

Course	HRDV 5630 Organization Development and Change
Term	Fall II 2009
Instructor	Name: Larry V. Friederich Phone: 222-5254 (W) or 345-2502 (H) Email: larry.friederich@swic.edu or lfriederich32@webster.edu
Catalog Description	Organizational 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 affect comprehensive and lasting changes.
Prerequisites	HRDV 5000 or MNGT 5000
Course Level Learning Outcomes	<p>This course is designed to provide a basic foundation in organization development (OD) at the graduate level. It includes a theoretical and competency base for organizational managers and leaders, human resource managers, and other students of business disciplines. The objectives are to:</p> <ul style="list-style-type: none"> * Review the history and development of OD as an applied behavioral science. * Introduce the student to the most current theory and applications as well as classical models and theoretical foundation. * Review the entire range of organization development frameworks and interventions. * Introduce theory-based, diagnostic frameworks to assist in choice of specific interventions. * Develop basic professional competencies that will assist the class members to develop into student-practitioners. * This course is designed for students who are new to the HRDV field and who need to learn about organizations and their environments. * It is also designed for more experienced organizational development practitioners who may want to supplement their experience with academic training. * This course is a core course in both the HRDV and Management curricula. * As a core course, it provides background which is useful in the development of integrative projects in both HRDV 6000 and MNGT 6000.

Materials	Organization Development and Change. Thomas G. Cummings and Christopher G. Worley, South-Western College Publishing, 9 th Edition, 2009. (ISBN 10:0-324-42138-9)																
Grading	<table border="0"> <tr> <td>a) Test #1 (Week 3)</td> <td>200 Points/20% of Final Grade</td> </tr> <tr> <td>b) Test #2 (Week 6)</td> <td>300 Points/30% of Final Grade</td> </tr> <tr> <td>c) Test #3 (Week 9)</td> <td>300 Points/30% of Final Grade</td> </tr> <tr> <td>d) Case Study (Week 8)</td> <td>200 Points/20% of Final Grade</td> </tr> </table> <table border="0"> <tr> <td>A=926 to 1,000 Points</td> <td>B- = 796 to 825 Points</td> </tr> <tr> <td>A-=896 to 925 Points</td> <td>C = 700 to 795 Points</td> </tr> <tr> <td>B+=866 to 895 Points</td> <td>F = Less than 700 Points</td> </tr> <tr> <td>B=826 to 865 Points</td> <td></td> </tr> </table>	a) Test #1 (Week 3)	200 Points/20% of Final Grade	b) Test #2 (Week 6)	300 Points/30% of Final Grade	c) Test #3 (Week 9)	300 Points/30% of Final Grade	d) Case Study (Week 8)	200 Points/20% of Final Grade	A=926 to 1,000 Points	B- = 796 to 825 Points	A-=896 to 925 Points	C = 700 to 795 Points	B+=866 to 895 Points	F = Less than 700 Points	B=826 to 865 Points	
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Activities	<p>CASE STUDY ASSIGNMENT</p> <p><u>General Guidelines</u></p> <ol style="list-style-type: none"> 1. The case study is due in Week #8 and will be returned to students in Week #9. 2. The Case Study can be completed on an individual basis or on a group basis. If a group basis is used, no more than four students can collaborate on a single case write-up. All members of each group will receive identical grades. 3. The case study is worth 200 points or 20% of the course grade. 4. The case study write-up should be between ten and twelve pages in length, typewritten, double-spaced and free of spelling and grammatical errors. <p><u>The Case Write-Up</u></p> <ol style="list-style-type: none"> 1. The assigned case is "B.R. Richardson Timber Products Corporation" which is included on pages 712 through 727 of the textbook. 2. The case write-up should be organized by responding to the following questions and/or sections of analysis. Use headings in the write-up for the major sections as you organize the case write up. <ol style="list-style-type: none"> a) Executive Summary - Provide an overview of the case indicating the situation, the key underlying problem, the diagnosis of the conditions, and the change intervention you would recommend or implement (2 pages). b) Diagnostic Analysis - Take the information presented in the case, analyze it and synthesize it into a meaningful whole. There are some logical components within this analysis (4 to 6 pages). You need to address the following issues and you need to apply the theory from the text. <ol style="list-style-type: none"> 1) Assess the effectiveness of Jack Lawler's entry and contacting process. What did he do correctly and what could have been improved? Be specific. 2) What additional information should Lawler and his team have 																

	<p>collected? Be specific in identifying any missing diagnostic data.</p> <p>3) What theories or models would you employ to make sense of the diagnostic data? Describe how these models/techniques assist in the diagnosis; be specific.</p> <p>4) Describe how you would feed back the results of your diagnosis to Richardson and Bowman. Explain why you chose your methodology.</p> <p>c) Prescribed Interventions - Given the diagnostic data you have collected and analyzed and given your analysis of the real problems, present your OD Intervention recommendations (3 to 5 pages). Describe what solutions you propose and explain why they will be effective.</p> <p>3. Your case write-up should contain a minimum of seven individual references coming from at least four chapters of the text. Additional outside references are encouraged. All citations should be done utilizing the APA style.</p>
<p>Policy Statements: University Policies</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><i>Academic Honesty</i></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><i>Drops and Withdrawals</i></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 (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><i>Special Services</i></p> <p>If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform</p>

	<p>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><i>Disturbances</i></p> <p>Since every student is entitled to full participation in class without interruption, the 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>										
Course Policies	<ol style="list-style-type: none"> 1. Be on time to all class sessions. Turn off all cell phones and pagers. 2. If you must be absent due to work obligations, submit TDY orders (if active duty military) or an explanatory written statement from supervisor (if civilian). If the absence is for personal reasons, confer with the instructor. 3. Do all assigned readings prior to the pertinent class session. 4. If unable to take the assigned test in class, the student has the obligation to contact the Webster SAFB site office (746-4747) to determine the exact dates/times to take the make-up test. The Webster Office has the make-up tests. There is no need to contact the instructor. 										
Weekly Schedule	<table border="0"> <tr> <td data-bbox="493 957 776 1129">Week 1</td> <td data-bbox="776 957 1484 1129">Course Introduction and Syllabus Review Reading Assignments: Text Chapters 1 & 2. Topics: Introduction to O.D. and The Nature of Planned Change</td> </tr> <tr> <td data-bbox="493 1129 776 1276">Week 2</td> <td data-bbox="776 1129 1484 1276">Reading Assignments: Text Chapters 3, 4, and 5. Topics: The O.D. Practitioner; Entering and Contracting, Diagnosing Organizations.</td> </tr> <tr> <td data-bbox="493 1276 776 1465">Week 3</td> <td data-bbox="776 1276 1484 1465">Test #1 (Covers Chapters 1 through 5) Reading Assignments: Text Chapters 6 and 7. Topics: Diagnosing Groups and Jobs; Collecting and Analyzing Diagnostic Information</td> </tr> <tr> <td data-bbox="493 1465 776 1686">Week 4</td> <td data-bbox="776 1465 1484 1686">Review of Test #1 Results Reading Assignments: Text Chapters 8, 9, & 10. Topics: Feeding Back Diagnostic Information; Designing Interventions; Leading and Managing Change</td> </tr> <tr> <td data-bbox="493 1686 776 1866">Week 5</td> <td data-bbox="776 1686 1484 1866">Reading Assignments: Text Chapters 11, 12, & 13 Topics: Evaluating and Institutionalizing O.D. Interventions; Individual Interpersonal and Group Process Approaches; Organization Process Approaches.</td> </tr> </table>	Week 1	Course Introduction and Syllabus Review Reading Assignments: Text Chapters 1 & 2. Topics: Introduction to O.D. and The Nature of Planned Change	Week 2	Reading Assignments: Text Chapters 3, 4, and 5. Topics: The O.D. Practitioner; Entering and Contracting, Diagnosing Organizations.	Week 3	Test #1 (Covers Chapters 1 through 5) Reading Assignments: Text Chapters 6 and 7. Topics: Diagnosing Groups and Jobs; Collecting and Analyzing Diagnostic Information	Week 4	Review of Test #1 Results Reading Assignments: Text Chapters 8, 9, & 10. Topics: Feeding Back Diagnostic Information; Designing Interventions; Leading and Managing Change	Week 5	Reading Assignments: Text Chapters 11, 12, & 13 Topics: Evaluating and Institutionalizing O.D. Interventions; Individual Interpersonal and Group Process Approaches; Organization Process Approaches.
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	<p>Week 6</p> <p>Test #2 (Covers Chapters 6 through 13) Reading Assignments: Text Chapters 14 and 15 Topics: Restructuring Organizations; Employee Involvement</p> <p>Week 7</p> <p>Review of Test #2 Results Reading Assignments: Text Chapters 16, 17, & 18 Topics: Work Design; Performance Management; Developing Talent</p> <p>Week 8</p> <p>Reading Assignments: Text Chapters 20, 21, and 25 Topics: Transformational Change; Continuous Change; Future Directions on O.D. Case Study Assignment Due</p> <p>Week 9</p> <p>Course Wrap-Up Discussion; Review for Exam; Distribute and Discuss Case Studies; Take Test #3</p>
Additional Information	The responsibility of the instructor is to provide learning opportunities in a supportive and structured environment. Learning is the responsibility of the student.