


<b>Course</b>	HRDV 5630 Organizational Development and Change
<b>Term</b>	Spring 1, 2008
<b>Instructor</b>	Name: Suzi K. Johnson Phone: 619.667.1908 Email: suzi.johnson@sharp.com
<b>Catalog Description</b>	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.
<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 <b>identify</b> organizational situations that would benefit from organization development interventions.</li> <li>2. Students will be able to <b>diagnose</b> 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 <b>explain</b> 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 <b>plan</b> an intervention that will increase organizational effectiveness.</li> <li>5. Students will be able to <b>easily locate</b> professional resources/tools available to the practitioner.</li> <li>6. Students will be able to <b>identify</b> ways to utilize the personal self as an instrument in the change process.</li> <li>7. Students will be able to <b>integrate</b> OD frameworks with broader HR frames and competency models.</li> <li>8. Students will be able to <b>synthesize</b> intellectual explanations from the field with methodological competencies.</li> </ol>
<b>Materials</b>	<p>Harvey, D., &amp; Brown, D. R. <i>An experiential approach to organization development</i>. Upper Saddle River, NJ: Prentice Hall</p> <div style="border: 1px solid black; padding: 5px;">  <p><a href="#">Experiential Approach to Organization Development</a>  <b>Auth</b> Brown, Donald R. / Harvey, Donald  <b>or:</b>  <b>ISBN</b> 0-13-144168-X  <b>:</b>  <b>Editi</b> 7TH 06  <b>on:</b>  <b>Publi</b> Prentice Hall, Inc</p> </div>

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<b>Grading</b>	<p>The final grade will be based on one critical incident paper, a critical incident presentation to the class, 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.</p> <table border="1" data-bbox="444 445 1302 604"> <tr> <td>Critical Incident Paper</td> <td>15%</td> </tr> <tr> <td>Critical Incident Paper Presentations</td> <td>10%</td> </tr> <tr> <td>Midterm Examination</td> <td>25%</td> </tr> <tr> <td>Final Examination</td> <td>25%</td> </tr> <tr> <td>Participation</td> <td>25%</td> </tr> </table> <p><b>The GRADUATE catalog 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>	Critical Incident Paper	15%	Critical Incident Paper Presentations	10%	Midterm Examination	25%	Final Examination	25%	Participation	25%
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<b>Activities</b>	<ul style="list-style-type: none"> <li>• Use lecturettes to convey an understanding of mandatory topics.</li> <li>• Use simulations and role-plays to promote application and analysis of theory and methods.</li> <li>• Include self-assessment tools and activities to demonstrate acquisition of Organizational Development competencies.</li> <li>• Lead facilitated discussion of readings and journal articles.</li> <li>• View videotapes and raise questions that will help students integrate learning points with weekly mandatory topics.</li> <li>• Use short, moderately complex cases to promote application, analysis, and solution of organizational problems.</li> <li>• Offer "critical incident" assignments that require students to apply mandatory topics to the resolution of real world organizational problems.</li> <li>• Have students explain theoretical models and applications to the class.</li> </ul>										
<b>Policy Statements: University Policies</b>	<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></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><b>Drops and Withdrawals</b></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</p>										

	<p>(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></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><b>Disturbances</b></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><b>Student Assignments Retained</b></p> <p><i>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.</i></p> <p><b>Contact Hours for this Course</b></p> <p><i>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.</i></p>
<p><b>Course Policies</b></p>	<p><b>PARTICIPATION POLICY</b></p> <p>Your participation grade will be based on the following criteria:</p> <ul style="list-style-type: none"> <li>• Quantity of high-quality participation</li> <li>• 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)</li> <li>• Balanced involvement in classroom discussion, showing a readiness to share airtime with your classmates.</li> <li>• 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).</li> </ul> <p><b>ATTENDANCE POLICY:</b></p> <p>"The University reserves the right to cancel a student's course enrollment if the student does not attend class the first or second week of the term/semester. Students are expected to attend all class sessions. In the case of unavoidable absence (e.g., medical reason, work related travel), the student must contact the instructor directly and immediately. The instructor may give warning to the student and then recommend that the student withdraw from the course. The student is subject to appropriate academic penalty for incomplete or other make-up work, or for excessive or unexcused absences. A student who misses two class meetings per course without a documented reason or (advance) permission from the instructor should withdraw from the course."</p> <p><b><u>REQUIRED USE OF PASSPORTS:</u></b></p> <p>Students are required to use Webster University's online library, PASSPORTS</p>

	<p>(<a href="http://library.webster.edu">http://library.webster.edu</a>). PASSPORTS offers access to many scholarly and professional publications free of charge. Check with the Academic Advisor or visit the website for more information about what is available via PASSPORTS.</p> <p><b><u>TURN-IT-IN PLAGIARISM DATABASE:</u></b>  Students are encouraged to use the Turn-it-In PlagiarismDatabase (<a href="http://library.webster.edu/turnitin.html">http://library.webster.edu/turnitin.html</a>)</p> <p><b><u>WRITING ASSISTANCE:</u></b>  Students are encouraged to submit their research papers to the Webster On-Line Writing Center for review and assistance.  (<a href="http://www.webster.edu/acadaffairs/asp/wc/online.html">http://www.webster.edu/acadaffairs/asp/wc/online.html</a>)</p>
<p><b>Weekly Schedule</b></p>	<p><b>CLASS SCHEDULE</b></p> <p>May be changed at the instructor's discretion</p> <p><b>Pre-assignment for Week 1</b></p> <p>Harvey &amp; Brown  <b>Read:</b> Part 1: Anticipating Change.  Chapter 1 – Organizational Development: Reinventing the Corporation  Chapter 2 – Organizational Renewal: The Challenges of Change</p> <p>French, Bell, &amp; Zawacki  <b>Read:</b> “What is Organizational Development?” – Beckhard article  “Toward Third Wave Managing and Consulting.” – Weisbord article</p> <p><b>Week 1 Topics:</b> Introductions, Course Overview,  Reinventing the Corporation and the Challenges of Change</p> <ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Creation of Psychological Contract</li> <li>• O. D. Consultant Behavioral Profile and Goal-Setting</li> <li>• Discussion : Weisbord Article</li> </ul> <p><b>Assignment for Week 2:</b>  Harvey &amp; Brown  <b>Read:</b> Chapter 3 – Organizational Renewal: Changing the Corporate Culture  Part 2 Consulting for High Performance  Chapter 4: Leading Change: The O. D. Consultant Role and Style</p> <p>French, Bell, &amp; Zawacki  <b>Read:</b> “Organizational Culture” – Schein article</p> <p><b>Pre-Work:</b> O. D. Skills Simulation on Downsizing (p. 81, H&amp;B)  Read and analyze “Dim Lighting” Case (p. 90, H&amp;B) in preparation for class discussion  Complete O. D. Skills Simulation on Consultant Style Matrix (p. 115, H&amp;B)</p> <p><b>Week 2 Topics:</b> Changing Corporate Culture</p>

The O. D. Consultant Role and Style

- Downsizing Simulation
- Dim Lighting Case
- Consulting Style Matrix
- O. D. Simulation: Conflict Styles (p. 124, B&H)
- Discussion on Schein article

**Assignment for Week 3:**

Harvey & Brown

**Read:** Chapter 5 – Leading Change: The Diagnostic Process  
Chapter 6 – Change

French, Bell, & Zawacki

**Read:** “Creating Readiness for Organizational Change” – Armenakis, Harris, Mossholder article

**Pre-Work:** O. D. Skills Simulation on the Acquisition Decision (p. 150, B&H)  
Read, analyze, and prepare to discuss “The Old Family Bank” case (p. 159, B&H)  
Read, analyze, and prepare to discuss “The Keyboard Company” case (p. 186, B&H)

**Week 3 Topics:** The Diagnostic Process; Change and Resistance

- Acquisition Decision Simulation
- Keyboard Company Case
- Old Family Bank Case
- Discussion on Armenakis, Harris, and Moss article
- Topics for Critical Incident Papers Due

**Assignment for Week 4:**

Harvey & Brown

**Read:** Part 3 – Developing High Performance  
Chapter 7 – Process Intervention Skills  
Chapter 8 – O. D. Intervention Skills

French, Bell & Zawacki

**Read:** “When Power Conflicts Trigger Team Spirit” – Harrison article

**Pre-Work:** O. D. Skills Simulation: Apex Oil Spill (p. 199, B&H)  
O. D. Skills Simulation: Trust Building (p. 206, B&H)  
Read, analyze, and prepare to discuss “The OD Letters” (p. 213, B&H)

**Week 4 Topics:** Process and O. D. Interventions

- Apex Simulation
- Trust Building Simulation
- OD Letters Case
- Discuss Harrison article
- Pass-out Midterm Examination

**Assignment for Week 5:**

Harvey & Brown

**Read:** Chapter 9 – Employee Empowerment and Interpersonal Interventions  
Part 4: Motivating High Performance

Chapter 10 – Team Development Interventions

French, Bell, & Zawacki

**Read:** “Shining a New Light on Organizational Change: Improving Self-Efficacy Through Coaching” – Malone article

**Pre-Work:** O. D. Skills Simulation: SACOG (p. 258, B&H)  
O. D. Skills Simulation: Johari Window (p. 267, B&H)  
Read, analyze, and prepare to discuss “Steel Enterprises” case (p. 309, B&H)

**Week 5 Topics:** Empowerment, Interpersonal and Team Interventions

- SACOG Simulation
- Johari Window Simulation
- Steel Enterprises Case
- Discuss Malone article
- Return completed midterm examination

**Assignment for Week 6:**

Harvey & Brown

**Read:** Chapter 11: Intergroup Development Interventions  
Chapter 12: Goal Setting

French, Bell, & Zawacki

**Read:** “Strategies for Improving Headquarters-Field Relations” – Blake, Shepard, & Mouton article

**Pre-Work:** O. D. Skills Simulation: The Disarmament Game (p. 327, B&H)  
O. D. Skills Simulation: Managing By Objectives  
Read, analyze, and prepare to discuss “Western Utilities Company” case (p. 359, B&H)

**Week 6 Topics:** Intergroup Development Interventions and Goal-Setting

- Disarmament Game
- Managing By Objectives
- Western Utilities Case
- Discuss Blake, Shepard, and Mouton article

**Assignments for Week 7**

Harvey & Brown

**Read:** Part 5: Changing for Success  
Chapter 13: Improvement Processes and Self-Managed Work Teams  
Chapter 14: High Performing Systems and Learning Organizations

French, Bell, & Zawacki

**Read:** “Successful Self-Directed Teams and Planned Change: A Lot in Common” – Zawacki & Norman article

**Pre-Work:** O. D. Skills Simulation: Paper House Production (p. 378, B&H)  
Read, analyze, and prepare to discuss “Wentgart

	<p>Aircraft” case (p. 390, B&amp;H) Read, analyze, and prepare to discuss “Tucker Knox Corporation” case (p. 419, B&amp;H)</p> <p><b>Week 7</b>      <b>Topics:</b> Improving Processes, Self-Managed Work Teams, High Performing Systems, and Learning Organizations</p> <ul style="list-style-type: none"> <li>• Paper House Production Simulation</li> <li>• Wentgart Aircraft Case</li> <li>• Tucker Knox Corporation Case</li> <li>• Discuss Zawicki &amp; Norman article</li> <li>• Critical Incident Paper Due</li> </ul> <p><b>Assignments for Week 8</b></p> <p>Harvey &amp; Brown <b>Read:</b> Chapter 15: Organization Transformation: Strategy Interventions Part 6: Focusing on the Future Chapter 16: Organizational Development: The Challenge and the Future</p> <p>French, Bell, &amp; Zawacki <b>Read:</b> “Appreciative Inquiry: <i>The New Frontier</i>” – Fitzgerald, Murrell, &amp; Newman article “Future Search: Acting on Common Ground in Organizations and Communities” – Weisbord &amp; Janoff article</p> <p><b>Pre-Work:</b> OD Skills Simulation on the Gentech Company (p. 411, B&amp;H) Consultant Behavior Profile II (p. 470, B&amp;H) O. D. Skills Simulation: The Bob Knowlton Case (p. 476, B&amp;H)</p> <p><b>Week 8</b>      <b>Topics:</b> Organizational Transformation and Strategic Interventions: The Future of O. D.</p> <ul style="list-style-type: none"> <li>• Student Evaluations</li> <li>• Gentech Case</li> <li>• Consultant Behavior Profile</li> <li>• Bob Knowlton Case</li> <li>• Discuss Fitzgerald, Murrell, &amp; Newman articles and the Weisbord &amp; Janoff articles</li> <li>• Final exam is distributed</li> </ul> <p><b>Week 9</b>      <b>Topics:</b> Special Topics and Critical Incident Papers</p> <ul style="list-style-type: none"> <li>• Collect final exams</li> <li>• Individual presentations and feedback</li> </ul>
<p><b>Suggested Waiver policies</b></p>	<p>Students who have completed a graduate-level organization development course may be able to waive this course if the course taught theoretical foundations for practicing organizational development and change methodologies</p> <p>Students who have completed a graduate-level organization development course may be able to waive this course if the course taught theoretical models for organization development and change and intervention methodologies. Practicing as an OD consultant or trainer will not qualify the student for a waiver.</p>

