



**School of Professional Studies
Doctoral Program in Leadership Studies
Course Syllabus**

DPLS 742: Organizational Change & Appreciative Inquiry	
<i>Instructor:</i> Karen E. Norum, Ph.D.	<i>Class Days:</i> June 22, 29, July 6, 13, 14, 20, 27
<i>Office:</i> Rosauer Center, Rm 248	<i>Class Hours:</i> 6:00 to 10:00 PM
<i>Telephone:</i> 509/434-8989; 323-3630	<i>Location:</i> TBD
<i>E-Mail Address:</i> norum@gonzaga.edu	<i>Office Hours:</i> by appointment

DESCRIPTION: This course invites students to appreciate, rather than fix, organizations. The focus is on the theory and practice of Appreciative Inquiry, an approach to organizational change that emphasizes identifying and building on the good things that already exist in the system. The emerging field of Positive Organizational Scholarship is studied as well.

REQUIRED TEXTS

Anderson, H., Cooperrider, D., Gergen, K. J., Gergen, M. M., McNamee, S., Whitney, D. (2001). *The Appreciative Organization*. Taos Institute.

Cameron, K. S., Dutton, J. E., Quinn, R. E. (Eds.) (2003). *Positive Organizational Scholarship*. San Francisco: Berrett-Koehler Publishing.

Cooperrider, D. L., Sorensen, P. F. Jr., Yaeger, T. F., Whitney, D. (Eds.). (2001). *Appreciative Inquiry: An Emerging Direction for Organization Development*. Champaign, IL: Stipes Publishing.

Gergen, K. J. & Gergen, M. (2004). *Social Construction: Entering the Dialogue*. Chagrin Falls, OH: Taos Institute Publications.

Madonna (2004). *Yakov and the Seven Thieves*. NY: Callaway.

Smith, A. M. (2002). *The No. 1 Ladies' Detective Agency*. NY: Anchor Books.

CHOOSE ONE:

Adams, M. G. (2004). *Change Your Questions, Change Your Life*. San Francisco: Berrett-Koehler Publishers

OR

Kegan, R. & Lahey, L. L. (2002). *How the Way We Talk Can Change the Way We Work*. San Francisco: Jossey-Bass.

Reflected Best-Self Exercise Teaching Note and Instructions to Participants (two PDF documents). Obtained at <http://www.bus.umich.edu/Positive/POS-Teaching-and-Learning/POS-Tools.htm> The cost is \$6.00 per person and is to be paid online.

METHODOLOGY: Small and Large Group Discussions, Fieldwork, Films, Student Presentations.

INSTRUCTIONAL INTENTIONS:

As opposed to instructional objectives, instructional intentions are general statements about the overall direction of the course. They indicate what you as a student can expect to take from the class. By the end of this class, students should be able to:

1. Understand what appreciative inquiry is and how it differs from more traditional organizational change models.
2. Be familiar with the emerging field of positive organizational scholarship.
3. Design and conduct an appreciative inquiry.
4. Understand the theoretical basis supporting appreciative inquiry.

LEARNING ACTIVITIES:

While the achievement of the above intentions is primarily the responsibility of the student, various learning activities are designed to facilitate this process. Reading and reflecting upon what was read to be able to contribute to a class discussion should assist you in understanding the class concepts. A variety of texts have been chosen to expose you to the wide range of arts-based research methods, approaches, and interpretations. Written assignments and research activities are designed to provide opportunities to develop experience with different forms of understanding.

Evaluation and Grade Assignment

At this level of coursework, attendance and participation is essential. This is not a spectator sport—you are expected to be involved; it is also up to you to make the course meaningful to you. This makes assigning a grade highly subjective and subject to a value judgment on the part of the instructor as to the quality of your effort, thought, and participation put forth in completing course requirements. This particular instructor values quality of input over quantity. I will be looking for demonstrations of how you are making the course material your own and how you are creating (not simply acquiring) knowledge. Your grade will be based on a combination of class attendance, meeting assignment deadlines, content (what you communicate in class and in assignments), written communication (quality of papers), and your work as it compares to that of your peers.

The criteria for the grade assignment in this course are:

15%: Class participation: Intellectual and social interaction is a major part of the course. You are expected to come to class prepared to discuss the class readings, bring your reflections, questions, wonderments, and conclusions to the table.

15% Intro to AI: Write a short paper (3-5 pages maximum) explaining what *Yakov and the Seven Thieves* and *The No. One Ladies Detective Agency* have to do with appreciative inquiry and/or the positive scholarship movement in general. **Due June 22**

15% POS Chapter Reviews: Each student will be responsible for summarizing one chapter in the *Positive Organizational Scholarship* book. The summaries are to be no more than 3 pages and will highlight major points. The summaries will be shared with the rest of the class. Chapters will be assigned the first night of class.

30%: Group Book Review: This assignment has two parts: Group and Individual. Choose either the Adams or Kegan & Lahey book. Each group will share the learnings from their group with the other group. Your group will determine exactly how you want to share those learnings. That is the *group project*. On an *individual level*, assess how well you believe your group worked together to complete this assignment—what all in your opinion, did your group do well? This will mean documenting the process and "constructing" it from both a group and individual level. The individual assessment will be

due the class after you present your book review so that you can incorporate the actual presentation as part of the assessment of what your group did well. **Group Presentation: July 14 or 20. Individual Assessment due July 20 or 27.**

25%: Reflected Best Self: Following the instructions, gather instances of how others see you at your best using the following modified questions:

- 1) One of your greatest strengths is:
For example, I think of the time that
- 2) What I value most in my relationship with you is:
For example, I think of the time that
- 3) One thing that I think is unique about you (in a good way) is:
For example, I think of the time that

Compose a portrait of you when you are at your best. Your portrait can take a creative form if you can express it better that way. You will present your portrait to the class on one of the following nights: **July 13, 14, or 20**

TENTATIVE Course Schedule

TIME & PLACE: Thursdays, 6-10 PM, TBD
 PROFESSOR: Dr. Karen Norum, Assistant Professor of Leadership Studies
 OFFICE HOURS: by Appointment; Office # 248
 PHONE: 434-8989 (Oa) 323-3630 (Ob) 323-5964 (F)
 EMAIL: norum@gonzaga.edu (This is the best way to contact me)

Tentative Schedule

Date	Readings	Assignments	Tentative Topics
June 22	Madonna, Smith POS Chs 1-2	AI Intro	Class Expectations Seabiscuit
June 29	Gergen POS Part 1 AI Organization Fredrickson: Value of Positive Emotions		Social Constructionism Apollo 13
July 6	POS Part 2 AI: Chs 1-3, 5		More Social Construction AI Basics
July 13	POS Part 3 AI: Chs 7-9; 13-16; 18, 21	Best Self Portraits	AI Questions Dream
July 14	POS Ch 23 AI:22-29 Group Book Review	Best Self Portraits	Design Destiny
July 20	Group Book Review	Best Self Portraits Assessment of Group Book Review	
July 27		Assessment of Group Book Review	Class Ap-PRAISE-al

Websites:

POS: <http://www.bus.umich.edu/Positive/>
 Fredrickson article: go to
<http://www.bus.umich.edu/Positive/POS%2DResearch/Readings-to-Get-Started.htm>
 (reading to get started) and scroll down to "articles and special journal issues"

AI: appreciativeinquiry.cwru.edu

Academy of Management: <http://www.aomonline.org/> The Academy of Management is a leading professional association for scholars dedicated to creating and disseminating knowledge about management and organizations. Members are scholars at colleges, universities, and research institutions, as well as practitioners with scholarly interests from business, government, and not-for-profit organizations. The Annual Meeting of the Academy of Management, held each year in August, is the largest annual gathering of management scholars in the world. Attended by more than 6,000 people, the meeting provides a forum for sharing research and expertise in all management disciplines through invited and competitive paper sessions, panels, symposia, workshops, distinguished speakers, and special programs for doctoral students.