



Louisville Metropolitan Campus

1031 Zorn Avenue, Suite 200, Louisville, KY

Course Syllabus HRDV 5630

Course	HRDV 5630 - 58 Organization Development and Change
Instructor	Name: Dr. Gary F. Steedly Home: 1-812-282-7218 Email: g.steedly@insightbb.com
Term & Dates	Summer, May 26-July 26, 2008 Classes meet Thursday , 6:00 p.m.-10:00 p.m.
Location	Louisville Metropolitan Campus
Course 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 & Incoming Student Competencies	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 Objectives	By the end of the course the student will be able to: a. Provide the student a realistic analysis into the areas of organization development and change. b. For the student to understand the alternative evaluation processes in order to determine what methods of OD intervention should be considered for organizational change. c. For the student to appreciate, by way of case study methods, the extent of situational analysis required to understand and recommend methods of OD intervention for organizational change.
Course Level Learning Outcomes	<ol style="list-style-type: none">1. Students will know and explain the important terminology, facts, concepts, principles, and theories used in the field of Human Resources development. (Mandatory topics)2. Students will be able to analyze Human Resources Development situations.3. Students will be able to synthesize intellectual explaining of HRD models with methodological competencies.

	<ol style="list-style-type: none"> 4. Students will be able to implement Human Resource Development solutions to real organizational problems. 5. Students will be able to identify organizational situations that would benefit from organization development interventions. 6. 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. 7. Students will explain the limitations of conventional analytical frameworks in hyper-turbulent organizational environments. 8. At a foundational level, students will be able to diagnose and plan an intervention that will increase organizational effectiveness. 9. Students will be able to easily locate professional resources/tools available to the practitioner. 10. Students will be able to identify ways to utilize the personal self as an instrument in the change process. 11. Students will be able integrate OD frameworks with broader HR frames and competency models. 																												
Materials	<p style="text-align: center;">An Experiential Approach to Organizational Development, Seventh Edition, Donald R. Brown, Don Harvey, Pearson Prentice Hall. Bookstore at www.mbsdirect.net. Credit cards and checks are accepted. Make sure you purchase the correct edition.</p>																												
Supplemental Resources	<p>Principled Centered Leadership, and the 8th Habit by Stephen Covey, HR Magazine(s) & the Internet</p> <p>Visual aids used Computer, overhead projector, VCR and television</p>																												
Grading	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>Course Requirements</u></th> <th style="text-align: right;"><u>% of Grade</u></th> </tr> </thead> <tbody> <tr> <td>a. Learning Journal Midterm Performance Appraisal</td> <td style="text-align: right;">25%</td> </tr> <tr> <td>b. Class Participation/Attendance</td> <td style="text-align: right;">25%</td> </tr> <tr> <td>c. Learning Journal Final Performance Appraisal</td> <td style="text-align: right;">25%</td> </tr> <tr> <td>d/ 3rd Person teaching assignments.</td> <td style="text-align: right;">25%</td> </tr> <tr> <td></td> <td style="text-align: right;">100%</td> </tr> </tbody> </table> <p><u>Grades:</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>A</td><td>95-100</td></tr> <tr><td>A-</td><td>90-94</td></tr> <tr><td>B+</td><td>88-89</td></tr> <tr><td>B</td><td>84-87</td></tr> <tr><td>B-</td><td>80-83</td></tr> <tr><td>C</td><td>70-79</td></tr> <tr><td>F</td><td>Less Than 70</td></tr> <tr><td>I</td><td>Incomplete Work</td></tr> </table>	<u>Course Requirements</u>	<u>% of Grade</u>	a. Learning Journal Midterm Performance Appraisal	25%	b. Class Participation/Attendance	25%	c. Learning Journal Final Performance Appraisal	25%	d/ 3 rd Person teaching assignments.	25%		100%	A	95-100	A-	90-94	B+	88-89	B	84-87	B-	80-83	C	70-79	F	Less Than 70	I	Incomplete Work
<u>Course Requirements</u>	<u>% of Grade</u>																												
a. Learning Journal Midterm Performance Appraisal	25%																												
b. Class Participation/Attendance	25%																												
c. Learning Journal Final Performance Appraisal	25%																												
d/ 3 rd Person teaching assignments.	25%																												
	100%																												
A	95-100																												
A-	90-94																												
B+	88-89																												
B	84-87																												
B-	80-83																												
C	70-79																												
F	Less Than 70																												
I	Incomplete Work																												
Activities	<ul style="list-style-type: none"> • Use lecturettes to convey an understanding of mandatory topics. • Use simulations and role-plays to promote application and analysis of theory and methods. 																												

- Include self-assessment tools and OD Skills Simulation activities to demonstrate acquisition of Organizational Development competencies.
- Lead facilitated discussion of readings and journal articles. (3rd Person teaching)
- View videotapes and raise questions that will help students integrate learning points with weekly mandatory topics.
- Use short, moderately complex cases to promote application, analysis, and solution of organizational problems.

LEARNING JOURNALS

This Experiential Approach to OD will be documented in a weekly journal entry in a three ring binder. Each week should be separated by a divider noting the week with Purpose, Process and Payoff of that week noted. Weekly assignments recorded in the journal will take the place of Tests and Term papers. This LEARN BY DOING approach to OD will require personal reactions to videos watched in class and assignments to watch out of class. The focus is on the higher levels of learning by analysis, synthesis, and integration with previous knowledge and affective experiences recorded in the learning journal. The journal entries should be typed and of graduate level professional quality.

**Policy Statements:
University Policies**

CONDUCT

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:

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.

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.

ATTENDANCE POLICY

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.

	<p>The University 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>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.</p> <p>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.</p> <p><u>DISCLAIMER</u> 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>Students are expected to attend all class sessions of every course. In the case of unavoidable absence, the student must contact the front office. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences. The University reserves the right to involuntarily drop enrolled students from classes, which they do not attend. Be on time. Turn work in when it is due. Inform me if you leave class early and reason.</p> <p><u>MAKE-UP WORK REQUIREMENTS</u></p> <p>Students are responsible for any class material presented during their absence, and should be included in their journal. Sharing in class through 3rd person teaching is a critical component. Therefore absences should be rare and the instructor notified in advance.</p>
<p>Weekly Schedule</p>	<p>Week 1 Part 1, Anticipating Change, Readings Preface and Chapter 1 Organizational Development and Reinventing the Organization Complete OD Skills Simulation 1.1 Auditioning for the Saturday Night Live Guest Host Spot. Complete Case Analysis Guidelines and Case TGIF using Case Analysis Form. Notice Extent of research with Endnotes for Chapter 1 Video: Quest for Quality, George Ainsworth Land Complete Social Style self assessment and assigned to work teams. Video</p> <p>Wilson Learning MIR Best/Least favorite coworker</p>

Week 2	<p>Part 1 continued, Readings Chapter 2 and 3</p> <ul style="list-style-type: none"> • Organizational Renewal: The Challenge of change • Changing the Culture <p>Complete OD Skills Simulation 2.1, OD Practitioner Behavior Profile I, complete Case: the NOGO Railroad</p> <p>Complete OD Skills Simulation 3.1 Downsizing: A Consensus-Seeking Activity.</p> <p>Complete Case: the Dim Lighting Co.</p> <p>DVD The 8th Habit Dr. Covey</p>
Week 3	<p>Part 2: Understanding the OD Process Readings Chapter 4 and chapter 5</p> <ul style="list-style-type: none"> • Role and Style of the OD Practitioner. <p>Complete OD Skills Simulation 4.1 and 4.2 Conflict Styles and 4.3 Perception. Complete Case: The Grayson Chemical Company</p> <p>Chapter 5 The Diagnostic Process</p> <p>Complete OD Skills Simulation 5.1 The Acquisition Decision and Case: The Old Family Bank.</p> <p>Video: Video Tom Peters “Leadership”</p>
Week 4	<p>Part 2 Continued: Chapter 6 Overcoming Resistance To Change and Part 3: Developing Excellence in Individuals. Readings Chapter 6 and Chapter 7</p> <ul style="list-style-type: none"> • Complete OD Skills Simulation 6.1 Downsizing in the Enigma Company, OD Skills Simulation 6.2 and 6.3 Strategies for Change • Complete Case: The Hexadecimal Company • Complete OD Simulation 7.1; 7.2 and 7.3 • Complete Case: The OD Letters. • Enneagram assessment in class.
Week 5	<p>Part 3 Developing Excellence in Individuals, Readings Chapter 8 and Chapter 9</p> <ul style="list-style-type: none"> • OD Intervention Strategies. • Employee Empowerment and Interpersonal Effectiveness • Complete OD Skills Simulation 8.1 The Franklin Company • Complete Case: The Farm Bank • Turn in Learning Journal Midterm Performance Appraisal • Complete OD Skills Simulation 9.2 and 9.3 • Complete Case: The Sundale Club
Week 6	<p>Part 4, Developing High Performance in Teams Readings Chapter 10 and 11.</p> <ul style="list-style-type: none"> • Team Development Interventions

	<p>Complete OD Skills Simulation 10.1 and 10.2A and 10.2B Complete Case: Steele Enterprises</p> <ul style="list-style-type: none"> • Chapter 11: Intergroup Development Interventions. • Complete OD Skills 11.1 and 11.3 • Complete Case: The Exley Chemical Company <p>Week 7 Part 4: Developing High Performance in Teams, Readings Chapter 12 and 13</p> <ul style="list-style-type: none"> · Goal Setting for Effective Organizations <p>Complete OD Skills 12.1 and 12.2 Complete Case: Western Utilities Company Chapter 13 Work Team Development Complete OD Skills 13.1 and 13.2. Complete Case: Wengert Aircraft</p> <p>Week 8 Part 5: Developing Success in Organizations. Readings Chapter 14 and 15.</p> <ul style="list-style-type: none"> · Complete OD Skills 14.1 and Case: Tucker Knox Corporation. Complete Skills 15.1 and Case: The Space Electronics Corporation previously <p>Week 9: The Challenge and the Future for Organizations, Reading Chapter 16. Complete OD Skills 16.1 and 16.2 and the Bob Knowlton Case</p>
<p>Additional Information</p>	<p>DISCLAIMER This syllabus is intended to provide a basic structure to this course. It MAY be modified for class size, student competencies, etc. Adherence to this syllabus is subject to change at the sole discretion of the instructor.</p>