

<b>Course</b>	HRDV 5630 Section 58 – <b>Organization Development &amp; Change</b>
<b>Instructor</b>	Name: Hope Zoeller Stith, Ed.D. Phone: 502.231.4458 (home); 502.724.9041 (cell) Email: <a href="mailto:hopestith@bellsouth.net">hopestith@bellsouth.net</a> or <a href="mailto:hope@toddarwood.com">hope@toddarwood.com</a>
<b>Term &amp; Dates</b>	Fall I, 2008, <b>Wednesday</b> , August 11-October 11, 2008, 6-10 p.m.
<b>Location</b>	Louisville Metropolitan Campus
<b>Course Description</b>	This course is designed to provide a basic foundation in organizational development (OD) at the graduate level. It will provide the basic theoretical and competency base for human resource development practitioners. The course will provide master's-level management practitioners with history and development of OD as an applied behavioral science.
<b>Prerequisites &amp; Incoming Student Competencies</b>	None
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Introduce the student to the latest theory as well as classical models and foundation.</li> <li>• Use experiential frameworks to teach consultation skills.</li> <li>• Review the entire range of organization development frameworks and interventions.</li> <li>• Supplemental textual material with an andragogy appropriate to a professional skill-set: experiential role-plays and case analyses.</li> </ul>
<b>Course Level Learning Outcomes</b>	Upon successful completion of this course, students WILL: <ul style="list-style-type: none"> <li>• Identify organizational situations that require professional assistance.</li> <li>• Diagnose the systems issues.</li> <li>• In certain cases, apply the appropriate intervention.</li> <li>• Easily locate professional resources/tools available to the practitioner.</li> <li>• Use the self as instrument in the change process.</li> <li>• Integrate OD frameworks with broader HR frames and competency models</li> </ul>
<b>Materials</b>	<u>An Experiential Approach to Organization Development</u> , Harvey, D., & Brown, D. R., 7 <sup>th</sup> edition, Prentice Hall, COPYRIGHT 2006. Texts can be obtained by calling MBS Direct at 1-800-325-3252, or at Virtual Bookstore at <a href="http://www.mbsdiret.net">www.mbsdiret.net</a> .
<b>Supplemental Resources</b>	

<b>Grading</b>	<table border="0"> <thead> <tr> <th data-bbox="488 86 786 117"><u>Course Requirements</u></th> <th data-bbox="1182 86 1484 117"><u>Maximum Percentage</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="488 128 834 159">◆ Critical Incident Papers</td> <td data-bbox="1252 128 1427 159">45% of grade</td> </tr> <tr> <td data-bbox="488 165 727 197">◆ Course Project</td> <td data-bbox="1252 165 1312 197">30%</td> </tr> <tr> <td data-bbox="488 203 883 235">◆ Attendance &amp; Participation</td> <td data-bbox="1252 203 1312 235">25%</td> </tr> <tr> <td data-bbox="597 241 672 273" style="text-align: center;"><b>Total</b></td> <td data-bbox="1252 241 1338 273" style="text-align: center;"><b>100 %</b></td> </tr> <tr> <td colspan="2" data-bbox="488 317 599 348"><b><u>Grades:</u></b></td> </tr> <tr> <td data-bbox="488 354 711 386">A 94-100</td> <td></td> </tr> <tr> <td data-bbox="488 392 696 424">A- 90-93</td> <td></td> </tr> <tr> <td data-bbox="488 430 703 462">B+ 87-89</td> <td></td> </tr> <tr> <td data-bbox="488 468 703 499">B 84-86</td> <td></td> </tr> <tr> <td data-bbox="488 506 703 537">B- 80-83</td> <td></td> </tr> <tr> <td data-bbox="488 543 703 575">C 70-79</td> <td></td> </tr> <tr> <td data-bbox="488 581 802 613">F Less Than 70</td> <td></td> </tr> <tr> <td data-bbox="488 619 857 651">I Incomplete Work</td> <td></td> </tr> </tbody> </table>	<u>Course Requirements</u>	<u>Maximum Percentage</u>	◆ Critical Incident Papers	45% of grade	◆ Course Project	30%	◆ Attendance & Participation	25%	<b>Total</b>	<b>100 %</b>	<b><u>Grades:</u></b>		A 94-100		A- 90-93		B+ 87-89		B 84-86		B- 80-83		C 70-79		F Less Than 70		I Incomplete Work	
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<b>Activities</b>	Lectures, class discussions & exercises, writing assignments, student presentations.																												
<b>Policy Statements: University Policies</b>	<p data-bbox="500 772 662 804"><b><u>CONDUCT</u></b></p> <p data-bbox="570 810 1523 953">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 data-bbox="524 999 1474 1255" style="list-style-type: none"> <li data-bbox="524 999 1474 1066">1. All forms of dishonesty, cheating, plagiarism, or knowingly furnishing false information to the University.</li> <li data-bbox="524 1108 1409 1176">2. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University authorized activities.</li> <li data-bbox="524 1218 1175 1255">3. Theft or damage to property at the University.</li> </ol> <p data-bbox="581 1297 1533 1520">Students who cheat or plagiarize may receive a failing grade for the course in which the cheating or 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 data-bbox="500 1562 850 1593"><b><u>ATTENDANCE POLICY</u></b></p> <p data-bbox="570 1600 1533 1890">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 reserves the right to involuntarily drop enrolled students from classes, which</p>																												

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.

**MAKE-UP WORK REQUIREMENTS**

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.

Students are responsible for any class material presented during their absence and any assignments due should be submitted prior to the absence, if possible.

**Drops and Withdrawals**

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.

**Special Services**

If you need accommodations for a disability, please let the instructor know at the beginning of the course so that assistance can be provided.

**DISCLAIMER**

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.

<b>Course Policies</b>	
<b>Weekly Schedule</b>	<p><b><u>Pre-assignment for Class 1:</u></b>            Chapter 1: <i>Organizational Development and Reinventing the Corporation</i>            Chapter 2: <i>Organization Renewal: The Challenge of Change</i></p> <p><b><u>Class 1</u></b>  <b>8/13/08</b>      <b><u>Topics:</u></b>  <i>Organizational Development and Reinventing the Corporation</i>  <i>Organizational Renewal: The Challenge of Change</i>  <b>Assignment for week 2:</b>            Chapter 3: <i>Changing the Culture</i>            Chapter 4: <i>Role and Style of the OD Practitioner</i></p> <p><b><u>Class 2</u></b>  <b>8/20/08</b>      <b><u>Topics:</u></b>  <i>Changing the Culture</i>  <i>Role and Style of the OD Practitioner</i></p>

**Assignment for Week 3:**

Chapter 5: *The Diagnostic Process*

Chapter 6: *Overcoming Resistance to Change*

Critical Incident Paper #1

**Class 3**  
**8/27/08**

**Topics:**

*The Diagnostic Process*

*Overcoming Resistance to Change*

Presentations of Critical Incident Paper #1

Personal Accountability: The “QBQ” Technique (Video)

**Assignment for Week 4:**

Chapter 7: *Process Intervention Skills*

Chapter 8: *OD Intervention Strategies*

**Class 4**  
**9/03/08**

**Topics:**

*Process Intervention Skills*

*OD Intervention Strategies*

**Assignment for Week 5:**

Chapter 9: *Employee Empowerment and Interpersonal interventions*

Chapter 10: *Team Development Interventions*

**Class 5**  
**9/10/08**

**Topics:**

*Employee Empowerment and Interpersonal Interventions*

*Team Development Interventions*

**Assignment for Week 6:**

Chapter 11: *Intergroup Development Interventions*

Chapter 12: *Goal Setting for Effective Organizations*

Critical Incident Paper #2

**Class 6**  
**9/17/08**

**Topics:**

*Intergroup Development Interventions*

*Goal Setting for Effective Organizations*

Presentations of Critical Incident Paper #2

**Assignment for Week 7**

Chapter 13: *Work Team Development*

Chapter 14: *High Performing Systems and the Learning Organization*

**Class 7**  
**9/24/08**

**Topics:**

*Work Team Development*

*High Performance Systems and the Learning Organization*

**Assignment for Week 8:**

Chapter 15: *Organization Transformation and Strategic Change*

Chapter 16: *The Challenge and the Future for Organizations*

Critical Incident Paper #3

**Class 8**  
**10/01/08**

**Topics:**

*Organization Transformation and Strategic Change*

*The Challenge and the Future for Organizations*

	<p style="text-align: center;">Presentations of Critical Incident Paper #3  <b>Assignment for Week 9:</b>          Course Projects</p> <p><b><u>Class 9</u></b>      <b><u>Topics:</u></b>  <b>10/08/08</b>      Course Project Presentations and Discussions</p>
Additional Information	<p><b><u>Scoring Criteria</u></b></p> <p><b>Critical Incident Papers:</b></p> <ul style="list-style-type: none"> <li>• Each student will be expected to write three critical incident essays over the course of the nine weeks. In each paper they will be required to analyze either a situation at work or an experience during the course. The purpose of each paper is to provide practice in diagnosing individual, group, or organizational dynamics and then to determine the appropriate intervention. A secondary purpose is to share these analyses with the instructor and their classmates and receive feedback against the collective background of theory and practice. The first paper will be due the third week of the course, the second paper the sixth week, and the third paper, the eighth week. The instructor will grade each paper for form and content. The student's ability to express him or herself in writing will be an important element in the final grade.</li> <li>• Each critical incident report will utilize the following format: (1) A description of the situation and how it poses a dilemma for the individual, group, or organization; (2) a discussion of the OD process issues which lie beneath the surface of the situation; (3) a description of the emergent thoughts and feelings in the practitioner and how these are a part of the dynamics of the situation; (4) recommendations for specific interventions to either further unfreeze, resolve, or contain the problem (drawing on the models from the textbook); and (5), at least one action step that will be taken. Students will also present their critical incidents to the class for discussion and critique at least once, and preferably twice, during the 9-week session.</li> </ul> <p><b>Course Project:</b></p> <ul style="list-style-type: none"> <li>• Each student will complete a project consisting of an interview with an individual from the corporate sector. This interview needs to focus on organizational development and change. There will be a written (6-10 pages) as well as class presentation component due the ninth week. More information will be presented regarding the project at the first class session.</li> </ul>