worldly mindset.” [From H. Mintzberg. 2009. *Managing*. San Francisco: Berrett-Koehler Publishers, Inc., p. 212.]

Course Learning Objectives

Students who participate in the MSOD AGI will:

- Understand how OD, as a field, developed via parallel tracks in both the U.S. and England via the exposure to the work of the Tavistock Institute.
- Appreciate the theoretical differences between how the U.S. and European models of OD have evolved and now co-exist.
- Re-imagine the application of “classic” concepts from the founders of organization development.

- Reflect upon the importance of architecture and art to an organization's climate and culture.
- Examine the application of OD to the world's largest cooperative based in Mondragon.
- Articulate Jesuit leadership pillars and their application to OD.
- Demonstrate greater synthesis of time, levels, context, and scale with respect to organization development and change efforts.

Texts and Readings

Lowney, C. 2003. *Heroic leadership*. Chicago: Loyola Press.

Assigned readings:

- Adams, A. 2012. The future role of OD: From the CEO's perspective. *OD Practitioner*, 44: 65-68.
- Burnes, B., & Cooke, B. 2013. The Tavistock's 1945 invention of organization development: Early British business and management applications of social psychiatry. *Business History*, 55: 768-789.
- Burnes, B. & Cooke, B. 2012. The past, present and future of organization development: Taking the long view. *Human Relations*. [OnlineFirst Version of Record: July 4, 2012.]
- Dickens, L. & Watkins, K. Action research: Rethinking Lewin. *Management Learning*, 30: 127-140.
- Forcadell, F.J. 2005. Democracy, cooperation and business success: The case of Mondragon Corporacion Cooperativa. *Journal of Business Ethics*, 56, 255-274.
- Henderson, R., & Norris, M. 2015. 1worker1vote: Mondragon in the U.S. *Harvard Business School Case* 9-315-103.
- Likert, R. 1947. Kurt Lewin: A pioneer in human relations research. *Human Relations*: 1: 131-139.
- Lichtenstein, B.B. & Plowman, D.A. 2009. The leadership of emergence: A complex systems leadership theory of emergence at successive organizational levels. *The Leadership Quarterly*, 20: 617-630.
- Neumann, J.E. 2012. Learning how to do OD in the UK: Integrating NTL and The Tavistock Institute. *OD Practitioner*, 44: 11-17.
- Plaza, B., & Haarich, S.N. 2015. The Guggenheim Museum Bilbao: Between regional embeddedness and global networking. *European Planning Studies*, 23, 1456-1475.
- Sainz, M.A. 2012. (Re)building an image for a city: Is a landmark enough? Bilbao and the Guggenheim Museum, 10 years together. *Journal of Applied Social Psychology*, 42, 100132.
- Sashkin, M. 1980. Interview: Eric Trist. *Group & Organization Management*, 5: 144-166.
- Sher, M. 2013. *The dynamics of change: Tavistock approaches to improving social systems [Chs. 6 & 7]*. London: Karnac Books.
- Sweeten, E. & Gooding, M. 2012. The shape we're in: How the OD field is emerging in the UK and Europe. *OD Practitioner*, 44: 69-74.
- Tkacz, M., Arando, S., & Pacut, A. 2015. Cooperative response to societal and market challenges—the motives and stages of development of Mondragon cooperative model: A case study. *Social Economy*, 2: 69-84.

NOTE: All readings should be completed by January 8, 2018.

Course Assignments and Grading

Pre-Travel Memorandum: Each student will write a two-page (maximum), single-spaced memorandum that integrates two key points: [1] the importance of OD's history to its present practice and [2] the "humanistic" values of the Jesuits and its application to OD.

Learning History / Reflections Journal: While on the AGI, students will record their learning history and reflections in a journal. This journal will document key insights, including those for continued reflection and learning. The two learning outcomes specifically addressed by this assignment are: (a) cultivate his/her self-awareness to better deal with ambiguous and complex leadership challenges and (b) deepen his/her social awareness and interpersonal skills to work effectively with people from diverse backgrounds and cultures.

Human Interest Story: Each student will interact with at least one local person in Bilbao. These interactions will form the basis for the human interest story reflective of each student’s deepened awareness of others from diverse backgrounds and cultures.

Post-Travel Memorandum: Each student will write a four-page (maximum) single-spaced memorandum on “why OD still matters” with respect to on-going change from a global perspective. Students are to integrate experiences from the AGI, material from the assigned texts/readings (see above), and other knowledge attained through their OD studies to date.

Participation: You are encouraged to think critically and comprehensively, and to actively participate throughout the AGI. It is important to note that, although participation is not a graded requirement, I retain the right to increase a student’s final grade by half-a-letter grade for substantial contributions. Alternatively, I also retain the right to decrease a student’s final grade by half-a-letter grade for insufficient contributions during class meetings.

Assignments	Percent of Final Grade
Pre-Travel Memorandum	25%
Human Interest Story	25%
Post-Travel Memorandum	50%

Course Assignment Due Dates:

Friday, January 5	Pre-Travel Memorandum	Send by email to rwstackman@usfca.edu
Friday, January 18	Architecture/Space Memorandum	Send by email to rwstackman@usfca.edu
Friday, January, 25	Post-Travel Memorandum	Send by email to rwstackman@usfca.edu

Objective Standards:

A	Significantly exceeds expectations
A-	Consistently, fully and adequately meets expectations
B+ /B	Meets Expectations
B-	Minimally meets expectations
C+ and lower	Does not meet expectations

Note: A final grade of “A” will be reserved for students who demonstrate consistent performance that exceeds my expectations. This will require you to obtain outstanding grades on all assignments as well as to demonstrate behaviorally your dedicated practice with all of the learning goals in the course. It also means excellent contribution to the learning environment.

Written Criteria

Written pieces for this class will be evaluated upon the following objective and subjective criteria (where appropriate):

- Integration of course concepts
- Appreciation for theory
- Shows an effort to go beyond the obvious and find the underlying issues, problems, feelings, ideas, and concepts
- Analytic in nature with the use of specific examples, going beyond mere description or narrative
- Honest evaluation of teams, group processes, and self when appropriate
- Writing style clear, error free, and organized. Use of humor when appropriate
- Accurate citations and credit given wherever relevant

Some questions you should ask yourself before you submit a paper are:

- Is your work clearly organized? What is the main point of the paper? Do you demonstrate how you got from point A to point B? Have you demonstrated the logic of your reasoning?
- Is your point of view supported? Have you elaborated on key points? Have you supported your statements by using relevant class material? Are your references explicit? Have you convincingly used evidence to support your ideas?
- Is your analysis specific? Are your examples specific? Have you applied your thinking to the issue being discussed? Have you integrated your reflections with course content? Have you explained why you think the way you do?
- Have you thought through the implications of your analysis? Have you recognized trade-offs or other options?
- Is your paper clear and readable? Have you checked for errors in spelling, syntax, etc.? Is the style appropriate? Does your document flow? Will the reader want to read it?
- Is your paper cohesive and complete? Have you met the minimum expectations spelled out for the assignment? Did you demonstrate quality of content? Have you been reflective, thoughtful, specific, and insightful?
- Did you take advantage of all relevant resources available to you? Did you ask classmates to review your paper for content and quality? Did you use the writing center when appropriate?

Academic Honor Code

As a Jesuit institution committed to *cura personalis*—the care and education of the whole person—USF has an obligation to embody and foster the values of honesty and integrity. USF upholds the highest standards of honesty and integrity from all members of the academic community.

All students are expected to know and adhere to the University's Academic Honor Code. The full text can be found online at www.usfca.edu/fogcutter. Anyone caught plagiarizing, using other individuals' ideas or work, relying on the efforts of others to obtain a grade or 'free-riding', or any other form of cheating, lying, or dishonesty will be subject to the grade of 'F' in this course. Additionally, the matter will be forwarded to the proper administrators for potential university action.

Disabilities & Writing Difficulties

Success in this course depends on written communication skills. If you anticipate any difficulties in this area, please notify me immediately. Also, please notify me if you have a documented disability that may affect your performance in this course.

AGI Calendar

Date		Scheduled Events
Saturday, Dec. 9	Pre-AGI Meeting	9:30a-12:30p [Howard/Downtown SF Campus]
Sunday, Jan. 7	<i>Planned Travel Day to London</i>	[None]
Monday, Jan. 8	London	Group Meeting [Afternoon]; Group Dinner
Tuesday, Jan. 9	London	Organization Visit [Morning]
Wednesday, Jan. 10	London	Tavistock Institute [All Day]
Thursday, Jan. 11	London/Bilbao	<i>Fly to Bilbao</i>
Friday, Jan. 12	Bilbao	Mondragon Headquarters and Orbea Bikes
Saturday, Jan. 13	Bilbao	Tour of Bilbao, Birthplace of Ignatius Loyola
Sunday, Jan. 14	Bilbao	Guggenheim Museum
Monday, Jan. 15	Mondragon Azpeitia	Organization Visit [Morning]
Tuesday, Jan. 16	Bilbao	Group Meeting [Morning]

*For an additional charge AGI students can continue on to Barcelona