

Course	HRDV 5630 / N / Organizational Development and Change
Term	Fall 2, 2009 – Thursday – 6:00 – 10:00 pm 10/22, 10/29, 11/5, 11/12, 11/19, 12/3, 12/10, 12/17 (Make-up date for Thanksgiving TBD)
Instructor	Name: Jim Boone Cell Phone: 904-629-2946 Home Phone: 904-223-3051 Email: james.e.boone@usace.army.mil
Catalog Description	Organization development (OD) is the process of planning and implementing interventions to create interpersonal, group, intergroup, or organization-wide change. This course presents the theoretical foundations of organization development as an applied behavioral science. Students will also be introduced to many types of interpersonal, intra-group, intergroup, and organizational interventions that are used to effect comprehensive and lasting changes.
Prerequisites	Students majoring in human resources development must have completed the requisite course Introduction to Human Resources Development (HRDV 5000) before taking this course. Students who are not human resources development majors do not need to have completed Introduction to Human Resources Development (HRDV 5000) before taking this course.
Course Level Learning Outcomes	<ol style="list-style-type: none"> 1. Students will be able to identify organizational situations that would benefit from organization development interventions. 2. Students will be able to diagnose the organizational systems issues at the level of the individual, small group, inter-group, organization, and organization/environment levels of analysis. 3. Students will explain the limitations of conventional analytical frameworks in hyper-turbulent organizational environments. 4. At a foundational level, students will be able to diagnose and plan an intervention that will increase organizational effectiveness. 5. Students will be able to easily locate professional resources/tools available to the practitioner. 6. Students will be able to identify ways to utilize the personal self as an instrument in the change process. 7. Students will be able to integrate OD frameworks with broader HR frames and competency models. 8. Students will be able to synthesize intellectual explanations from the field with methodological competencies.

<p>Materials</p>	<p>Harvey, D., and Brown, D. R. (2005). An Experiential Approach To Organization Development. (7th Edition). Upper Saddle River, NJ: Prentice Hall. ISBN# 0-131-44168-X</p> <p>Optional book we will use for readings:</p> <p>French, W., Bell, C., and Zawacki, R. (2005). Organization Development (Managing Effective Change). (6th Edition). New York, NY: McGraw-Hill Irwin. ISBN# 978-0-072-48167-6</p> <p>To Order Textbooks go to the local North FL website www.webster.edu/jack and click on Order Textbooks to select a vendor (Note: Textbooks must be ordered 2 weeks prior to class to ensure delivery)</p> <p>Supplemental Reading: All supplemental material will be assigned in the class. We will primarily be interested in current press and journal articles.</p> <p><u>Research Paper Guidelines and Sample Paper</u> – See website @ www.webster.edu/jack and click on the Student Resources category.</p>												
<p>Grading</p>	<ul style="list-style-type: none"> • The final grade will be based on one research paper, a presentation to the class of that research paper, a participation grade, and midterm and final examinations. Because OD is an <i>applied behavioral science</i>, your participation grade represents a larger aspect of the overall grade than would normally be the case. • Extra Credit Opportunity – We will use a select list of films that illustrate the various Organization Development concepts we will be studying. A list is attached to this syllabus which identifies the films and their topic. Students may choose a film to be presented to the class with their analysis of how the film explores the topic. Presentations will be limited to 10 minutes and must be accompanied by a paper (500 to 1000 words) detailing the points of the presentation. DVD clips may be presented to illustrate and support the student’s analysis. A film presentation and paper can earn up to 5 points of extra credit. <table border="1" data-bbox="490 1528 1458 1869"> <tr> <td>• Research Paper</td> <td>20%</td> </tr> <tr> <td>• Research Paper Presentations</td> <td>10%</td> </tr> <tr> <td>• Midterm Examination</td> <td>20%</td> </tr> <tr> <td>• Final Examination</td> <td>20%</td> </tr> <tr> <td>• Class Participation and Attendance</td> <td><u>30%</u></td> </tr> <tr> <td>TOTAL</td> <td>100%</td> </tr> </table>	• Research Paper	20%	• Research Paper Presentations	10%	• Midterm Examination	20%	• Final Examination	20%	• Class Participation and Attendance	<u>30%</u>	TOTAL	100%
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	<p>The GRADUATE catalog provides these guidelines and grading options:</p> <ul style="list-style-type: none"> • A/A– Superior graduate work • B+/B/B– Satisfactory graduate work • C Work that is barely adequate as graduate-level performance • CR Work that is performed as satisfactory graduate work (B– or better). A grade of "CR" is reserved for courses designated by a department, involving internships, a thesis, practicum, or specified courses. • F Work that is unsatisfactory • I Incomplete work • ZF An incomplete which was not completed within one year of the end of the course. ZF is treated the same as an F or NC for all cases involving G.P.A., academic warning, probation, and dismissal. • IP In progress • NR Not reported • W Withdrawn from the course
<p>Activities</p>	<p>Research Paper:</p> <ol style="list-style-type: none"> 1. The topic will be chosen from any of the articles in French, W. L., Bell, C. H., Jr., Zawacki, R. A. <i>Organizational development and transformation: Managing effective change</i>. Boston: McGraw- Hill Irwin <p>That have NOT been class assignments</p> <ol style="list-style-type: none"> 2. The objective of the paper will be to research the topic further with at least 6 references; try to find both supportive and critical views then to apply the knowledge gained from the research to a real life organizational situation. The real life situation can be taken from current events or a real live organization with which you are familiar. 3. The content of the paper should be: <ol style="list-style-type: none"> a. A description of your selected topic and why you chose that topic b. What you learned from the further research on the topic both supportively and critically c. A description of the real life situation you chose on which to apply your topic and why you chose it d. How you would apply your topic to the real life situation and what outcomes you would expect and why e. A cost benefit analysis of your application to the real life situation f. A closing summary <p>The paper should be at least 10 double spaced typed pages in APA format</p>

with references stated. At least 6 references are required.

Research Paper Guidelines and Sample Paper – See website @ www.webster.edu/jack and click on the Student Resources category.

Research Paper Presentations:

- The presentation to the class should be in PowerPoint and be no less than 7 minutes and no more than 10 minutes. Your presentation should endeavor to share with the class the knowledge you have gained through writing your research paper.

Midterm Examination:

The midterm examination will be in class in week 4 and will cover the material to that point.

Final Examination:

The final examination will be in class exam covering all the topics covered in the class with a special focus on the last 5 weeks.

Class Participation and Attendance:

- Students are expected to attend all class sessions of every course for the full 36 contact hours. In the case of unavoidable absence, the student must contact the instructor. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences. Generally, a student who misses more than one four-hour course period (per course) without a documented military or medical excuse and advanced permission of the instructor should withdraw from the class. The University reserves the right to involuntarily drop enrolled students from classes, which they do not attend. **PLEASE BE ADVISED: Students who do not attend the first class session, who have not made prior arrangements with the instructor for being absent, will be dropped from their courses.**
- Attendance the last day of class is mandatory to ensure that all work is completed and to be awarded a passing grade. An Incomplete will not be acceptable without documental proof (Death Notice, Doctor's Letter, etc.) as to absence relating to non-completion of class work. These must be faxed 904-797-2248 or dropped off to Webster University by the Monday after the term ends.
- Participants are expected to arrive on time and be actively involved in the learning experience. Each student should desire to learn, participate, and proactively contribute to the learning of others during each discussion and exercise.
- Students are to participate in classroom discussions. The discussions are an opportunity for students to reveal their understanding of the assignments made for the current and previous classes.
- Assignments are given to prepare the student to participate in class discussions; therefore, it is imperative that reading assignments and associated questions for discussion be completed prior to class.

	<ul style="list-style-type: none"> • All assignments are due as detailed in the Course Schedule. • Late assignments will be accepted up to one week later past the due date, but will be penalized one letter grade. Furthermore, late assignments will lower the student's final grade by an additional one point. • Failure to turn in an assignment within one week will result in a grade of "0" for that assignment • Late assignments will not be accepted for the final assignments the last week of the course to allow timely completion and grades to be submitted.
<p>Policy Statements: University Policies</p>	<p>University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university's published policies. The following policies are of particular interest:</p> <p>Academic Honesty</p> <p>The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university's academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.</p> <p>Drops and Withdrawals</p> <p>Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals (published elsewhere) to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.</p> <p>Special Services</p> <p>If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.</p> <p>Disturbances</p> <p>Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.</p> <p>Student Assignments Retained</p> <p>From time to time, student assignments or projects will be retained by The Department for the purpose of academic assessment. In</p>

	<p>every case, should the assignment or project be shared outside the academic Department, the student's name and all identifying information about that student will be redacted from the assignment or project.</p> <p>Contact Hours for this Course</p> <p>It is essential that all classes meet for the full instructional time as scheduled. A class cannot be shortened in length. If a class session is cancelled for any reason, it must be rescheduled.</p>				
<p>Course Policies</p>	<p>Your participation grade will be based on the following criteria:</p> <ul style="list-style-type: none"> • Quantity of high-quality participation • Quality of participation (your comments and insights in class reflect in-depth knowledge of OD theories and frameworks and the ability to apply them to real and simulated situations) • Balanced involvement in classroom discussion, showing a readiness to share airtime with your classmates. • Your willingness to share personal perceptions and feelings in debriefing role-playing situations. (Rational analysis alone is insufficient for the development of OD competencies in the practice situations we simulate). 				
<p>Weekly Schedule</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="492 980 659 1499"></td> <td data-bbox="659 980 1484 1499"> <p>Pre-Assignments for Session 1:</p> <ul style="list-style-type: none"> • Harvey & Brown Read: Part 1: Anticipating Change. <ul style="list-style-type: none"> ➤ Chapter 1 – Organizational Development: Reinventing the Corporation ➤ Chapter 2 – Organization Renewal: The Challenge of Change • French, Bell, & Zawacki Read: <ul style="list-style-type: none"> ➤ “What is Organizational Development?” – Beckhard article ➤ “A History of Organization Development” – French & Bell article ➤ “Toward Third Wave Managing and Consulting.” – Weisbord article </td> </tr> <tr> <td data-bbox="492 1499 659 1953"> <p>Session 1</p> </td> <td data-bbox="659 1499 1484 1953"> <p>THEME: Introductions, Course Overview, Reinventing the Corporation and the Challenges of Change</p> <p>Topics:</p> <ul style="list-style-type: none"> • Syllabus • How OD Came to be • Lewin’s Contributions to OD • O. D. Consultant Behavioral Profile and Goal-Setting <ul style="list-style-type: none"> ➤ Discussion : Beckhard, Weisbord, & French & Bell articles. <p>Assignments for Session 2</p> <ul style="list-style-type: none"> • Harvey & Brown <ul style="list-style-type: none"> ➤ Read: Chapter 3 – Organizational Renewal: Changing </td> </tr> </table>		<p>Pre-Assignments for Session 1:</p> <ul style="list-style-type: none"> • Harvey & Brown Read: Part 1: Anticipating Change. <ul style="list-style-type: none"> ➤ Chapter 1 – Organizational Development: Reinventing the Corporation ➤ Chapter 2 – Organization Renewal: The Challenge of Change • French, Bell, & Zawacki Read: <ul style="list-style-type: none"> ➤ “What is Organizational Development?” – Beckhard article ➤ “A History of Organization Development” – French & Bell article ➤ “Toward Third Wave Managing and Consulting.” – Weisbord article 	<p>Session 1</p>	<p>THEME: Introductions, Course Overview, Reinventing the Corporation and the Challenges of Change</p> <p>Topics:</p> <ul style="list-style-type: none"> • Syllabus • How OD Came to be • Lewin’s Contributions to OD • O. D. Consultant Behavioral Profile and Goal-Setting <ul style="list-style-type: none"> ➤ Discussion : Beckhard, Weisbord, & French & Bell articles. <p>Assignments for Session 2</p> <ul style="list-style-type: none"> • Harvey & Brown <ul style="list-style-type: none"> ➤ Read: Chapter 3 – Organizational Renewal: Changing
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		<p>the Corporate Culture</p> <ul style="list-style-type: none"> ➤ Chapter 4: Leading Change: The O. D. Consultant Role and Style • French, Bell, & Zawacki <ul style="list-style-type: none"> ➤ Read: “Organizational Culture” – Schein article (p125) • Pre-Work for session 2: O. D. Skills Simulation 3.1 on Downsizing (p. 81, H&B) • Read and analyze “Dim Lighting” Case (p. 89, H&B) in preparation for class discussion • Complete O. D. Skills Simulation 4.1 on Consultant Style Matrix (p. 115, H&B)
	<p>Session 2</p>	<p>THEME: Changing Corporate Culture</p> <p>Topics:</p> <ul style="list-style-type: none"> • The O. D. Consultant Role and Style • Downsizing Simulation • Dim Lighting Case • Consulting Style Matrix • O. D. Simulation: Conflict Styles (p. 120, B&H) • Discussion on Schein article - French, Bell, & Zawacki <ul style="list-style-type: none"> ➤ “Organizational Culture” – Schein (to be distributed in class) <p>Assignments for Session 3:</p> <ul style="list-style-type: none"> • Harvey & Brown Read: <ul style="list-style-type: none"> ➤ Chapter 5 – The Diagnostic Process ➤ Chapter 6 - Overcoming Resistance to Change • French, Bell & Zawacki Read: <ul style="list-style-type: none"> ➤ “Creating Readiness for Organizational Change” – Armenakis, Harris, Mossholder article • Harvey & Brown • O. D. Skills Simulation on the Acquisition Decision (p. 145, B&H) • Read, analyze, and prepare to discuss “The Old Family Bank” case (p. 152. B&H)
	<p>Session 3</p>	<p>THEME: The Diagnostic Process; Change and Resistance</p> <p>Topics:</p> <ul style="list-style-type: none"> • Change readiness • Resistance to Change • Acquisition Decision Simulation • Old Family Bank Case • Discussion on Armenakis, Harris, and Moss article • Topics for Research Papers Due <p>Assignments for Session 4:</p> <ul style="list-style-type: none"> • Harvey & Brown <ul style="list-style-type: none"> ➤ Read: Part 3 – Developing High Performance

		<ul style="list-style-type: none"> ➤ Chapter 7 – Process Intervention Skills ➤ Chapter 8 – O. D. Intervention Skills • French, Bell & Zawacki <ul style="list-style-type: none"> ➤ Read: “When Power Conflicts Trigger Team Spirit” – Harrison article (p175) • Prepare for Midterm • Pre-Work for session 4: O. D. Skills Simulation 7.1: Apex Oil Spill (p. 196, B&H) • O. D. Skills Simulation: Trust Building (p. 203, B&H) • Read, analyze, and prepare to discuss “The OD Letters Case” (p. 210, B&H)
	<p>Session 4</p>	<p>THEME: Process and O. D. Interventions</p> <p>Topics:</p> <ul style="list-style-type: none"> • Characteristics of an OD Intervention • OD Values Clarification • Facilitation skills • Open Space Technology • Trust Building Simulation • Discuss Harrison article • Midterm Examination <p>Assignments for Session 5:</p> <ul style="list-style-type: none"> • Harvey & Brown Read: <ul style="list-style-type: none"> ➤ Chapter 9 – Employee Empowerment and Interpersonal Interventions ➤ Part 4: Developing High Performance in Teams ➤ Chapter 10 – Team Development Interventions • French, Bell, & Zawacki Read: <ul style="list-style-type: none"> ➤ “Shining a New Light on Organizational Change: Improving Self-Efficacy Through Coaching” – Malone article • Pre-Work for session 5: O. D. Skills Simulation: SACOG (p. 260, B&H) • O. D. Skills Simulation: Johari Window (p. 267, B&H) • Read, analyze, and prepare to discuss “Steel Enterprises” case (p. 310, B& H)
	<p>Session 5</p>	<p>THEME: Empowerment, Interpersonal and Team Interventions</p> <p>Topics:</p> <ul style="list-style-type: none"> • Force field analysis • SACOG Simulation • Johari Window Simulation • Steel Enterprises Case • Discuss Malone article <p>Assignments for Session 6:</p>

		<ul style="list-style-type: none"> • Harvey & Brown <ul style="list-style-type: none"> ➤ Read: Chapter 11: Intergroup Development Interventions • Chapter 12: Goal Setting • French, Bell, & Zawacki <ul style="list-style-type: none"> ➤ Read: “Strategies for Improving Headquarters-Field Relations” – Blake, Shepard, & Mouton article (p 183) • Pre-Work for Week 6: O. D. Skills Simulation 11.1: The Disarmament Game (p. 331, B&H) • O. D. Skills Simulation 12.1: Managing By Objectives (362) • Read, analyze, and prepare to discuss “Western Utilities Company” case (p. 362, B&H)
	<p>Session 6</p>	<p>THEME: Intergroup Development Interventions and Goal-Setting</p> <p>Topics:</p> <ul style="list-style-type: none"> • Groupthink video • Disarmament Game • Managing By Objectives • Western Utilities Case • Discuss Blake, Shepard, and Mouton article <p>Assignments for Sessions 7:</p> <ul style="list-style-type: none"> • Harvey & Brown Read: <ul style="list-style-type: none"> ➤ Chapter 13: Work Team Development ➤ Part 5 Developing Success in Organizations ➤ Chapter 14 – High Performing Systems & the Learning Organization • French, Bell, & Zawacki Read: <ul style="list-style-type: none"> ➤ “Successful Self-Directed Teams and Planned Change: A Lot in Common” – Zawacki & Norman article (p. 216) ➤ Appreciative Inquiry: <i>The New Frontier</i>” – Fitzgerald, Murrell, & Newman article (p. 223) • Pre-Work for week 7: OD Skills Simulation 13.1: Paper House Production (p. 386, B&H) • Read, analyze, and prepare to discuss “Wentgart Aircraft” case (p. 395, B&H) • Read, analyze, and prepare to discuss “Tucker Knox Corporation” case (p. 423, B&H)
	<p>Session 7</p>	<p>THEME: Improving Processes, Self-Managed Work Teams, High Performing Systems, and Learning Organizations</p> <p>Topics:</p> <ul style="list-style-type: none"> • Wentgart Aircraft Case • Tucker Knox Corporation Case

		<ul style="list-style-type: none"> • Discuss Zawicki & Norman article <p>Assignments for Sessions 8:</p> <ul style="list-style-type: none"> • Harvey & Brown <ul style="list-style-type: none"> ➤ Read: Chapter 15: Organization Transformation: Strategy Interventions • Chapter 16: Organizational Development: The Challenge and the Future • French, Bell, & Zawacki <ul style="list-style-type: none"> ➤ Read: “Future Search: Acting on Common Ground in Organizations and Communities” – Weisbord & Janoff Article (223) • Review for final exam • Pre-Work for week 8: OD Skills Simulation 15.1 on the Gentech Company (p. 446, B&H) • Consultant Behavior Profile II (p. 475, B&H) • OD Skills Simulation 16.2: The Bob Knowlton Case (p. 483, B&H)
	Session 8	<p>THEME: Organizational Transformation and Strategic Interventions: The Future of O. D.</p> <p>Topics:</p> <ul style="list-style-type: none"> • Student Evaluations • Gentech Case • Consultant Behavior Profile • Bob Knowlton Case • Discuss Weisbord & Janoff articles • Final exam <p>Assignments for Session 9:</p> <ul style="list-style-type: none"> • Prepare for individual presentations
	Session 9	<p>THEME: Special Topics and Research Papers Presentations</p> <p>Topics:</p> <ul style="list-style-type: none"> • Individual presentations and feedback

Additional Information	None
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Reviewed by: *J. Ewing*

Job Title: Faculty Coordinator

Date: 09/29/09