

Course	HRDV 5570 Planning Organization Development Programs and Interventions
Term	Fall 1, 2008, August 11 – October 11, Tuesdays W1 8.12.08, W2 8.19.08, W3 8.26.08, W4 9.2.08, W5 9.9.08, W6 9.16.08, W7 9.23.08, W8 9.30.08, W9 10.7.08
Instructor	Name: Louise Stelma Phone: 502.445.9299 Cell Email: lstelma@insightbb.com
Catalog Description	This is an elective, advanced course in organization development in which students will learn to design and implement programs and interventions used in organization development. The course builds professional skills by having students learn a variety of conceptual models and intervention methods used in organization development, and then applying that knowledge by analyzing organizational problems and proposing effective OD programs. Students must complete HRDV 5630 prior to taking this course.
Prerequisites	Students must complete HRDV 5630 prior to taking this course. Completion of HRDV 5000 and HRDV 5610 are also recommended.
Course Level Learning Outcomes	<p>The main objectives of this course is to be able to</p> <ul style="list-style-type: none"> • Utilize Integrated Strategic Change model (learning how OD builds the competitive advantage!) • Discover Intervention plans to move organizations from one strategy to another. • Study and discuss strategic change as a new perspective on OD and using cases and step-by-step process descriptions. • Utilize theoretical frameworks, self-awareness, and behavioral alternatives as guides to organizational interventions, • Identify opportunities to judicious use of their skill sets. • Students will recognize when to rely on colleagues or consultant assistance and understand how to market their professional expertise. <p>The design of this course assumes that students have completed the Introduction to Human Resources (HRDV 5000) and Training and Development (HRDV 5610).</p>
Materials	<ul style="list-style-type: none"> • Worley, C.G., Hitchin, D.E., and Ross, W.R. (1996). Addison-Wesley. <u>Integrated Strategic Change: How OD Builds Competitive Advantage</u> • Cummings, Thomas G. & Worley, Christopher G., Southwestern Publishing, <u>Organizational Development and Change</u>, 9th edition, South-Western Publishing. Thomas G. Cummings and Christopher G. Worley, ISBN 26060-1

<p>Grading</p>	<p>Scoring Criteria: Class Involvement This is an interactive class; it is also necessary that student’s make a concerted effort to plan ahead, complete readings before class and be prepared to present a lessons learned.</p> <p style="text-align: center;">Scoring Criteria</p> <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: left;">Assignments</th> <th style="text-align: right;">Maximum Points/Percentage</th> </tr> </thead> <tbody> <tr> <td>Participation & Interaction (3/class)</td> <td style="text-align: right;">27 Points</td> </tr> <tr> <td>Lessons Learned/Class Case Studies</td> <td style="text-align: right;">18 Points</td> </tr> <tr> <td>Mid-term-Essay</td> <td style="text-align: right;">25 Points</td> </tr> <tr> <td>Research Paper & Presentation</td> <td style="text-align: right;">30 Points</td> </tr> <tr> <td style="text-align: center;">Total Points</td> <td style="text-align: right;">100 Points</td> </tr> </tbody> </table> <p>100-95 = A 94-90 = A- 89-87 = B+ 86-84 = B 83-80 = B- 79-77 = C+ 76-74 = C 73-70 = C- Below 70 = F</p>	Assignments	Maximum Points/Percentage	Participation & Interaction (3/class)	27 Points	Lessons Learned/Class Case Studies	18 Points	Mid-term-Essay	25 Points	Research Paper & Presentation	30 Points	Total Points	100 Points
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<p>Activities</p>	<p>Students will participate and be fully engaged in class for Lessons Learned, interaction, team case studies, presentations and other activities as deemed necessary.</p>												
<p>Policy Statements: University Policies</p>	<p><u>CONDUCT</u> Students enrolling in a graduate program at Webster University assume the obligation of conducting themselves in a manner compatible with the University’s function as an educational institution. Misconduct for which students are subject to discipline include the following categories:</p> <ol style="list-style-type: none"> 1. All forms of dishonesty, cheating, plagiarism, or knowingly furnishing false information to the University. 2. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University authorized activities. 3. Theft or damage to property at the University. <p>Students who plagiarize may receive a failing grade for the course in which the plagiarism took place. Students who engage in any of the above misconducts may be subject to dismissal from the University. To the extent that penalties for misconduct (e.g. theft or destruction of property) are prescribed by law, the University will consider appropriate actions under such laws.</p> <p><u>ATTENDANCE POLICY</u> Students are expected to attend all class sessions of every course. 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 advance permission of the instructor should withdraw from the class. The University</p>												

	<p>reserves the right to involuntarily drop enrolled students from classes, which they do not attend. Students who do not attend the first class session, who have not made prior arrangement with the instructor for being absent, will be dropped from the course.</p> <p><u>MAKE-UP WORK REQUIREMENTS</u></p> <ol style="list-style-type: none"> 1. For each class missed, makeup work will be assigned and must be submitted at the next class. The instructor will assign the topic and amount of work. This makeup work will be incorporated into the class participation grade. If make-up work is not submitted on time, the student's final grade will be subject to a reduction of one (1) letter grade. 2. Students are responsible for any class material presented during their absence and any assignments due should be submitted prior to the absence, if possible. <p>Drops and Withdrawals</p> <p>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. 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 need accommodations for a disability, please let the instructor know at the beginning of the course so that assistance can be provided.</p> <p><u>DISCLAIMER</u></p> <p>This syllabus is intended to provide a basic structure to this course. It MAY be modified for class size, student competencies, etc. This syllabus is subject to change at the sole discretion of the instructor.</p>
<p>Course Policies</p>	<p>This syllabus may be revised at the discretion of the instructor without the prior notification or consent of the student. The schedule below presents an approximate expectation of course progress. The instructor reserves the right to change the overall course grade weighting. Any changes will be announced in class.</p>
<p>Weekly Schedule</p>	<p>Class Schedule</p> <p><u>Week 1</u> Introductions & Review Syllabus</p> <ul style="list-style-type: none"> • Review Texts • Team concepts – Develop Teams • Discuss The Relevance and History of Organization Development • Read Chapters 1 & 2. <i><u>Organizational Development and Change</u></i>, Read Chapter 1 <i><u>Integrated Strategic Change: How OD Builds Competitive Advantage</u></i> Be prepared to present Lessons Learned in class. • Discuss Research Writing and Final Team Project <p><u>Week 2</u> The Process of OD; Diagnosing Organizations</p> <ul style="list-style-type: none"> • Read Chapters 3, 4, & 5. <i><u>Organizational Development and Change</u></i>, Read Chapter 2 <i><u>Integrated Strategic Change: How OD Builds Competitive Advantage</u></i> Lessons Learned Due • Selection of Final Team Research Project Title • Professional Values/Ethics; Competencies of Effective OD Practitioners <p><u>Week 3</u> Diagnosing Groups and Jobs, Collecting & Analyzing Diagnostic Information & Feedback</p> <ul style="list-style-type: none"> • Read Chapters 6, 7 & 8. <i><u>Organizational Development and Change</u></i>, Read Chapter 3 <i><u>Integrated Strategic Change: How OD Builds Competitive Advantage</u></i> Lessons Learned Due

- Case Study

Week 4 Designing Effective OD Interventions & Change

- Contingencies of Target of Change; Evaluating and Institutionalizing OD Interventions
- Case Study
- Read Chapters 9, 10, & 11. ***Organizational Development and Change***, Read Chapter 4 ***Integrated Strategic Change: How OD Builds Competitive Advantage*** Lessons Learned Due

Week 5 Interpersonal and Group Process Approaches; Organization Process Approaches' Restructuring Organizations; How Employee Involvement Affects Productivity

- Case Study
- Read Chapters 12, 13, 14 & 15. ***Organizational Development and Change***, Read Chapter 6 ***Integrated Strategic Change: How OD Builds Competitive Advantage*** Lessons Learned Due
- Mid-Term Individual Research Paper due. 3 pages, 3 references, write a three page research paper on OD Interventions at your workplace.

Week 6 Work Design, HRM Interventions; Model of Performance Management, Developing Talent

- Work on Team Project
- Read Chapters 16, 17 & 18. ***Organizational Development and Change***, Read Chapter 6 ***Integrated Strategic Change: How OD Builds Competitive Advantage*** Lessons Learned Due

Week 7 Managing Workforce Diversity and Wellness; Strategic Change Interventions, Self-Designing Organizations; The Demands of Adaptive Change

- Read Chapters 19, 20 & 21. ***Organizational Development and Change***, Read Chapter 7 ***Integrated Strategic Change: How OD Builds Competitive Advantage*** Lessons Learned Due

Week 8 Transorganizational Change, Future Directions in OD Development, Global Settings, OD in Nonindustrial Settings: Health Care, School Systems, The Public Sector and Family-Owned Businesses.

- Read Chapters 22, 23, 24 & 25. ***Organizational Development and Change***, Read Chapter 8 & 9 ***Integrated Strategic Change: How OD Builds Competitive Advantage*** Lessons Learned Due
- Prepare for Final Team Research Papers and Presentations

Week 9 Final Team Research and Papers Due; Presentations

- Presentations will be 10-12 slides, and developed from your Research papers

Celebrate!