



WILLIAM JAMES
COLLEGE



Master of Arts in Organizational Psychology (MAOP) Program Manual Academic Year 2021 -2022

Program Academic Policies and Procedures

Message from the Chair, Organizational and Leadership Psychology Department

Welcome to the Masters in Organizational Psychology (MAOP) program, founded in 2008. The MAOP program is a vital part of the Organizational and Leadership Psychology Department (OLP) at William James College. Members of the MAOP community are part of a remarkable, values-based community guided by the departmental mission and vision as follows.

The **mission** of the OLP department is to have practitioner scholar faculty train the next generation of organizational development interventionists and talent management professionals who are skilled in working across a diverse array of global clients to make organizations not only more effective, but healthier places to be.

The **vision** of the OLP department is to make the opportunity of graduate education (masters and doctorate) accessible to a global and diverse community by utilizing the greatest advances in pedagogy and online teaching technology.

The MAOP program is built on Organization Development (OD) values and competencies, as described in this manual. With these competencies, graduates are prepared to be leaders of positive organizational change, effective interventionists at the individual, team, and systems level, and highly skilled and strategic talent management professionals.

The program has an applied focus, which balances theory and practice. A comment we commonly hear from our students working in the field is, "I learned X concept in class last night and was able to apply it today at work." We strive to teach theory-based, organization-relevant material so that so that our graduates benefit from a full tool kit, including mental models and ways of thinking and being that allow them to apply their learning to a diverse set of organizational circumstances.

Another benefit of this unique community is the network of colleagues one gains in the program. In our community, we value relationships and seek to actively support and learn from one another and other alumni while in the program and beyond. Through our Alumni Alliance, you will be able to stay connected to the program, our community, and so many opportunities to expand your professional development beyond graduation.

The faculty and I are delighted you have joined the MAOP program and the OLP and William James College community. I hope you enjoy this unique and rewarding challenge.

Suzanne Devlin, Ph.D.
Chair, Organizational and Leadership Psychology Department
Director, Leadership Psychology PsyD Program

Message from the MAOP Director

Graduate study in the William James College OLP department is grounded in an integrative philosophy of building competency through education in validated theory and scientific research, effective instructional design and delivery, along with ongoing application of classroom instruction through well-supervised field experiences. Underlying this approach is a sustained focus on the development of the professional self, an orientation toward service to the well-being of people and organizations, and respect for colleagues and clients. Our curricula and faculty provide future professional practitioners with the strongest possible foundation for a career in applied organizational psychology.

Additionally, as a community of practitioners, we are all responsible for holding each other and ourselves to high standards of professional and ethical conduct in fostering work environments supporting high performance through meaning, purpose, and compassion for all organizational members. We hope that your time at William James College in our program will be an opportunity to discover your strengths and the talents you will bring to this field.

We are proud to offer exceptional training in an environment designed for optimal learning and growth that will reward students throughout life.

Darlene M. Piva, MAOP, Psy.D.
Director, MAOP

WILLIAM JAMES COLLEGE reserves the right to make any changes to its academic requirements, admission requirements, schedule, and other policies that it considers necessary. The School reserves the right to withdraw, modify, or add to the courses it offers at any time.

Preface

This *Master of Arts in Organizational Psychology (MAOP) Manual* is in effect for the academic year 2021-2022. It augments material in the William James College [Student Handbook](#) and provides MAOP specific information.

All William James College policies and procedures are subject to change in response to the evolving needs or demands of the institution and its programs. In the event of such changes, appropriate notifications will be made.

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I. Program Overview

MAOP is an accelerated, highly interactive, competency based, and outcome-oriented program where students attain their 30 credit master's degree in 11 months for full time and two years for part time attendance. It provides a sound theoretical foundation integrated with strong emphasis on practical application. With in-depth skill-building and problem-based learning experiences, graduates are equipped to effectively develop and steward organizational systems, teams, and individuals in the context of uncertainty and change.

Cohort groups create an experiential peer-learning environment that fosters personal and professional growth. The program is designed to offer students best practices in their interest area by combining academic knowledge and professional experience. This highly experiential model of education trains skilled practitioners who can assist organizations to work more efficiently and productively. This program will further serve to prepare masters level practitioners to contribute meaningfully on intersections between organizations and psychology.

The program is built on multidisciplinary concepts drawn from the psychology of human behavior, organizational development, sociology, and education. An experienced practitioner faculty combines academic scholarship with years of experience in the field to create a profound educational experience. Students engage deeply in learning how to address organizational challenges through assessment, diagnostic models, interventions, and evaluations. With emphasis on the human side of organizations, the curriculum also includes psychological theories of individual, group, and systems level behavior using real world case studies and applied projects to ensure learning is grounded in evidence-based standards of practice preparing students to address 21st century challenges.

1.1 Mission and Vision

The *mission* for MAOP and our Organizational and Leadership Psychology Department (OLP) is to have practitioner scholar faculty train the next generation of organizational development interventionists and talent management professionals who are skilled in working across a diverse array of global clients to make organizations not only more effective, but healthier places to be.

The *vision* of the OLP department is to make the opportunity of graduate education (masters and doctorate) accessible to a global and diverse community by utilizing the greatest advances in pedagogy and online teaching technology.

1.2 Scope of Practice

Organizations must be staffed with leaders and individual contributors who have a new set of skills. Students will graduate equipped to:

- Provide effective leadership for desired change
- Understand systemic and strategic dynamics affecting the organization

- Be knowledgeable in cutting-edge methods of leading change
- Be aware of and sensitive to the needs and perspectives of diverse and multicultural global stakeholders
- Be self-aware and able to utilize insights into “self” to sensitively and skillfully interact with multicultural competence
- Act with awareness of the social, cultural, and ethical dimensions of their work as organizational development practitioners and change agents to make change for the better
- Make positive change happen for the greater social good in a wide array of roles, communities, industries, and geographies

1.3 Career Opportunities

Organizational psychologists work within organizations and as external practitioners in any number of roles and titles including Organizational Effectiveness Specialist (manager, director, etc.) Talent Manager, Organizational Development Practitioner, Learning and Development Manager, Culture Change Leader, Talent Acquisition Specialist, Leadership Development Specialist, Executive Coach, Human Resources Business Partner, Training and Development Specialist, Facilitator, Team Development Specialist, among others. They apply psychological principles of human behavior to intervene in human systems to improve productivity and the quality of work life. Many serve as human resources/talent management professionals who help organizations with staffing, training, employee development, and employee morale and retention. Others work as systems consultants in the areas of leadership development, team-building, strategic planning, quality management, and facilitating organizational change.

1.4 Who are our Master’s students?

This program is for individuals looking to build their organizational psychology and development skillset and professional potential. Our students range from new graduates to more senior career changers with an average of 5-7 years of work experience. The program is designed to accommodate working professionals who work in varying contexts from all over the world. Ninety percent of our students work full time, and many are also raising families while they go through the program. We have students from all corners of the globe who participate virtually. MAOP is geared toward working professionals looking to build and/or enhance careers in:

- Organizational Development
- Leadership Training and Development
- Human Resources
- Talent Management
- Executive Coaching
- Change Management
- Management Consulting

1.5 Program Requirements, Length, and Delivery Format

The MA in Organizational Psychology is a fast-paced, intensive, 11-month, 30-credit degree program designed for working professionals who desire to expand, deepen, and sharpen their skills in leading and sustaining changes in organizations. The courses are sequential and build upon each other throughout the program. Students are required to take all courses as outlined in the curriculum. Courses are delivered using Canvas, an online learning tool, to present distance learning modules. Blended students attend intensive weekends-in-residences (WIR) for each course that are taught by their course instructors. ***NOTE: Due to the COVID-19 Pandemic, all residencies will be held remotely for Fall 2021, and reviewed for Spring & Summer 2022 semesters.** These residencies are conducted as executive workshops and are highly experiential, including the use of simulations, role-play, case work outs, and team building activities to give the students hands on learning experiences that are not possible at a distance. Online Only students participate in interactive webinars with peers and faculty to bring aspects of the experiential learning from residencies to the online format. The curriculum also entails the completion of 80 hours of work in the field, comprehensive exams at the end of the program that are inclusive of materials covered in all courses, and a Capstone thesis or project involving academic exploration of a topic in organizational psychology. Part-time attendance, taking every other course and completing the 30 credits over two years, is also an option for our students. A Talent Management concentration is also available.

1.6 Applying to the Program

MAOP requires the minimum GPA of 3.0 for a B.A. or B.S. from a regionally accredited four-year college. Applicants are also required to complete our online application including an essay about why they want to attend the program and how they plan to use their degree as well as the submission of three letters of recommendation. All applicants are required to participate in two phone/virtual interviews with faculty members as well as in a group interview and writing test, which can be completed virtually. The GRE is *not* required.

1.7 Transfer of Credits

Please see transfer of credits policy on the program webpage.

<https://www.williamjames.edu/academics/olp/organizational-ma/organizational-psychology-transfer-of-credits.cfm>

1.8 Getting Started and Orientation

All students must attend orientation at William James College in either August or January depending on the elected start date. Blended students are required and online only students are required to attend via webinar the week prior to the program start. The MAOP program starts on the first day of class in either the Fall or Spring semester of admission according to the published William James College academic calendar. New students must also complete the online learning modules prior to the start of classes and attest to the fact that they read this manual and the WJC student handbook before orientation. Orientation is experiential and sets students up for success in their cohort and in accessing resources from the school.

II. MAOP Competencies: Areas of Expected Professional Mastery

All of the curriculum components in the Masters of Organizational Psychology (MAOP) program are designed to an integrated set of competencies. The program is dedicated to building these competencies in our students.

A *competency* is a “deep and enduring part of a person’s personality and can predict behavior in a wide variety of situations” (Spencer & Spencer, 1993, p.9). Competencies are a constellation of related skills, knowledge, personality traits, and experiences around an underlying construct. The MAOP program is designed around sets of competencies to ensure that students graduate with deeply integrated mental models of the skills, abilities, and ethical standards of the field.

The MAOP competencies are closely aligned to the published guidelines of the American Psychological Association (APA) Divisions 13 and 14: Consulting Psychologists and The Society of Industrial and Organizational Psychology (SIOP) respectively. Other sources that informed these competencies include:

- Worley, Rothwell, and Sullivan’s (2005) *Practicing Organizational Development*, Second Edition;
- Cummings and Worley’s (2001) seminal text, *Organizational Development and Change*,
- The Organization Development and Change Division of the Academy of Management (Worley & Varney, 1998),
- The Organizational Development Network

2.1 Overview

Nine major competency domains are divided into three clusters: 1) foundational, 2) organizational assessment and research, and 3) advanced practitioner. Each competency includes knowledge (K), attitudes (A), and skills (S) necessary to the student’s development.

2.2 Foundational Competency Areas:

I. Organizational Psychology

- a. Theoretical and Empirical Foundations of Organizational Development (K)
- b. Change psychology, models, and applications (K, S)
- c. Underlying psychology of human systems and groups (K, A)

Learning outcomes:

Students will be able to identify various organizational psychology schools of thought including applying models of organizational development order to assess organizational dynamics and structure. Students will also demonstrate understanding of the psychology of change, and learn and apply change models appropriately to intervene in human systems.

Courses: ST500, ST501

II. Use of self/self as instrument

- a. Self-awareness and self-management (K, A, S)
- b. Systems thinking: self as interconnected part of a larger human group/system (K, A, S)
- c. Communication and interpersonal dynamics (K, A, S)

Learning outcomes:

Students will demonstrate the following key competencies as organizational psychology practitioners: The ability to establish personal credibility, self-reflect and continuously work to uncover blind spots, and assess assumptions and mental models in use. Practice methods to continuously engage, develop, and motivate others. Demonstrate competence in communicating, relationship building, and working effectively with others and on teams.

Courses: OP600, FP734, FP735

III. Professional Behavior, Ethics, Standards and Values

- a. Ethical awareness (K)
- b. Responsibility to professional competence (K, A, S)
- c. Responsibility to clients and significant stakeholders (K, A, S)
- d. Responsibility to profession (K, A, S)
- e. Social Responsibility (K, A, S)
- f. Professional demeanor/attitude and behavior (A, S)

Learning outcomes:

Students will demonstrate proper application of the guiding ethics of the field of organizational development and consulting psychology. They will identify and correct ethical dilemmas and issues that arise in consultation to human systems in practicum work and in real world case study. Students will comport themselves according to the professional standards of behavior to ensure they do no harm and create sustainability versus dependence in client systems.

Courses: **All** courses but especially OP620

IV. Multicultural Competence and Sensitivity to difference

- a. Cross-cultural interpersonal sensitivity (A)
- b. Positive expectations of others (A)
- c. Identity development (K, A)
- d. Privilege, Equity and Access (K, A)
- e. Multicultural skills (K, S)
- f. Prejudice reduction (S)

Learning outcomes:

Students will demonstrate the ability to hear and respond appropriately to what people from another culture are really saying or meaning and implications for understanding actions of others (McClelland in Spencer & Spencer, 1993, p. 9). Students will demonstrate a strong belief in the dignity and worth of others different from themselves, and the ability to maintain

this positive outlook under stress (1993, p.6). Students will also be able to assess their own phase of identity development and practice prejudice reduction in self and with others. Students will recognize their own privilege and various forms of disparities (e.g., disability, gender discrimination, racism) in their client systems and be able to intervene to create positive social change.

Courses: **All courses** include components of this competency with concentrated focus in OP600.

2.3 Organizational Assessment and Research Competency Areas:

V. Organizational Assessment

- a. Inquiry skills (qualitative and quantitative practices) (K, S)
- b. Application of diagnostic assessment models to guide inquiry (K, S)
- c. Program evaluation (S)

Learning outcomes:

Students will be able to assess organizations at the leadership, group/team, and systems level by applying through interviewing, focus groups and survey development, administration and analysis. Students will understand and apply diagnostic models to inform their inquiry in their practicum work and to real world cases.

Courses: PA550, HU676

VI. Research Design, methods, statistics, and academic writing

- a. Research ethics (K)
- b. Qualitative methods (K, S)
- c. Quantitative methods (Organizational Survey Development and Descriptive Statistics) (K, S)
- d. Analysis, documentation and reporting (S)
- e. Academic writing per APA Style (most current edition) (S)

Learning outcomes:

Students will become savvy consumers of the empirical research of the field with the ability to determine robust studies from poor studies. They will also “be able to conduct surveys, interpret formal assessment data, and build empirical evidence of effectiveness of interventions.” (APA, 2007, p. 984). Students will develop and demonstrate a competency in academic writing per APA’s latest style, e.g., 7th edition.

Courses: PA550, PR851, PR852 (All courses focus on academic writing)

2.4 Masters Level Practitioner Competency Areas:

VII. Intervention

- a. Organizational change (K)
- b. Action research and process models of planned change, e.g. Lewin’s Force Field Analysis (K, S)

- c. Process consultation (A, S)
- d. Group level interventions, e.g., team development (K, S)
- e. Systems level interventions, e.g., organizational design (K, S)

Learning outcomes:

Students will demonstrate the ability to design, implement, and evaluate interventions collaboratively with client systems at the group and whole systems level. They will be able to identify market place, organizational, and psychological antecedents and outcomes of change.

Courses: ST501, ST502 OP620, HU676

VIII. Consultation Skills and Business Acumen

- a. Relationship building (K, A, S)
- b. Written and verbal communication (S)
- c. Consulting phases, e.g., Block's Flawless consulting (K, S)
- d. Helping Roles (A, S)
- e. Analysis of information to assess organizational development needs (S)
- f. Analysis of organizational environmental conditions to inform consultation (S)

Learning outcomes:

Students will demonstrate an understanding of the dynamics of the helping relationship by identifying the various roles of consultants and be able to successfully engage the client in Block's five phases of consultation. Students will have the business acumen to engage leaders and be able to analyze an organization's position in the market to assess organizational development needs. They will demonstrate skills in rapport and relationship building with clients and stakeholders through effective networking.

Courses: OP620, OS900, FP734 & FP735

IX. Organizational Theory and Design

- a. Business operations (K, S)
- b. Organizational structures and design, e.g., nonprofit versus NGO, open versus closed systems (K, S)
- c. Life Cycle and Culture (K, S, A)

Learning outcomes:

Students will be able to identify and evaluate the anatomy of organizations including structure, strategy, culture, and place in the world market including competitive drives, advantages, and threats. Students will be able to identify where their client companies are in terms of life cycle and design consultations accordingly.

Courses: ST502 & OS900

Learning Outcomes Mapped to Courses

Foundational Competency Areas

Foundational Competency Area: Organizational Psychology

Students will:	ST500	PA550	OP600	FP734/ 735	ST501	HU676	ST502	OP620	OS900	PR851/ 852
A. Identify various organizational psychology schools of thought.	X				X		X			
B. Apply models of organizational development to accurately assess organizational dynamics and structure.							X			
C. Demonstrate an understanding of the psychology of change.	X									
D. Apply change models appropriately to intervene in human systems.	X			X	X		X			

Foundational Competency Area: Use of Self/Self as Instrument

Students will:	ST500	PA550	OP600	FP734/ 735	ST501	HU676	ST502	OP620	OS900	PR851/ 852
A. Establish personal credibility.			X	X						
B. Self-reflect and continuously work to uncover blind spots.			X	X						
C. Assess assumptions and mental models in use.			X	X						
D. Practice methods to continuously engage and develop others.			X	X						
E. Demonstrate competence in communicating, relationship building, and working effectively with others and on teams.			X	X	X					

Foundational Competency Area: Professional Behavior, Ethics, Standards, and Values

Students will:	ST500	PA550	OP600	FP734/ 735	ST501	HU676	ST502	OP620	OS900	PR851/ 852
A. Demonstrate proper application of the guiding ethics of the field of organizational development and consulting psychology.	X			X				X	X	

B. Apply guiding ethics of organizational development and consulting psychology by identifying and addressing ethical dilemmas and issues that arise in consultation to human systems and in real work case studies.	X			X				X		
C. Comport themselves according to ethical and professional standards of behavior to ensure they do no harm and create sustainability versus dependence in client systems.				X						

Foundational Competency Area: Multicultural Competence and Sensitivity to Difference

Students will:	ST500	PA550	OP600	FP734/ 735	ST501	HU676	ST502	OP620	OS900	PR851/ 852
A. Demonstrate the ability to listen attentively, inquire, interact, hear and respond appropriately to what people from another culture are really saying or meaning and implications for understanding actions of others.			X	X						
B. Demonstrate a strong belief in the dignity and worth of all people, including others different from themselves, as well as the ability to maintain this positive outlook under stress.			X	X						
C. Assess their own phase of identity development and practice prejudice reduction in self and with others.			X	X						
D. Recognize their own privilege (or lack of) and various forms of disparities (e.g., disableism, gender discrimination, racism) in their client systems and be able to intervene to create positive social change.			X	X						

Organizational Assessment and Research Competency Areas

Organizational Assessment and Research Competency Area: Organizational Assessment

Students will:	ST500	PA550	OP600	FP734/ 735	ST501	HU676	ST502	OP620	OS900	PR851/ 852

A. Assess organizations at multiple levels including the external environment, leadership, group/team, and systems level by applying development, administration, and analysis.		X		X	X		X			
B. Understand and apply diagnostic models to inform their inquiry in their field placement work and to real world cases.		X		X			X			

Organizational Assessment and Research Competency Area: Research Design, Methods, Statistics, and Academic Writing

Students will:	ST500	PA550	OP600	FP734/ 735	ST501	HU676	ST502	OP620	OS900	PR851/ 852
A. Become savvy consumers of the empirical research of the field with the ability to determine robust studies from poor studies.										X
B. “Be able to conduct surveys, interpret formal assessment data, and build empirical evidence of effectiveness of interventions” (APA, 2007, p. 984).		X					X			X
C. Research their own practice and be able to communicate their insights and findings through academic writing per APA style.									X	X

Masters Level Practitioner Competency Areas

Masters Level Practitioner Competency Areas: Intervention

Students will:	ST500	PA550	OP600	FP734/ 735	ST501	HU676	ST502	OP620	OS900	PR851/ 852
A. Demonstrate the ability to design, implement, and evaluate interventions collaboratively with client systems at the group and whole systems level.				X	X	X	X			
B. Be able to identify market place relevant environmental, organizational, and psychological antecedents impacting designed change outcomes.				X	X		X	X		

Masters Level Practitioner Competency Areas: Consultation Skills and Business Acumen

	ST500	PA550	OP600	FP734/ 735	ST501	HU676	ST502	OP620	OS900	PR851/ 852
Students will:										
A. Demonstrate an understanding of the dynamics of the helping relationship by identifying the various roles of consultants and be able to successfully engage the client in Block's five phases of consultation.			X	X				X	X	
B. Have the business acumen to engage leaders and be able to analyze an organization's position to assess organizational development needs.				X				X		
C. Demonstrate the skills in rapport and relationship building with clients and stakeholders through effective networking.				X						
Masters Level Practitioner Competency Areas: Organizational Theory and Design										
	ST500	PA550	OP600	FP734/ 735	ST501	HU676	ST502	OP620	OS900	PR851/ 852
Students will:										
A. Be able to identify and evaluate the anatomy of organizations including structure, strategy, culture, and place in the world market including competitive drives, advantages, and threats.				X			X	X		
B. Be able to identify where their client companies are in terms of life cycle and design their consultations accordingly.				X			X	X		

III. Curriculum Map

Below is a sample map of the curriculum for MAOP Program students entering during the Fall semester of 2021 attending full time without a concentration. Note that the MAOP degree is a total of 30 credits which are mapped out in the table below. Students who enrolled under this curriculum must follow the prescribed course in taking all the courses offered to complete their degree. The curriculum maps for Fall and Spring start, and full-time and part-time programs are located on the WJC Overview Organizational Psychology Master of Arts (MAOP) page under the Curriculum tab.

Figure 1. Curriculum Map

Courses	Credits	Field Placement Hours
Fall 2021		
ST500 Foundations of Organizational Development PA550 Organizational Assessment: Qualitative and Quantitative (3cr) OP600 Leadership and the Use of Self (3cr) FP734 Field Placement 1 (2cr) PR851 Capstone 1 (1cr)	12	~40
Spring 2022		
ST501 Designing Organizations, Groups and Teams (3cr) HU676 Participatory Action Research and Appreciative Inquiry ST502 Diagnosis, Intervention, and Evaluation in Organizational Development FP735 Field Placement 2 (2cr) PR852 Capstone 2 (2cr)	13	~40
Summer 2022		
OP620 Consulting Skills (3cr) OS900 Advanced Organizational Psychology Seminar (2cr)	5	0
Total	30	80

IV. Talent Management Concentration

The concentration in Talent Management provides students with an interest in 21st century human resource approaches to gain critical skills, practice, theory, and assessment training in this growing field. A specialization in the field of talent management prepares professionals to improve functionality in organizations through personnel development and making professionals a valuable resource in today's workforce.

Students with the Talent Management concentration will follow a similar 30-credit curriculum as students enrolled in the MA in Organizational Psychology. Students in this concentration will complete 3 courses in Talent Management (in lieu of 3 courses within the general Organizational Psychology curriculum) and focus their field project and Capstone work within talent management work.

Please note students are welcome to take the substituted General Organizational Psychology Courses in addition to their concentration for an additional tuition fee (with a 50% discount for students who have completed their degree requirements).

4.1 Declaring a Concentration

Students have until the following dates to declare a Talent Management concentration.

Student Start Date	Talent Management Concentration Declared by:
August 2021	August 20, 2021 for Full Time Students January 2, 2022 for Part Time Students
January 2022	January 7, 2022 for Full Time Students May 6, 2022 for Part Time Students

Students who declare a concentration must inform their advisor, the Program Director, and the Director of Talent Management. The Director of Talent Management will give students the concentration form to fill out that must be submitted to the Registrar's office.

V. Talent Management Concentration Competencies

In addition to the Standard MAOP Curriculum, our Talent Management Concentration students develop an additional set of competencies. Talent Management is an integrated set of process, programs, and cultural norms in an organization designed and implemented to attract, develop, deploy, and retain talent to achieve strategic objectives and meet future business needs (Sulzer & Dowell, 2010). There are three main competency areas:

1. History of Human Resources and Evolution of Talent Management
2. Strategy and Organizational Life Cycle Consultation
3. Training and Development

5.1 History of Human Resources and Evolution Talent Management

M.A. graduate practitioners work with complex organizational issues involving multiple constituencies in regard to recruiting, managing, and developing talent. Effective talent management skills are essential to gain support from multiple stakeholders and build quality talent management practices based on established practice and psychological theories of trust, engagement, and motivation. This will allow practitioners to establish personal credibility and

demonstrate the ability to work as part of a team as they build their practices in Talent Management. Students will demonstrate this via:

A. Application of key models and psychological theories of human motivation:

1. Competency Modeling
2. Employee Value Exchange
3. Succession Planning
4. Unconscious bias as it pertains to diversity and inclusion

B. General competencies for all Talent Management professionals:

1. Identify and apply models of talent assessment and recruitment practices to real world case.
2. Ability to apply knowledge of critical success factors to design high performance talent management systems.
3. Ability to assess, diagnosis, and design systemic programmatic interventions within organizations to ensure retention of talent.
4. The ability to apply different ways of developing high potential talent such as employee selection, talent appraisal, employee attitude surveys, and performance evaluation.
5. The ability to identify and apply industry best practices in order to assess top talent and critical leadership roles.
6. The ability to apply techniques and practices for assessing performance of top talent and senior leaders.
7. The ability to measure and assess the impact talent has on business outcomes
8. Case analysis business acumen and the ability to leverage all elements of the talent management system including the sub functions of benefits, compensation, recruitment, and training and development to help leaders make effective decisions and strategy.

5.2 Strategy and Organizational Life Cycle Consultation

Strategy development and stewardship of organizations at different points in their life cycle are critical competencies for leaders to build in order to ensure that 21st century organizations have well-trained, experienced people in key positions. Students will appreciate that strategic practices within Talent Management maximizes business results by minimizing disruption within the leadership and management of an organization so that it may continue to be flexible and adaptive in today's changing environments.

A. Use of Key Models and Theory

Students will demonstrate their understanding of these factors by using key models and theory to inform strategic talent and organizational design decisions including:

1. Lester, Parnell, and Carraher's 5 Stage Organizational Life Cycle Model
2. Porter's Five Competitive Forces
3. Krietner and Kinicki's Theory of Organizational Decline
4. Talent Management Business Strategy and Fit
5. Congruence Model of Change
6. Mechanistic and Organic Organization Composition

7. Galbraith's Star Model of Organizational Design

B. Identify the current organizational strategy and congruence with the organization's technical core and market segments.

1. Align organizational strategy to organizational design.
2. Facilitate dialogue with all levels of leadership to build strategic thinking capability relating the internal organizational view to the market big picture.
3. Assess organizational lifecycle stage and interventions needed at the identified stage including talent and internal structures needed to address market and technical shifts.
4. Facilitate all phases of the strategic articulation process including vision, mission, superordinate goal articulation, and flow down goals and actions.
5. Lead workforce planning to ensure talent is available to meet the organizations strategic directives.
6. Ability to read the talent market trends and apply the psychology of recruitment and retention of talent within the context of organizational lifecycle and fit variables.
7. The ability to collaborate with leadership regarding organizational adaption to life cycle, technical, workforce, and market changes.

5.3 Training and Development

Organizations must continue to assess, train, and develop talent in order to continue being successful. This involves the theoretical understanding and practical application of psychological models of human behavior, learning, and motivation to create training programs, assess organizational needs, prioritize resources, improve communication, and shift policy. Students will appreciate that the results of these refinements of management behaviors through specific metrics, goals, skills, and competency building lead to healthier more adaptive internal organizational cultures. Students will demonstrate their understanding of these factors via the following:

1. The ability to conduct job and task analysis for various positions to determine the most appropriate selection procedure for measuring knowledge, skill, ability, and/or personal characteristics and the appropriate validation strategies.
2. The ability to understand how human behavior can be understood toward motivating employees to change via training and development interventions.
3. Students will learn how to conduct a needs assessment to determine what is needed toward training and development in an organization.
4. Students will design the implementation and measurement of impact of training and development interventions.
5. Students will be able to apply these theories to design effective training and leadership development programs:
 - a. Beebe, Mottet, and Roach's Needs Centered Training Model
 - b. Goal Setting Theory
 - c. Equity and Expectancy Theory
 - d. Self-Regulation
 - e. Latham and Locke's High-Performance Cycle Model
 - f. Social Categorization Theory
 - g. Self-Esteem Theory
 - h. Social Cognitive Theory

- i. Bloom’s Taxonomy of Cognitive Learning
- j. Kirkpatrick’s Levels of Assessment

VI. Talent Management Curriculum Map

Below is a sample map of the curriculum for MAOP Program students entering during the Fall semester of 2021 attending full time under the Talent Management Concentration. Note that the MAOP degree is a total of 30 credits which are mapped out in the table below. Students who enrolled under the Talent Management Concentration curriculum must follow the prescribed course in taking all the courses offered to complete their degree. The curriculum maps for Fall and Spring start with Talent Management Concentration, and full-time and part-time programs are located on the WJC Overview Organizational Psychology Master of Arts (MAOP) page under the Curriculum tab.

Figure 2. Curriculum Map Talent Management Concentration

Current Courses	Credits	Field Placement Hours
Fall 2021		
TM601 Talent Acquisition and Management (3cr) PA550 Organizational Assessment: Qualitative and Quantitative (3cr) OP600 Leadership and the Use of Self (3cr) FP734 Field Placement 1 (2cr) PR851 Capstone 1 (1cr)	12	~40
Spring 2022		
ST501 Designing Organizations, Groups and Teams (3cr) TM615 Performance Development and Management Psychology and Training (3cr) TM610 Business Strategy and Organizational Life Cycle (3 cr) FP735 Field Placement 2 (2cr) PR852 Capstone 2 (2cr)	13	~40
Summer 2022		
OP620 Consulting Skills (3cr) OS900 Advanced Organizational Psychology Seminar (2cr)	5	0
Total	30	80

VII. Student Programmatic Expectations

William James College provides blended and online only options for students to attend the MAOP program. Blended students complete their courses through a combination of both online coursework and in person residencies at William James College. All blended students are required to attend the residency for each course. Online only students complete all of their course work online and through virtual webinars. All students are required to complete

coursework as noted in the **syllabi and WJC graduate Student Handbook**. Failure to comply with these expectations will result in Corrective Action Notices (CANs), academic probation, and/or dismissal from the program.

7.1 Classwork Policies

In order to receive credit for all courses students must complete all required work as found in their syllabi and MAOP, Field Placement, and Capstone guidelines at a B level or better. Students engage in the following for the length of the program:

- Substantive online discussion board participation spanning the length of the course. Missing or showing up late to more than 1 discussion board will result in probation at a minimum.
- Substantial written or project work of formal academic writing for each course.
- Use of APA style for all written work unless otherwise specifically stipulated by their instructor.
- Weekly readings.
- Viewing of a weekly pre-recorded lecture.
- Participation in live virtual webinars.
- Mandatory participation in residencies at William James College (or online if they are being held remotely due to the COVID-19 pandemic) for blended students.

7.2 Course Expectations

Please refer to the *WJC Graduate or Undergraduate Student Handbook* regarding Academic Policy, including guidelines on professional behavior, attendance, academic integrity, and grading. In keeping with standards of professional behavior, students are expected to participate and be attentive in class, and to be respectful of classmates. Use of laptop computers during class should be consistent with this expectation and limited to reasonable and respectful course-related purposes.

Students are expected to complete all readings and assignments and participate both online and in person as instructed.

1. **Readings and Assignments:** Students are expected to complete weekly assigned readings and other required work prior to class so that they are prepared to discuss the readings and to practice skills as appropriate.
2. **Attendance:** Students are expected to attend every session of each course for which they are registered. It is the responsibility of the student to notify the instructor in advance of any foreseeable absence or immediately afterwards if the absence was unexpected. Failure to appropriately communicate absences, excessive absences, or absences that negatively impact class performance may influence your grade and/or result in a Corrective Action Notice (CAN). It is the responsibility of the student who was absent to seek out and complete any missed work.
3. **Tardiness:** Students are expected to arrive to class on time and return to class on time after a break. Being on time is a behavior that communicates respect and professionalism to those around you. If you must be late, let your instructor know asap versus being missing in action.

4. **Late work:** Late submission of class assignments will not be accepted, and the student will receive no credit for that assignment. There are no extra-credit assignments for this course, and there is no opportunity to re-write your work for extra points. If you would like the instructor to look at a paper two weeks before it is due to get some feedback about your writing, you are welcome to do so.
5. **Redistribution of materials:** Students are prohibited from any redistribution of course materials, i.e., slides, lecture notes. **You must obtain the instructor's consent prior to any recording of classes.**
6. **Emailing:** When sending any emails related to this course, please use the course number or name in the subject line of the email, to help your professor and your classmates organize their correspondence. Always use your WJC email address, and program your email signature to have your full name and a telephone number where you can be contacted if needed. Remember that email communications should always be professional in tone and content.
7. **Turnitin:** Papers are to be submitted electronically via Canvas and will undergo a plagiarism check using Turnitin. If your instructor asks you to submit a printed copy or an emailed digital copy, these papers will also be uploaded by your instructor to Turnitin for a plagiarism check.
8. **Citation of sources:** In formal written work all sources must be documented through references and citations. Submitted work containing undocumented sources will be considered plagiarism and may result in failure of the course and referral to the student's academic advisor. Depending upon the seriousness of the plagiarism, academic disciplinary action may be required up to and including expulsion from the program. All students should be familiar with definitions and types of plagiarism. Helpful online resources include: (a) The Harvard Guide to Using Sources (<http://usingsources.fas.harvard.edu/icb/icb.do>), and, (b) The website plagiarism.org (<http://www.plagiarism.org/plagiarism-101/what-is-plagiarism>). The Academic Resource Center also has a database of information and tutorials on plagiarism that are available for all students (not just students with ADA Accommodations).
9. **Writing assistance:** If you experience difficulty organizing your ideas in preparation for writing, expressing yourself clearly in writing, meeting imposed expectations for assignments, or organizing and rehearsing for class presentations, you are encouraged to seek the services of the Academic Resource Center (ARC).

7.3 Online Discussion Board Policy

Online discussions serve as opportunities to tussle with ideas, put forth opinions, and to push each other and yourselves. They are also considered class time. Check the threads frequently after your initial post and respond appropriately. The instructor will also monitor and comment. Remember you are expected to use coherent language, cite readings, and use proper grammar and punctuation. It is expected that you cite course materials/references in all original posts to support your response.

1. Your instructor will post the weekly discussion questions by the Friday prior to following week's discussion.
2. Your initial response to the questions needs to be posted by Wednesday at 9 PM EST. Your initial posts should be no more than 400 words although more important than the number

of words are the ideas and questions you raise. Please be reflective and concise. Please be sure to answer all parts of the prompt.

3. It is required to reference at least two course readings within your post unless your instructor otherwise directs you.
4. The bulk of the discussion takes place Wednesday, Thursday, and Friday, you must comment on at least two of your colleagues' responses. *If you are posting the bulk of your posts Friday after close of business and Saturday, you are not part of the discussion.* Saturday is more for gratuitous comments to peers versus substantive discussion.
5. Saturday is the final day for responding to discussion posts and boards are considered closed at noon EST.
6. Noon on Saturday through Tuesday are considered reading days where you are not expected to be on the discussion boards.
7. Grades for the online discussions are based on the quality and timeliness of your participation.
8. Grading of threaded discussions is up to the purview of the faculty. Some faculty choose to make them pass/fail, others choose to parse out points. **Please read the section in the syllabus to understand the grading structure for each course.**

7.4 Class Participation and Professionalism and Threaded Discussions

Students are expected to participate consistently and professionally throughout the course – both online and in person. How students show up is just as important as how much they show up.

Best practices for student professionalism and participation include:

- Seeking help when needed,
- Alerting the professor when a life circumstance has the potential for limiting your learning,
- Being prepared for discussions,
- Showing up on time at residency, returning on time from breaks, or staying until the end,
- Attending all portions of residency,
- Being attentive, respectful, professional, and kind to faculty or other students via speaking or body language or comments in writing,
- Minding assignment deadlines.
- When on group/team projects with classmates please follow these best practices as a member of our high performing community:
 - Discuss team roles, decision making processes, and conflict strategies upfront,
 - Do what you commit to doing,
 - Communicate early and often,
 - Do your fair share of the work versus allowing others to carry you,
 - Monitor your own participation in group discussions to ensure diversity of views and maximum leveraging (multiplying) of the brain power of the group,
 - Be prepared.

7.5 Ensuring a Safe Learning Environment

As a community, we need to address disrespectful behavior with a sense of urgency and care.

Disrespectful behavior to anyone in our community is unacceptable. We strive to make the OLP and WJC community respectful and a safe place to learn. If hurtful behavior occurs, it needs to be addressed so that it can be avoided in the future and appropriate restoration can be made to the broken trust that often occurs as a result. It is expected that all members of our community involved in hurtful or disrespectful behavior engage in dialogue to receive and give feedback.

7.6 Residency Policy

Time in residence for the MAOP program occurs one weekend per course for Blended students only. Residencies are meant to provide valuable face time and experiential learning opportunities with faculty. Residencies are mandatory for all blended students. During residencies, your full participation and utmost professionalism is expected including prompt arrival, departure no earlier than the end of the session, and adhering to boundaries established for breaks.

NOTE: any residencies held remotely versus on campus are still mandatory to attend for blended students. Please ensure you are in attendance for the entire session. Dates can be found on our OLP website.

Please organize your schedule so that you can attend the experiences in full. The dates of the residencies are publicized well in advance online. The Chair must approve emergency exceptions and arrangements of the Department on an individual basis.

VIII. Evaluation of Student Work

8.1 Course Grades

For every course, students must meet the assessment standards described in the particular syllabus in order to receive credit. Individual course grades are assigned according to the following categories:

A	94 – 100: Excellent
A-	90 – 93: Very Good
B+	87 – 89: Above Average
B	84 – 86: Meets Standards
B-	80 – 83: Minimally Meets Standards
C+	< 80: Fails to Meet Standards – Receives No Credit for the Course

8.2 General Criteria

Students who earn an “A” in this course will demonstrate mastery of theoretical material covered in the course, excellent written skills, and strong conceptual skills. Examples include sophisticated application of theory to case examples and their own experiences; ability to

express themselves in a clear and organized fashion, both orally and in writing; written work that is free of spelling, grammatical, and/or APA-style errors; appropriate integration of relevant literature into written arguments; demonstration of self-awareness and willingness to engage in self-exploration; participation in class discussions and activities; regular attendance in class; prompt arrival to each class.

Students who earn a “B” in this course will demonstrate sufficient understanding of theoretical material and good writing skills, but lack the sophistication and depth in their writing and conceptual skills needed to achieve an “A”. Examples include occasionally unclear and awkward writing, including presence of spelling, grammatical, and/or APA-style errors; difficulty in application of theory; some blocks in self-awareness and/or difficulty engaging in self-exploration; infrequent or inconsistent class participation.

Students who earn a “C” or lower in this class will demonstrate insufficient understanding of theoretical material, poor writing skills, and/or weak conceptual skills. Examples include unsophisticated or superficial application of theory; unclear, unsophisticated, or unscholarly writing; significant gaps in self-awareness and/or a lack of reflective capacity, and lack of readiness to engage in self-exploration.

(A GRADE OF C+ OR BELOW WILL NOT EARN CREDIT FOR THIS COURSE).

See the College’s Graduate student handbook for descriptions of Incomplete, Withdrawal, and credit/ no credit grade descriptions.

8.3 Satisfactory Academic Progress (SAP)

All students must maintain Satisfactory Academic Progress to maintain their place in the program and to borrow Federal funds via student loans. Students who earn a failing grade in a course will be required to repeat that course with a passing grade to graduate from the program. See the William James College Student handbook for more information SAP.

8.4 Individual Course Evaluations

Students will receive a final letter grade for each course. Faculty also give feedback on all papers handed in, team assignments completed, and weekly on the threaded discussions.

Our goal as a faculty is to ensure you learn the course content so that you can go out and practice well and ethically in the field and do no harm. Below are the areas we are evaluating you for each course in in general.

- A. Achievement (degree to which the student mastered the course competencies through assignments including particular individual strengths and weaknesses).
- B. Quality of written and oral expression.
- C. Participation, Professional Behavior, Attitude and Accountability:
 - Respectful and timely email and phone communication with professors, peers, and institutional administrators

- Timely attendance to orientation, weekends-in-residence (WIR) and live online sessions
 - Demonstration of leadership
 - Excellent effort, initiative, and openness to learning
 - Taking personal accountability for their own learning by reading the syllabus, paying attention to deadlines, and engaging in good study habits
- D. Interpersonal Relationships: demonstrates healthy respect for and collaboration with others including peers, faculty and WJC staff.
- E. Participation on the threaded discussion boards is how distance learning students come to class. In the discussions, they have contact with faculty and their cohort to ensure they learn that week's materials. Threaded discussions are a vital component of all courses in the program.

8.5 Late Policy

Students are required to hand in all work on time. However, as this program caters to adult learners, we do understand that things occasionally come up. Therefore, for non-serious issues (deemed issues not related to personal injury, family injury, or severe mental distress) students must ask their instructors at least *72 hours in advance* of the due date if they need an extension or will miss class. The granting of extensions is up to the course instructor. Make up work is required if the students miss any portion of a residency. Students who let their instructors know less than 24 hours in advance may not be granted any extensions under non-serious circumstances. Students who do not show up to class without a granted extension receive zero credit for the class. Students who miss the deadline for assignments with no documentation of a serious issue will receive zero credit for the assignment missed with no opportunity for make-up work.

For students facing serious issues (or those facing non-serious issues that notify their instructors within the prescribed guidelines), it will be up to the instructor's discretion regarding the length of the extension they receive. Instructors have full right of refusal to extend time on an assignment should they deem it appropriate.

All students asking for extensions due to serious issues, e.g. hospitalization, must provide proof of the emergency (e.g., a doctor's note or a death notice). Failure to provide proof of requested extension results in failure of the assignment.

8.6 Rewrites

Students who submit work that is of poor quality will not have the opportunity to rewrite their assignment. Therefore, it is critical to look at the assignment rubric and grade yourself before you turn in your work. Make sure you answered all the questions asked and do NOT hand in first drafts. Take the time to edit and refine your work.

Exceptions can be made under the following circumstances:

New students in their first course who are using English as a Second Language.

Note: Under the above criteria, the highest grade the student will be able to receive is a B.

Students should note that rewrites are *not* considered for these common mistakes:

- Failure to adhere to APA guidelines.
- Failure to include references to course readings or source material necessary to complete the assignment.
- Failure to answer all of the questions in the assignment.

Students are encouraged to thoroughly **read** the syllabus for each course, *all* directions and rubrics provided, and contact their instructor **prior to the due date** if they have any questions or they need clarification. It is the responsibility of the student to be their own best advocate in getting the help they need to complete assignments on time and to standards outlined in the syllabi, directions, and rubrics.

IX. Program Withdrawal Policy

Students who withdraw from the MAOP Program are eligible to receive that semester's tuition refund based on the date the written notice of withdrawal is received by the Registrar's Office, according to the following schedule:

- During the add/drop period - 100%
- During the second week of that semester of the first course in the semester - 50%
- During the third week of that semester of the first course in the semester - 25%
- After the 3rd week of the first course of the semester - 0%

Students who withdraw from the Organizational Psychology program are reminded that no portion of the Admissions (including deferral) deposit is refundable. The tuition refund is calculated on the proper percentage of the tuition minus the total Admissions deposit.

9.1 Leave of Absence and Withdrawal with Passing

Please reference the Leave of Absence and Withdrawal Passing policies in the William James College [Student Handbook](#).

9.2 Academic Probation Policy, Dismissal, Withdrawal Policies

Please refer to the William James College Student Handbook.

X. Advising

10.1 Advising Meeting Scheduling, Frequency, and Expectations

Upon entering MAOP, every student is assigned an Advisor who will oversee their progress throughout the program. Advisors have significant roles in overseeing students' progress and can have a major impact on the development of their professional identities. Both advisors and students can request meetings. Either an advisor or an advisee should request a meeting if an academic or professional development concern is encountered. As educators, advocates, evaluators, and mentors, advisors' responsibilities include making themselves available for regular contact with advisees. Formal advising meetings happen four times during the program remotely by the dates in the table below and interim advising meetings may be scheduled as needed by the advisee, advisor, and/or the program director. (Note: September 15th would be the first meeting for August starts and February 1st would be the first meeting for January starts).

Formal Advising Meeting Schedule
September 15 th
November 15 th
February 1 st
May 15 th

Note, these meetings are mandatory for students and must be attended. The advisors will work with the students to get advising meetings scheduled. *It is the student's responsibility to coordinate these formal meetings with their advisors.*

10.2 Advising Assignments

Advising assignments are made by the Program Director but students can request an advisor when they enter the program. Typically, students remain with one advisor throughout the program. However, sometimes a student may request to work with one faculty over another after they have begun the program due to an area of interest the faculty and student share. If the faculty agrees and has time to take on another advisee, effort will be made to accommodate the student. To request a new advisor, contact the Program Director.

10.3 Purpose of Academic Advisors

Academic Advisors are in place to help:

1. Assess the students' academic backgrounds, strengths, training needs, and goals.
2. Monitor students' progress toward completion of courses and degree requirements including field placement and capstone.
3. Help address problems; consulting with course instructors, field supervisors, the Program Director, and/or the Academic Policies and Standards Committee in situations where problems arise; and advocating on behalf of the student in such situations when such advocacy is appropriate.

10.4 Advising Meeting Content

The student and advisor should determine the content and length of the meeting to discuss

1. How the student is progressing in the program and curriculum
2. Progress in their field placement and capstone
3. Discuss the student's self-evaluation forms (see Appendix A)
4. Career aspirations and opportunities of the student
5. Troubleshooting on areas where the student is having difficulty making progress

XI. Field Placement

The integration of coursework with field experience is a William James College institutional hallmark. Consistent with this focus, field placements are an essential aspect of the M.A. curriculum. Throughout the program, and within the limits of the field sites and placement resources available, great care is exercised to match students with field experiences that will enrich and enhance their classroom learning and promote their professional and personal development.

The MA in Organizational Psychology Field Placement Courses allow students to apply and practice organizational psychology and development (OP/OD). Field placement offers supervised, hands on experience with an organization. Whether a student uses her/his own workplace, finds an organization to work with, or is accepted at a William James field site is determined by the Associate Directors of Field Placement (ADFP) for the OLP department. Students receive supervision from William James College faculty who are experienced OP/OD practitioners through the Field Placement seminars and students will also be assigned a field site supervisor who works at the Field Site organization.

Online only students who are at a great distance from the campus are eligible to do virtual field projects contingent on availability. The ADFP will support the student in identifying a site and developing the scope of the project the student will complete at their field site.

The supervisory relationships with students focus on the quality and depth of students' integration of theory with practice. The field placement courses and experience run concurrently with other courses during the program.

An overview of the Field Placement program is provided below. Please consult the MAOP Field Placement Student Guide located in the OLP Field Placement Office Canvas course for a detailed description of the field placement requirements and timelines.

11.1 Required Hours

Each student must complete 80 hours of field work (remotely or face to face) at their field site. In addition to these hours, students will be expected to attend weekly Field Placement course webinars, complete readings, written assignments, oral presentations, or other tasks that are associated with their field placement deliverables and the course. To receive course credit and to graduate, all field placement deliverables including executive summaries must be completed by the dates given in the table below.

Timeframe of Enrollment	Date of Completion
--------------------------------	---------------------------

August Full Time Start	May 1 of their program year
August Part Time Start	May 1 of their first year
January Full Time Start	July 25 of their program year
January Part Time Start	July 25 of their first year

11.2 Examples of Field Placement Experiences

- OD Interventions including:
 - Organizational Research and Assessment (i.e., Survey development, interviewing, qualitative data analysis)
 - Team Development
 - Change interventions
 - Program Evaluations
 - Change Interventions
 - Training and development
 - Strategic HR projects
- Apprenticing with OD Experts practicing in the field to observe, to participate where appropriate, and to analyze or debrief.
- Face time presenting/facilitating/interacting with clients/client groups
- Attending an OD related conference or training seminar coupled with a shorter field placement (limit of one.)

11.3 Field Placement at your Place of Employment

Students who are currently working are encouraged to use projects within their company as Field Placement Projects. A project completed at the students place of employment is to be OP/OD focused which offer them new learning experiences. Students using their own organizations for Field Placement will still need to have a Site Supervisor at their company. The ADFP will facilitate a scope meeting with the supervisor and student to discuss the goals of the project.

11.4 William James Partner Sites

William James College partners and builds relationships with organizations to provide real and valuable OD/OP projects and site placement to our field placement students. These opportunities require the student to apply and be accepted for the project by the site. Descriptions of these projects are posted on the OLP Field Placement Office Canvas course pages.

11.5 Partnering with Field Placement Sites

The spirit of the Field Placement program is to ensure that the field site gets as much out of having a William James College student helping them as the student is helped by the placement. As such, treating each site as a valued client is critical for students placed in organizations with which William James College has a working relationship. The MA program partners with many kinds of businesses and organizations. One of William James College's core values is to provide service, training, and professional expertise to under-served populations.

Students are encouraged to engage in field work with non-profit organizations that serve those less advantaged. We expect students to perform with the highest level of professional conduct, ethics, follow-through, and overall commitment to field placement projects at all sites.

Experience, interest, and other criteria are used by the ADFPs to determine student placements in collaboration with the student and site.

11.6 Tracking Field Placement

All field experiences will be expected to follow specific, formalized, and organized plans that afford students supervised opportunities to learn as they practice what they learn. The training goals of the Field Placement are consistent with the curricular goals of the Program. Together, these should provide students with a fundamental knowledge and skills to further refine their skills and deepen their understanding of their professional roles. Prior to choosing a field site, students must submit a Field Placement Planning Form to a link provided by the Field Placement Office to communicate their field placement plans.

In order to best determine and monitor student learning while in field placement, students complete a Field Placement Project Scope Agreement that they, the ADFP, and the site supervisor must agree upon and electronically sign before each field placement begins. This project scope agreement ensures that the student, ADFP, and site supervisor thoroughly understand the goals of their field placement project, all committing to complete the engagement. In addition, the project scope agreement (1) constitutes a formal contractual agreement between the field placement site and the college on behalf of the particular student; (2) defines the parameters of the student's fieldwork experience; and (3) serves as a basis for the ongoing evaluation of the student's progress. The project scope agreement itself includes statements about the expected outcomes and goals of the project, project timeline, and the student's specific deliverables.

Students will also be required to keep and complete a field placement hours log. The hours log allows the student to track their hours in terms of what they are doing and when they are doing it.

At the completion of each field placement, the student must complete an executive summary presentation to be delivered to the Field Placement Instructor, presented at a field placement webinar, and submitted to a link provided in the OLP Field Placement Office Canvas course page. This executive summary presentation ensures that the students reflect upon and critique their practice, but also address their challenges and goals for further development. The client site is also asked to provide an evaluation of the experience and feedback on the student's strengths and learning edges.

11.7 Field Placement Webinars

Each week students will be expected to attend and participate in webinar meetings. These webinar meetings will take place on Zoom (video meeting platform) with meeting links provided on the course page. During the meetings, students will provide updates on their projects and give and receive feedback from their peers and their instructor. Throughout the course of the semester, each student will be expected to sign up to be a 'presenter' at a meeting. In this role,

students will be given a specific reading related to the monthly topic that they will be asked to present on to their peers. The webinars are how you show up for the field placement course since it does not have a threaded discussion. The webinar is supportive to both academic learning and field experiences.

11.8 Field Related Problems

Despite the best intentions of everyone involved, there are times when problems arise in a Field Placement. When a student encounters problems in a field site, it is **imperative** that these be reported immediately to the ADFPs, their field placement instructors, and advisors so they can aid in addressing these problems quickly and professionally.

11.9 Field Placement Instructors

The Field Placement Instructor, with oversight and input from the ADFPs, Program Director, and the Chair of the Department, is responsible for monitoring the quality of the program's fieldwork component. The faculty and administrators are involved in developing site relationships and expectations as well as evaluating and maintaining their quality. Sometimes this also requires troubleshooting. When problems arise, instructor(s), the ADFPs, the Program Director, and the Chair of the Department may work collaboratively with students' advisors and the field site supervisors to help resolve the issues as expediently and efficiently as possible.

Field Placement students have a William James College Field Placement instructor and a field placement site supervisor who is a member of the field site (Field Site Supervisor). Depending on the placement, the student's primary support resource may be either a member of the field site or a member of WJC faculty. At a minimum, there needs to be a leader at the field site who can sponsor the student's work, give them access to the organization, and provide feedback.

11.10 Field Placement Coursework

Completion of the Field Placement project is facilitated by a two-part course structure:

- FP734 Field Placement 1 (2 Credits)
- FP735 Field Placement 2 (2 Credits)

Students will take two Field Placement courses that spread over Fall and Spring semesters for students who begin in August and Spring and Summer for students who begin in January. Throughout these courses, students will identify a Field Placement site, propose, and have a project accepted by the ADFP and a Site Supervisor with oversight from the Program Director. Students will complete the project under the guidance of the instructors and ADFPs.

11.11 Evaluation of Fieldwork

Evaluation of students' fieldwork experiences occurs throughout the term of their placement. The final evaluation for field placement is based on student self-evaluations, feedback from field site and William James College supervisors, the field placement course instructor/s, and, at times, the student's advisor. Students will be evaluated on a credit/no credit basis using the following designations for all field placement work.:

CR Credit:

Course requirements have been satisfactorily completed.

I Incomplete:

Course requirements have not been completed by the end of the semester in which they were assigned.

W Withdraw without Evaluation:

The student withdraws from the course before the end of the first week of the course

CP Credit Problematic:

Course requirements have been completed and credit granted, but work done has been marginal or problematic.

NC No Credit:

Course requirements have not been satisfactorily completed

XII. Capstone and Competency Exams**12.1 Capstone Paper**

Essential characteristics of the Capstone Paper process and requirements are provided below. Please consult the Capstone Guide and the course syllabus for detailed description of the course requirements and timelines.

12.2 Goals and Expectations

The Capstone Paper is an integral part of the MAOP program. The process promotes the development of research competencies, as well as the integration of coursework and practice applications. It also provides an opportunity to connect the student's professional development with the larger organizational development and/or talent management community.

A Capstone Paper is a significant body of work that makes a contribution to evidence-based practice of organizational development and/or talent management. With guidance from the Capstone Faculty, students will complete an APA style theoretical or project-based Capstone Paper on a topic in Organizational Psychology and/or Talent Management. If a student chooses to complete a project-based Capstone Paper that includes collecting data from participants, the student will need to become Citi Certified and will need to receive IRB approval.

12.3 Coursework

Completion of the capstone project is facilitated by the PR851 Capstone 1 and PR852 Capstone 2 courses that span Fall and Spring Semesters. The PR852 Capstone 2 course will also facilitate the completion of the MAOP Competency Exams at the end of the course.

12.4 Comprehensive Exams (Comps)

To complete the MAOP program, all students will take comprehensive exams where they demonstrate the knowledge they have gained over the program. Comps are given in person for blended students and in monitored technological format for online students (though online only students are welcome to take them in person at the college). Students sit for two sessions. One session covers all they have learned about organizational assessment. The second covers all they have learned about intervention. Students in the Talent Management Concentration take an intervention exam geared toward talent management scenarios. Each session is two hours long and students are given a choice of two cases to choose from. Exams are open book, but students are encouraged to make condensed “crib” notes so that they do not waste time flipping through pages of textbooks. Students are not allowed to text others, access the internet, or use phones during exams. The comprehensive exams are mandatory. Failure to take the exams will constitute grounds for dismissal from the program.

Content of the Exams. The exam uses short real-world cases for a student to respond to. Students will have a choice of two questions and will respond to one of the cases for each of the two scheduled exam times. Faculty write the comprehensive questions to span across courses each year. Comprehensive exams are divided into two parts: Assessment and Intervention or Talent Management Assessment and Intervention for Talent Management Concentration students. Students should come prepared and are encouraged to conduct a thorough review of their course content prior to taking the exam. The exam is open book but must be completed by the student alone.

There is no one ‘right’ answer. However, it’s important that students demonstrate an understanding of how to apply theory learned to a real-world case specifically. For example, if you are presented with an intervention case that asks you what you would do, as an OD practitioner, to help an organization going through change and your response is to simply outline the verbatim text book steps of action research but you give no specifics of how to apply that to the organization in question you will fail. If, alternatively, you make a thoughtful decision to use action research with the leadership group (if appropriate) and then thoughtfully apply each step, e.g., you decide not to gather more data because the company just went through an extensive employee survey, you will do well.

Comprehensive exams are graded by the department faculty and are graded pass/fail. Should a student fail, the Department Chair and/or Program Director at their discretion reserve the right to ask the student to do the following:

- 1.) Rewrite the answer to the question they failed.
- 2.) Complete an oral competency examination with the Department Chair and/or Program Director

12.5 Case Workouts

Case workouts were started by in 2010 and are meant to support the student in becoming an OD practitioner. They also prepare the student for comprehensive exams. The instructor meets with

the students, gives them cases, and then role-plays with the students in the client role. These sessions have been described as 'master classes' in OD practice and we highly urge you to attend. They are conducted using zoom and in person at the college. Make sure to sign up when you see them announced. In addition to how helpful they will be to teach you how to do this work in your career and help you pass comps; they are also fun.

12.6 E-Portfolio

For the final weeks of the program, all students are encouraged to create and submit an E-Portfolio to their advisor and initiate a meeting for review and discussion. The E-Portfolio is a collection of the students master's degree work including a copy of their final Capstone project, the final documents from their field placement, an updated resume, and any coursework (case study analyses, papers) of which they are proud. The spirit behind the E-Portfolio is for the student to have sample work to share with future employers from their master's degree coursework.

XIII. Program Leadership and Core Faculty

Our program is fortunate to have a practitioner leadership and faculty in place to help our MAOP students realize their goals regarding experience in the field and Capstone project work.

Chair, Organizational and Leadership Psychology Department Director of the Leadership Psychology PsyD Program Suzanne Devlin, Ph.D.

Contact: suzanne_devlin@williamjames.edu

Core responsibilities include:

- Leading of the Organizational and Leadership Psychology department.
- Ensuring quality of all programs within the department including MAOP, GCEC, and the Leadership Psy.D.
- Leading and communicating departmental changes and updates.
- Addressing issues relating to overall curriculum and substantive course changes and curriculum design.
- Curricula creation and oversight for comprehensive exams and grading.
- Questions concerning admittance and fit for all programs in the Department.
- Teaching in Leadership PsyD programs.
- Advising
- Mentoring doctoral students as their committee chair.

Program Director, MAOP Darlene M. Piva, MAOP, Psy.D.

Contact: darlene_piva@williamjames.edu

Core responsibilities include:

- Overall management of Master of Arts in Organizational Psychology Program
- Issues relating to student advising, registration, and student performance.

- Issues relating to scheduling specifically regarding minor changes in course content.
- Issues regarding Field Placement or Capstone.
- Issues relating to concentration declaration and changes to student status.
- Teaching in programs as assigned.
- Advising
- Mentoring doctoral students as their committee chair or member.

Director, Talent Management Concentration

Carlene Caldwell, MA, Psy.D.

Contact: Carlene.Caldwell@williamjames.edu

Core responsibilities include:

- Management of the Talent Management Concentration
- Questions regarding the Talent Management Concentration
- Teaching in the MAOP program
- Advising

Senior Associate Director of Field Placement for MAOP

Lynne Richer, Ph.D.

Contact: lynne_richer@williamjames.edu

Core responsibilities include:

- Placing all students in the field for practicum work
- Leading a team of Field Placement Associate Directors
- Acquiring field sites
- Assisting and providing organizational development support to students and sites
- Assessment of all field placement practices and student outcomes
- Reporting on outcomes to the Chair
- Tracking student progress in the field along with the Assistant Director
- Scheduling student seminars

Please click on <https://www.williamjames.edu/academics/olp/organizational-ma/faculty.cfm> to view faculty names and bios.

XIV. Student Status, Financial Aid, Registration, and Concentrations

14.1 Class Participation and Professionalism Expectations

For all courses in the MAOP program, a significant percentage of your grade is based on how often and how authentically you participate in required classroom work whether virtually or in person. Your professionalism in relating to your peers, faculty, and William James College staff with respect and care is as important as your demonstration of your understanding of the readings and content presented in the course. Furthermore, for time in residence, the depth of your participation shows not only respect to your instructors but also your cohort who may be

traveling great distances to learn with you and from you. As such, the following expectations for participation in the program are as follows:

- a) Students are expected to be prepared both online and in person to discuss the assigned readings, and to practice skills as appropriate.
- b) Students are expected to complete all course readings, threaded discussions, and assignments by the due dates for which they are assigned.
- c) Students are expected to participate for the entirety of the residency.
- d) Students are expected to contact their professor immediately should an absence be anticipated.
- e) Students are to be mindful of their use of technology during residence. Mobile devices must be set to “stun” or “vibrate” during class. Checking email, texting, web browsing, and completion of other work on devices (including phones, PDAs, laptops and netbooks) is not allowed in live classes.
- f) Students are expected to engage in their learning and learning with peers and faculty with an open and positive mental model. A positive approach to learning ensures you will learn to your highest potential and you that you will not impede the learning of others.
- g) This is a professional setting, consider how you show up and whether this is positively or negatively impacting others. The graduate experience is dependent on your mindset and participation along with the interaction of others. Those students who choose to contribute in a mindful and professional way build lifelong relationships that will enhance their professional lives.

14.2 Blended vs. Online Student Expectations

William James College is fortunate to be able to provide multiple avenues for participation for students to take part in the MAOP program. One of those avenues is that students have a choice of either being a blended student or an online only student. Blended students complete their course work through a mixture of both online and in person contact hours via a mandatory weekend in residence (a two day, eight hours per day experiential learning module run by the course instructor at William James College). Online students require no in person contact hours and complete all work online.

Both blended and online students are required to complete classwork as noted in **Program Coursework Policies**. Blended students are required to attend all hours of weekend in residence. Blended students cannot miss more than two weekend in residence dates throughout the entirety of the program.

Should a student have to miss a portion of weekend in residence due to illness, family illness/death, or significant personal matter, they must inform the professor as soon as possible. The student will have to complete the equivalent work as noted for online students and provide documents that verify the emergency, e.g., Doctor’s note.

14.3 Full Time Student vs. Part Time Student Expectations

William James College offers the choice of either being a full or part time student. Full time students are required to take one course every five to six weeks in continuous succession until

they complete their program requirements. Additionally, full time students will be required to complete their field placements and capstone projects during the fall and spring semesters. Part-Time students are required to take one course every other five to six weeks until all courses are completed. Field placement occurs during the first year and capstone is completed during the second year.

14.4 Financial Aid for Full-Time and Part Time Students

In order for students to qualify for federal financial aid, students must take at least five credits per term (terms being defined as fall, spring, and summer I&II combined). Part Time students need to take at least two courses per term in order to qualify for financial aid.

14.5 Summer Session Financial Aid for Part Time Students

Given the curriculum outline for MAOP, part-time students only take one course for the summer session during their time in the program. As one course only counts for three credits, this means that part time students may not qualify for summer financial aid. Per guidance from the Financial Aid Office, students are encouraged to take out financial aid to cover the cost of their summer course by no later than May 1st of their spring semester. Students are encouraged to connect with financial aid for additional information on how to do this appropriately.

14.6 Switching Status (Blended to Online, Full-Time to Part Time, and Vice Versa)

Should students decide that they want to change their status in the program, they must inform their advisor and the program director of this change immediately in writing via email. The student should schedule time with their advisor and the program director to discuss the change and the impacts the change could have on things like financial aid and billing. The student must then inform the Registrar's Office and the Financial Aid of their change and fill out the appropriate paperwork.

For further information on financial aid, please contact Hilary Baxter, Director of Financial Aid at [Hilary Baxter@williamjames.edu](mailto:Hilary_Baxter@williamjames.edu).

And Sonji Paige, William James College Registrar at Sonji_paige@williamjames.edu

Note: Students can only change their status once during the course of the program. Additionally, students must finish the current class in which they are enrolled in their current status before they can switch to a different status.

14.7 Registration for Students and Course Cycle

Unlike other departments at William James College, given the strict course structure we have in the MAOP program, students do not register themselves for their courses. Course registration is done by the Program Director.

Note: This registration supersedes any message the institution sends out regarding registration to the student body.

Students will be registered for courses in the cycle they are offered. Students who miss or must retake a course must wait until the course is offered again.

For further information on registration, please contact Darlene Piva, Program Director at darlene_piva@williamjames.edu.

14.8 Veterans and VA Benefits

The MAOP program is proud to serve our armed services members and veterans. In order for veterans to receive full VA benefits they must take at least 9 credits during the fall, spring, and summer semesters respectively. Due to this stipulation, veteran students who wish to take advantage of the MAOP will be unable to take advantage of part time status.

References

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- Society for Industrial and Organizational Psychology, Inc. (1999). *Guidelines for education and training at the Master's level in industrial/organizational psychology*. Author.
- Worley, C. & Varney, G. (1998). A search for a common body of knowledge for master's level organizational development and change program-An invitation to join the discussion. *Academy of Management ODC Newsletter*, 1(98), 1-4.

Appendices

Appendix A – Advising Student Self-Evaluation

MAOP Advising Student Self Evaluation Form

Student:

Date of Advising Session:

Advisor:

Instructions: Please review the competencies from the MAOP manual for courses you have completed or are in process of taking. Complete the following reflection considering those competencies, send a copy to your advisor at least 24 hours before your advising session, and have a copy available during your advising session.

- 1. My key strengths and program competency areas where I feel most confident regarding what I am learning are:***

- 2. My key learning edges and program competency areas I am developing are:***

- 3. Please provide any feedback on how we can make your experience better and assist you in reaching your goals:***

Advisor Signature:

Student Signature:

Please return this form to the Program Director within **48 hours** of the Advising Meeting.