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| <b>Course</b>                         | HRDV 5630 Organizational Development and Change  |
| <b>Term</b>                           | Fall I 2008  |
| <b>Instructor</b>                     | Instructor: Bernice R. Kennedy, Ph.D.<br><br>Home ☎: 803-353-2082<br>Email Bern29044@AOL.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 <b>know</b> and <b>explain</b> the important terminology, facts, concepts, principles, and theories used in the field of Human Resources development. (Mandatory topics)</li> <li>2. Students will be able to <b>analyze</b> Human Resources Development situations.</li> <li>3. Students will be able to <b>synthesize</b> intellectual explaining of HRD models with methodological competencies.</li> <li>4. Students will be able to <b>implement</b> Human Resource Development solutions to real organizational problems.</li> <li>5. Students will be able to <b>identify</b> organizational situations that would benefit from organization development interventions.</li> <li>6. 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>7. Students will <b>explain</b> the limitations of conventional analytical frameworks in hyper-turbulent organizational environments.</li> <li>8. At a foundational level, students will be able to diagnose and <b>plan</b> an intervention that will increase organizational effectiveness.</li> </ol> |

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|                                       | <p>9. Students will be able to <b>easily locate</b> professional resources/tools available to the practitioner.</p> <p>10. Students will be able to <b>identify</b> ways to utilize the personal self as an instrument in the change process.</p> <p>11. Students will be able <b>integrate</b> OD frameworks with broader HR frames and competency models.</p>  |                         |     |                                       |     |                     |     |                   |     |               |     |
| <b>Materials</b>                      | Harvey, D., & Brown, D. R. (2001). <i>An experiential approach to organization development</i> . (7 <sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall  |                         |     |                                       |     |                     |     |                   |     |               |     |
| <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"> <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>Grading Scale:</b> South Carolina regional scale will be used.</p> <ul style="list-style-type: none"> <li>▪ A 96 - 100</li> <li>▪ A- 90 - 95</li> <li>▪ B+ 87 - 89</li> <li>▪ B 84 - 86</li> <li>▪ B 80 - 83</li> <li>▪ C 70 - 79</li> <li>▪ F 0 - 69</li> </ul> | Critical Incident Paper | 15% | Critical Incident Paper Presentations | 10% | Midterm Examination | 25% | Final Examination | 25% | Participation | 25% |
| Critical Incident Paper               | 15%  |                         |     |                                       |     |                     |     |                   |     |               |     |
| Critical Incident Paper Presentations | 10%  |                         |     |                                       |     |                     |     |                   |     |               |     |
| Midterm Examination                   | 25%  |                         |     |                                       |     |                     |     |                   |     |               |     |
| Final Examination                     | 25%  |                         |     |                                       |     |                     |     |                   |     |               |     |
| Participation                         | 25%  |                         |     |                                       |     |                     |     |                   |     |               |     |
| <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</li> </ul>  |                         |     |                                       |     |                     |     |                   |     |               |     |

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|   | <p>problems.</p> <ul style="list-style-type: none"> <li>• Have students explain theoretical models and applications to the class.</li> </ul>   |
| <b>Policy Statements:<br/>University Policies</b> | (Instructor: Please see “Syllabus Template” for the exact text that is required on all syllabi, regarding University policies.)  |
| <b>Course Policies</b>                            | <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> <li>•</li> </ul>                             |
| <b>Weekly Schedule</b>                            | <p><b>CLASS SCHEDULE</b></p> <p><b>Week 1</b></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Chapter 1 – Organizational Development: Reinventing the Corporation</li> <li>• Chapter 2 – Organizational Renewal: The Challenges of Change</li> </ul> <p><b>Case Analysis</b></p> <p><b>Supplementary Readings:</b></p> <ul style="list-style-type: none"> <li>• What is Organizational Development?” – Beckhard article</li> <li>• Toward Third Wave Managing and Consulting.” – Weisbord article</li> <li>• <b>Case Analysis</b></li> </ul> <p><b>Week 2</b></p> <p><b>Topics</b></p> <ul style="list-style-type: none"> <li>• Chapter 3 – Organizational Renewal: Changing the Corporate Culture</li> <li>• Chapter 4: Leading Change: The O. D. Consultant Role and Style</li> </ul> |

- **Case Analysis**

**Supplementary Readings:**

- Organizational Culture – Schein article

**Week 3**

**Topics:**

- Chapter 5 – Leading Change: The Diagnostic Process
- Chapter 6 – Overcoming Resistance to Change
- **Student Presentations**
- **Case Analysis**

**Supplementary Readings:**

- “Creating Readiness for Organizational Change” – Armenakis, Harris, Mossholder article

**Week 4**

**Topics:**

- Chapter 7 – Process Intervention Skills
- Chapter 8 – O. D. Intervention Skills
- **Student Presentations**

**Supplementary Readings:**

- O. D. Consultant Behavioral Profile and Goal-Setting Weisbord Article

**Week 5**

**Topics:**

- Chapter 9 – Employee Empowerment and Interpersonal Interventions
- Chapter 10 – Team Development Interventions
- **Student Presentations**
- **Midterm Exam distributed**

**Week 6****Topics:**

- Chapter 11: Intergroup Development Interventions
- Chapter 12: Goal Setting
- **Student Presentations**
- Collect Midterm Exam

**Supplementary Readings:**

- Strategies for Improving Headquarters-Field

**Chapter 7****Topics:**

- Chapter 13: Improvement Processes and Self- Managed Work Teams
- Chapter 14: High Performing Systems and Learning Organizations
- **Student Presentations**
- **Case Analysis**

**Supplementary Readings:**

- Successful Self-Directed Teams and Planned Change: A Lot in Common” – Zawacki & Norman article
- Appreciative Inquiry: *The New Frontier*” – Fitzgerald, Murrell, & Newman article  
“Future Search: Acting on Common Ground in Organizations and Communities” – Weisbord & Janoff article

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|                                      | <p><b>Critical Incident Paper Due</b></p> <p><b>Week 8</b><br/> <b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Chapter 15: Organization Transformation: Strategy Interventions</li> <li>• Chapter 16: Organizational Development: The Challenge and the Future</li> </ul> <ul style="list-style-type: none"> <li>• <b>Student Presentations</b></li> <li>• <b>Case Analysis</b></li> <li>• <b>Consultant Behavior Profile</b></li> <li>• <b>Final Exam is distributed</b></li> </ul> <p><b>Supplementary Readings:</b></p> <ul style="list-style-type: none"> <li>• Discuss Fitzgerald, Murrell, &amp; Newman articles and the Weisbord &amp; Janoff articles</li> </ul> <p><b>Week 9</b><br/> <b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Special Topics and Critical Incident Papers</li> </ul> <ul style="list-style-type: none"> <li>• <b>Collect Final Exams</b></li> <li>• <b>Individual presentations and feedback</b></li> </ul> |
| <p><b>Additional Information</b></p> | <p><b>Guidelines for format and grading for Group Case Analyses, and Presentation and Critical Incident/Presentation/Paper</b></p> <p><b>Croup Case Analyses</b></p> <p>Work as a Group<br/> (25 points)</p> <p>Presentation of the Material (professional, scholarly)<br/> (25 points)</p> <p>Application of the Case to Course Content or Theory<br/> (50 points)</p>   |

**Presentation**

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**Presentation must follow the following guidelines:**

PowerPoint Presentation or Transparencies/ Handouts  
(25 points)

Effective Opening  
(5 points)

Objectives of the Presentation  
(5 points)

Outline of the Presentation  
(5 Points)

Content of the Presentation (thorough, organized, well researched,  
creativity)  
(50 points)

Effective Closing (Summary; Questions and Answers)  
(5 points)

Professional Attires  
(5 points)

**Critical Incident Paper/Presentation**

(Guidelines will be provided in Class Week 2)