

<b>Course</b>	HRDV 5630.74 Organization Development and Change
<b>Term</b>	Fall 2, 2009 Day and Time: Tuesdays 5:30PM-9:30PM Location: Ocala Metropolitan Campus, 3405 SW College Rd., Ocala, Florida
<b>Instructor</b>	Name: Henri Benlolo, Ph.D Phone: 352-861-9330 or 352-442-5911 (cell) Email: <a href="mailto:hbenlolo@webster.edu">hbenlolo@webster.edu</a> <a href="mailto:benlolo@cf.edu">benlolo@cf.edu</a>
<b>Catalog Description</b>	Organization Development (OD) is the process of planning and implementing interventions to create interpersonal, group, inter-group, 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, inter-group, and organizational interventions that are used to effect comprehensive and lasting changes.
<b>Prerequisites</b>	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 <b>not</b> human resources development majors do <b>not</b> need to have completed Introduction to Human Resources Development (HRDV 5000) before taking this course.
<b>Course Level Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Students will be able to identify organizational situations that would benefit from organization development interventions.</li> <li>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.</li> <li>3. Students will explain the limitations of conventional analytical frameworks in hyper-turbulent organizational environments.</li> <li>4. At a foundational level, students will be able to diagnose and plan an intervention that will increase organizational effectiveness.</li> <li>5. Students will be able to easily locate professional resources/tools available to the practitioner.</li> <li>6. Students will be able to identify ways to utilize the personal self as instrument in the change process.</li> <li>7. Students will be able to integrate OD frameworks with broader HR frames and competency models.</li> <li>8. Students will be able to synthesize intellectual explanations from the field with methodological competencies.</li> </ol>

<b>Materials</b>	Text: <i>An Experiential Approach to Organization Development, 7<sup>th</sup> Edition, Donald R. Brown and Don Harvey, Pearson-Prentice Hall, ISBN#: 0-13-144168-X</i>																						
<b>Grading</b>	<p><b>The GRADUATE catalogue provides these guidelines and grading options:</b></p> <ul style="list-style-type: none"> <li>• <b>A/A-</b> Superior graduate work</li> <li>• <b>B+/B/B-</b> Satisfactory graduate work</li> <li>• <b>C</b> Work that is barely adequate as graduate-level performance</li> <li>• <b>CR</b> 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, practicums, or specified courses.</li> <li>• <b>F</b> Work that is unsatisfactory</li> <li>• <b>I</b> Incomplete work</li> <li>• <b>ZF</b> 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</li> <li>• <b>IP</b> In progress</li> <li>• <b>NR</b> Not reported</li> <li>• <b>W</b> Withdrawn from the course</li> </ul> <p>The course grade will be based on scores earned from assignments, papers, examinations, and the student’s contribution to class discussions and activities. The different components will be weighted as follows:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">6 Case Studies</td> <td style="text-align: right;">30 pts. (5 pts. each)</td> </tr> <tr> <td>6 Application Essays</td> <td style="text-align: right;">30 pts. (5 pts. each)</td> </tr> <tr> <td>Class Assignment</td> <td style="text-align: right;">10 pts.</td> </tr> <tr> <td>Final Examination</td> <td style="text-align: right;">30 pts.</td> </tr> </table> <p><b>Grading Scale:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;">100-95</td> <td style="width: 70%;">A</td> </tr> <tr> <td>94-90</td> <td>A-</td> </tr> <tr> <td>89-85</td> <td>B+</td> </tr> <tr> <td>84-80</td> <td>B</td> </tr> <tr> <td>79-75</td> <td>B-</td> </tr> <tr> <td>74-70</td> <td>C+</td> </tr> <tr> <td>69-65</td> <td>C</td> </tr> </table>	6 Case Studies	30 pts. (5 pts. each)	6 Application Essays	30 pts. (5 pts. each)	Class Assignment	10 pts.	Final Examination	30 pts.	100-95	A	94-90	A-	89-85	B+	84-80	B	79-75	B-	74-70	C+	69-65	C
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<b>Activities</b>	Students are expected to have read the assigned chapters prior to each weekly class meeting. Classes will include lectures with audio-visuals; discussions of cases, application essays, group exercises, debates, and class																						

	<p>assignments. There will be a final examination administered in class. The final examination will be in the form of a series of essays questions and/or cases. There will also be periodic class quizzes that will consist of</p> <p>objective true/false and multiple choice questions. Although these quizzes will not be graded, they will be used as study tools and for class discussion. Student will be required to complete six case studies, six application essays, and one class assignment. These activities are designed to demonstrate the student's applied knowledge of facts, concepts, principles, and theories, as well as analytical and critical thinking skills and problem solving ability applied to contemporary events, issues, and problems in organization development. Further explanation on each of the required assignments will be discussed in class.</p>
<p><b>Policy Statements: University Policies</b></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><b>Academic Honesty</b> 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><b>Drops and Withdrawals</b> 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><b>Special Services</b> 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><b>Disturbances</b> 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</p>

	<p>diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.</p> <p><b>Student Assignments Retained</b>  From time to time, student assignments or projects will be retained by The Department for the purpose of academic assessment. In 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><b>Contact Hours for this Course</b>  <b>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.</b></p>
<p><b>Course Policies</b></p>	<p>Attendance is essential to successful completion of the course. Further details on excused absences are explained in the college catalogue. All assignments will have a due date. Failure to meet the due date will result in a one point penalty for assignments that are worth up to five points, and a two point penalty for assignments that are worth up to ten points.</p>
<p><b>Weekly Schedule</b></p>	<p><b>Week 1- Chapters 1-2</b>  Discussion of class requirements  Understanding organization development  Models of organization development  Change and its challenges  Organization transformation</p> <p><b>Week 2- Chapters 3-4</b>  Changing the organization culture  The organization development practitioners  The intervention process  Practitioner and client relationship  <i>Case Study 1</i></p> <p><b>Week 3- Chapters 5-6</b>  The diagnostic process and problem areas  Diagnostic models and “red flags”  Understanding organization change  Resistance and acceptance of change  Strategies for change  <i>Application Essay 1</i>  <i>Case Study 2</i></p>

**Week 4- Chapters 7-8**

Process intervention skills

Types and results of process interventions

The integration of change strategies

Overview or organization development intervention techniques

*Application Essay 2*

*Case Study 3*

**Week 5- Chapters 9-10**

Employee empowerment

Interpersonal interventions

Transactional Analysis

Career life planning interventions

Stress management

Team development interventions

Outdoor experiential laboratory training

Role negotiation and analysis

*Application Essay 3*

*Case Study 4*

*Class Assignment*

**Week 6- Chapters 11-12**

Conflict and collaboration

Cooperation versus competition

Managing conflict

Inter-group operating problems

Goal setting and performance

Management by objectives (MBO)

*Application Essay 4*

*Case Study 5*

**Week 7- Chapter 13-14**

Continuous improvement

Total quality management (TQM)

Job design, job rotation, job enrichment

Self managed work teams

System-wide interventions

The learning organization

Systems 4 management

High performance systems (HPS)

Case Study 4

*Application Essay 5*

**Week 8- Chapter 15-16**

Organization transformation

Changing the corporate culture

	<p>Organizations of the future Emerging issues</p> <p>Future trends in organization development <i>Application Essay 6</i> <i>Case Study 6</i></p> <p><b>Week 9</b> <i>Final examination</i></p> <p><b><i>SYLLABUS SUBJECT TO CHANGE WITHOUT NOTICE</i></b></p>
<p><b>Additional Information</b></p>	<p><b>Course Requirements:</b></p> <p><b><u>Course Attendance:</u></b> The University reserves the right to drop students who do not attend class the first two weeks of the term/semester. 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.</p> <p><b><u>Conduct:</u></b> Students enrolling in a degree program at Webster University assume the obligation of conducting themselves in a manner compatible with the University's function as an education institution. Misconduct for which students are subject to discipline may be divided into the following categories:</p> <ol style="list-style-type: none"> <li>1. All forms of dishonesty, cheating, plagiarism, or knowingly furnishing false information to the University.</li> <li>2. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities or of other authorized activities on University premises.</li> <li>3. Classroom disruption. Behavior occurring within the academic arena, including but not limited to classroom disruption or obstruction of teaching, is within the jurisdiction of Academic Affairs. In case of alleged campus and/or classroom disruption or obstruction, a faculty member and/or administrator may take immediate action to restore order and/or to prevent further disruption (e.g. removal of student[s] from class or other setting). Faculty members have original jurisdiction to address the immediacy of a situation, as they deem appropriate. When necessary and appropriate, Public Safety and/or the local [or military] police may be contacted to assist with restoring peace and order. Faculty response is forwarded to the academic dean (or his or her designee) for review and, if necessary, further action. Further</li> </ol>

action might include permanent removal from the course. Repeated offenses could lead to removal from the program and/or the University.

4. Theft of or damage to property of 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 on careful consideration by the executive vice president of the University or his designee. To the extent that penalties for any of these misconducts (e.g. theft or destruction of property) are prescribed by law, the University will consider appropriate action under such laws.

Students are subject to the Student Code of Conduct and Judicial Procedure described in the Online Student Handbook.

**Course Contact Hours:**

Unless a course has enrolled fewer than four students, faculty have a contractual obligation to meet the full complement of contact/meeting hours (32 for undergraduate courses; 36 for graduate courses). Not to meet this full complement of hours may be construed as a breach of contract and

may also endanger Webster University's accreditation by The Higher Learning Commission and membership in the North Central Association of Colleges and Schools, and its licensure by the State of Florida. Finally, course meetings which are missed for any reason must be made up.

**Determination of Grades Statement:**

Determination of grades is based on the following criteria:

**Minimum Requirements:**

Products (papers, case studies, projects) must be on time, in the correct format, corrected for spelling and grammar, appropriate materials included and referenced to-the-point and on topic and conclusions must be supported.

Examinations must be complete, accurate, neat, evidence clear thought, and exhibit concise and to-the-point responses.

Behavior in class discussions and group activities should be responsible, should exhibit open communication, be constructive, and helpful.

**Mastery Level (Grade of "B"):** *Professional Achievement*

Products must meet the requirements stated above for minimum requirements and additionally meet professional criteria. For example,

documentation should be included to support research papers, the APA format should be used consistently throughout the paper, and substantially more than the minimum number of references should be included. Presentations should be logical, organized, and comprehensive.

Examinations should be organized, in depth, comprehensive, logical and complete, and evidence thorough understanding of the subject /topic through application of principles.

Classroom behavior should exhibit very focused activity and thought on the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject/topic of discussion.

**Mastery Level Plus (Grade of “A”):** *Creative Achievement*

Products must meet all requirements stated above and additionally meet creative criteria. These criteria include unique topic or subject selection,

synthesis of ideas, evaluation of subject matter and positions found in the literature, be creative in approach, establish new relationships with ideas and provide new insights.

Examination responses indicate insightfulness of understanding, a synthesis of information and unique ideas, and rationale for application of principles following careful analysis.

Classroom behavior should exhibit focused activity and thought on the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject/topic of discussion.

The grade of “A” represents the best work of students, accomplished in a unique and professional manner.

**Note:**

To achieve the objectives of this course, this syllabus may be revised at the discretion of the instructor without prior notification or consent of the student.

For Webster University policies and procedures, please refer to the Catalog and Student Handbook.

Reviewed by:     Nicki Nance    

Job Title:     Faculty Coordinator    

Date:     7/24/09

