



Georgetown University
School of Continuing Studies
Master of Professional Studies in Human Resources Management
Course Syllabus, Fall 2014

Course: Introduction to Organization Development (MPHR - 505-01)

Class time: Thursday - 5:20-7:50 pm

Location: 640 Massachusetts Avenue – C224
Washington, DC 20001

Instructors: Professors Anne Aden & Rebecca Choi

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Course Description:

Change has been a constant in organizations since the 1990's. Organization development (OD) is an evolving body of knowledge, research, and practice that helps organizational leaders take a systematic, planned approach to change that leverages the interdependencies within and external to the organization. Drawing upon its multi-disciplinary and inter-disciplinary roots in, for example, organizational and industrial psychology, sociology, theories of motivation, learning, and personality, organization development has been successfully used to improve performance, production, effectiveness, efficiency and employee engagement.

This course introduces students to the rich body of principals, knowledge, skills that are used to bring about and sustain change in organizations. It highlights the view of organizations as living systems with human dynamics that impact every dimension of an organization and influences the outcome of every aspect of work an organization undertakes. It also focuses on the current realities for organizations, including globalization, virtual offices and multi-cultural workforce.

Topics include: systems theory, change models, the use of collaborative consultation, use of self, group dynamics, the role of leaders in change, the role of resistance, data collection and discovery, and interventions.

Course Objectives:

After completing this course, students will be able to better:

1. Think critically about the use of organization development as a tool for challenges that organizations face when undertaking change;
2. Understand the development and concepts of organization development and how they are evolving in the global environment;
3. Understand change models and theories and how they are applied to organization change;
4. Understand the need for data collection and discovery and how to prepare the organization to learn about itself;
5. Understand the role of the organization development practitioner and his/her ethical responsibility and impact on a system;
6. Understand the strategic use of organization development as a growth, change and sustainment model for the organization.

Course Methodology:

Learning strategies include lectures, group discussions, case studies, and simulations. The primary teaching approaches are as follows:

- Socratic method, to stimulate critical thinking and allow students to present opposing arguments or viewpoints in the form of inquiry and debate;
- Case method, which enables the student to serve in the role of decision-maker for real-life business and management situations. The case method approach empowers students to apply the theories, concepts, and practices of leadership and organizational behavior. Moreover, critical thinking skills are applied as students examine the causes, consider and compare/contrast alternative courses of actions, probe underlying issues, and suggest and discuss recommendations and strategies that address the elements of the case;
- Simulations, which enable the student to have first-hand experiences, and reflect on the experiences to determine what they learned and how that applies to today's organizations.

Textbook: Organization Development, A Jossey-Bass Reader (2006)
Joan V. Gallos, Editor
ISBN-10: 0787984264
ISBN-13: 978-0787984267
Jossey-Bass, a Wiley Imprint

Supplemental Reading Material: may be assigned during the term.

Course Requirements:

Preparation:

Students are expected to come to class having read the assigned materials, prepared responses to the study questions, and ready to participate in class discussions. Students are strongly encouraged to use email and the Internet as resources for information about the class, networking, communication, and research. Supplemental reading material may be assigned during the term. Other requirements for this class include a change agent interview, paper, and presentation at mid-term, and a final paper on a case study, which they present to the class as a whole at the end of the semester.

1. Mid-term Assessment based on Change Agent Interview and Presentation:

Change Agent Interview and Presentation: Students will increase their first-hand familiarity with the methods, challenges, dilemmas, and opportunities for change by interviewing an individual who has been involved in a major change effort. The objective is two-fold: (1) learn from the experiences of another to ground and better understand theories and readings from the course; (2) develop a written mini-case from their interview and share their learnings with the class.

Each student will submit a 5-7 page detailed written report and analysis of their interview. Each report must identify the individual interviewed, his/her position, why the individual was chosen, and explore what the interviewer has learned about change from the interview. More specifically, students are to gather information about:

1. Change goals and outcomes (i.e., what was the individual attempting to accomplish? For what purpose? What actually resulted from his/her efforts?)
2. Organizational and external factors that facilitated change and the organizational and external factors that made change difficult (i.e., Lewin's force field model)
3. The change agent's personal theory of change (e.g., his/her change vision, the values that drove the process, beliefs about the conditions that lead to successful change, expectations from others, and so on)

Reflecting on this information, students are asked to analyze the data gathered and summarize their key learnings about change and the change process from this project. These will be presented in class on **October 9, 2014**.

2. Individual Case Study

Final integrative paper: Students will prepare a case study, and integrate, apply, and demonstrate their learnings from the semester through a written analysis paper. Preferably the case study will reflect a work situation with which the student is very familiar. However, if necessary, students may base their case study on a work situation from an organization that they have researched. The case and analysis will be written as an academic paper, and cite course readings and relevant change literature using APA style as specified below.

Grading System:

Final grades will be based on a combination of weekly assignments, examination, case study preparation, write-ups and presentations. Collaboration is valued in classroom activities, along with evidence of having completed reading assignments in preparation for class activities and assignments. Weekly reading assignments and participation go hand-in-hand. Everyone is expected and required to participate in class.

1. Grading Rubric:

- Mid-term Examination-40% of grade
- Team Case Study-60% of grade total:
 - Preparation-20% of grade
 - Presentation 20% of grade
 - Final Written Materials 20% of grade

2. Grade Definitions:

The following is provided as a guide used for assessing grades in all areas of the grading system. There is no grade of D.

A 100-95 percent

A- 94-90

B+ 89-87

B 86-83

B- 82-80

C 79-70

F 69 and below

A 95 - 100%

Clearly stands out as excellent work. An “A” grade work could be used as a model for other students to emulate. Shows excellent grasp of subject matter and conceptual integration. The presentation shows excellent in-depth analytical thinking and an elegantly innovative application. It is very well written and organized. Additional input is provided, relevant to the subject, from outside sources or personal experience.

A-90 - 94%

Represents high quality performance. Shows excellent grasp of subject matter and conceptual integration. Shows a high level of thinking, analysis and application. It is very well written and organized. Additional input is provided, relevant to the subject, from outside sources or personal experience.

B+87 - 89%

Represents very good work. Shows thorough grasp of subject matter and effective application. Shows good thinking and analysis. It is well written and organized. Additional input is provided, relevant to the subject, from outside sources or personal experience.

B 83 - 86%

Represents satisfactory work. Shows adequate level of thinking and analysis. Standard of presentation, organization and appropriateness of application is adequate. Some level of additional input is provided.

B-82 - 80%

Work is below graduate level expectations, marginally passing. Presentation is rather general, superficial, or incomplete and not very well written. Indicates minimal level of individual thought or effort with inadequate attempts at application.

C 70-79%

Work is clearly unsatisfactory. It is poorly written and presented, shows poor analysis, misses important elements and lacks any noticeable attempts at application.

F 69% and below

Fails to meet minimum acceptable standards.

Policies and Procedures

Attendance:

Attendance: Students are expected at all meetings of the course. The SCS attendance policy is strictly adhered to. We do understand that from time to time, family, personal and or work emergencies may arise. In those circumstances, please contact your professor immediately. A student who misses more than two classes is subject to withdrawal from the class by Dean Metzler and a final grade of "F" in the course. Late arrivals of more than ten minutes after the start of class will count as one absence. Two late arrivals will count as two missed classes, and, could result in withdrawal from the class by Dean Metzler and a final grade of "F" in the course.

Late Work Products: Except in rare circumstances, late work products are not accepted. In case of an emergency, this rule can be waived with appropriate documentation and cause. Requests for extensions must reach the instructor no later than a week before the paper is due.

Incompletes: Are given in only the most extraordinary circumstances and with appropriate documentation. Where an incomplete is granted, a grade of "N" shall be granted until the work is handed in and then the grade shall be changed accordingly. In no case shall work be submitted after the announced date. The work shall be delivered no later than 4 p.m. on that day. Failure to adhere to this rule will result in an F.

Citation System:

Students must use APA Style (APA Publication Manual 6th Edition) for all papers submitted in this course. Points will be deducted for failure to follow APA style.

Academic Honesty

It is expected that all materials submitted as part of any class exercise and/or course requirement, in and out of class, is the actual work of the student whose name appears on the material. In addition, no assistance is to be obtained from commercial organizations that sell or lease research help or written papers.

Honor System

All students are expected to follow Georgetown's honor code unconditionally. If you have not done so, please read the honor code material located online at:

<http://gervaseprograms.georgetown.edu/honor/system/>

The Honor Pledge

- *In pursuit of the high ideals and rigorous standards of academic life I commit myself to respect and to uphold the Georgetown University honor system;*
- *To live out a commitment to integrity in all my words and actions;*
- *To be honest in every academic endeavor;*
- *And to conduct myself honorably, as a responsible member of the Georgetown community as we live and work together;*
- *To live out the ideals of Georgetown University I commit myself to be a person for others in my daily life, respectful of difference and disagreement;*

- *To care for this venerable campus and all of those with whom I share it;*
- *And to fulfill in all ways the trust placed in me to carry on the Georgetown tradition.*

Turnitin.com

Students agree that by taking this course all required papers may be subject to submission for Textual Similarity Review to **Turnitin.com** for detection of plagiarism. All papers submitted will be added as source documents in the **Turnitin.com** database solely for purpose of detecting plagiarism of such papers in the future. Use of the Turnitin.com service is subject to the terms of use agreement posted on the **Turnitin.com** site.

Students with Disabilities Policy:

Students with documented disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Some accommodations might include note takers, books on tape, extended time on assignments, and interpreter services among others. Students must obtain an official letter from the Academic Resource Center listing the exact accommodations needed.

Students with disabilities should contact the Academic Resource Center (Leavey Center, Suite 335; 202-687-8354; arc@georgetown.edu; <http://ldss.georgetown.edu/index.cfm>) before the start of classes to allow their office time to review the documentation and make recommendations for appropriate accommodations. If accommodations are recommended, you will be given a letter from ARC to share with your professors. You are personally responsible for completing this process officially and in a timely manner. Neither accommodations nor exceptions to policies can be permitted to students who have not completed this process in advance.

Schedule: Reading, Course Topics and Study Questions to Prepare:

Date/ Week	Topic	Reading	Other
Aug 28, Week 1	Introduction and Overview: Why Study Change?	Pre-class assignment – Look through a recent edition of a major newspaper (e.g., New York Times, Wall Street Journal, etc.) or a major news magazine (e.g. Newsweek, Time, Business Week). Collect all the stories in that edition that reference major organizational or community changes or any planned change efforts or intended change projects. Frist assignment: Change Agent Interview and Presentation	
Sept 4, Week 2	Understanding the Legacy: The Historical Roots of Planned Change <i>Study Questions:</i> <ol style="list-style-type: none"> 1. What is OD? 2. What is planned change? 3. What are the central values and processes that drive traditional models of change? 4. What makes change so complex? 	Chapters 1, 2, 5 Optional recommended – Chapter 4	
Sept 11, Week 3	Setting the Context: Changes in How We Change Organizations <i>Study Questions</i> <ol style="list-style-type: none"> 1. In what ways has OD evolved since its early days? What are the implications of these evolutionary changes for how to understand and conduct effective change? 2. In what ways had OD experienced core innovations since its early days? What are the implications of these revolutionary changes for how to understand and conduct effective change? 3. What’s the difference between evolutionary and revolutionary changes in the field? 	Chapter 3	

	4. Reflect on this chapter. What are its major contributions to a framework for understanding change?		
Sept 18, Week 4	What Drives Change: The Role of the Change Agent and the Power of One		Turn in Study Questions for Classes 1-4
Sept 25, Week 5	Developing a Personal Credo: An Experiment in Self-Reflection and Consulting		Change Agent Interview Paper due
Oct 2, Week 6	Interventions, Client Relationships and the Change Agent's Role <i>Study Questions</i> 1. What is an intervention? What drives effective interventions, according to Argyris? 2. What skills and qualities are essential for a successful interventionist? How does one develop these? 3. What must a successful interventionist <i>actually</i> do to maximize his/her productivity and success?	Chapter 6 Optional recommended – Chapters 7, 8	Case Study/Final Integrative Paper Progress Update
Oct 9, Week 7	Consulting: Leading Change from the Outside Study Questions 1. What is a good consultant? How does your definition compare to Merron's? To Block's? To Weisbord's? 2. What do Merron, Block, and Weisbord each teaches that is relevant for your upcoming interview project? 3. What tips does each provide on building client relationships? Establishing and sustaining client trust? Delivering high quality service to your client system?	Chapters 17, 18, 19 Optional recommended – Chapters 20, 21	Mid-Term Change Agent Presentations
Oct 16, Week 8	Models of Change: A Divergent Sampling <i>Study Questions</i> 1. Compare and contrast the three change	Chapters 9, 10, 11	Turn in Study Questions for Classes 5-8

	<p>models in this week's assigned readings. Where are they similar? In what ways do they differ? How do you make sense of and reconcile the differences in your change work?</p> <p>2. As you reflect on the course and your readings thus far, what contributes to successful change? What hinders it?</p>		
<p>Oct 23, Week 9</p>	<p>Diagnosing Organizations I: The Power of Systems and Frames</p> <p>Study Questions</p> <ol style="list-style-type: none"> 1. What does Sales mean by the unconscious nature of systems dynamics? Why is this important to our understanding of organizational behavior? To our work as leaders of change? 2. Reflect on your experiences in organizations. When have you been a "top?" A "middle?" A "bottom?" Based on your experience, does Sales have it right? 3. What is reframing? Why is it a central component of a change agent's job? 4. In what way(s) does each of the four frames, presented by Gallos, contribute to a comprehensive understanding of organizations? 	<p>Chapters 15, 16</p>	
<p>Oct 30, Week 10</p>	<p>Diagnosing Organizations II: Levels of Understanding, Intervention and Engagement</p> <p>Study Questions</p> <ol style="list-style-type: none"> 1. If people are smart, why do they need to learn how to learn? What does Argyris mean by that? 2. What is the difference between process and content? 3. How could/would a success change agent apply Schein's model his/her work? 4. How do large group dynamics differ from those of task groups, as described 	<p>Chapters 12, 13, 14</p>	

	by Schein?		
Nov 6, Week 11	<p>What is a Healthy Organization? Round One: The <i>Hard</i> Stuff – Strategy, Structure, Design, Workspace Ecology</p> <p>Study Questions</p> <ol style="list-style-type: none"> 1. What is a healthy organization? What values, beliefs, and theories underpin your model? 2. What are the central features of Lawler’s “winning formula” for strategy? 3. How does one go about matching strategy and structure? Which comes first? Why? 4. How is designing work different from designing organizational structure? Aren’t job descriptions, clear roles, and good policies good enough? 5. What are the components of a healthy workspace? 	Chapters 47, 27, 28, 29, 30 Optional recommended – Chapter 36	
Nov 13, Week 12	<p>What is a Healthy Organization? Round Two: The <i>Soft</i> Stuff – Culture, Workforce Development, Teams, Leadership</p> <p>Study Questions</p> <ol style="list-style-type: none"> 1. What is organizational culture? Why does Schein see it as difficult to diagnose? 2. According to Lawler, what makes people effective? Do you agree? Does Lawler’s theory match your experiences in the workplace? 3. What leads to a highly functioning work team? In your experience, why is it easier to espouse team productivity than to achieve it? 4. Is leadership development an individual or an organizational responsibility? 	Chapters 31, 32, 33, 34	Turn in Study Questions for Chapters 9-12

Nov 20, Week 13	<p>Facilitating Change: Remembering the Basics</p> <p>Study Questions</p> <ol style="list-style-type: none"> 1. What is the connection between loss and change? What does it imply for the work of successful change agents? 2. Enlisting others sounds simple. Why isn't it? What do Kouzes and Posner suggest for getting the job done? 3. Power and influence play a central, yet different, role in each of today's readings. How do you reconcile the differences? 	Chapters 22, 26, 25 Optional recommended – Chapters 24, 23	
Nov 27, Week 14	HOLIDAY - NO CLASS	HOLIDAY - NO CLASS	HOLIDAY - NO CLASS
Dec 4, Week 15	<p>Pulling It All Together: Hope, Possibilities, and a Better World</p> <p>Study Questions</p> <ol style="list-style-type: none"> 1. What is a healthy organization? How has your understanding changed over the course of the semester? 2. What leads to successful change? What hinders it? 3. What is essential for successful change agent leadership? What are the "absolute absolutes" for professional effectiveness? 4. From what you have learned about yourself this semester, do you have the right stuff? 	Editor's Interludes, part 7 and 8; Chapters 35, 37, 39, 46	<p>Final Paper Due week of December 18th. Date will be announced.</p> <p>Turn in Study Questions for Classes 12 and 13</p>

DISCLAIMER:

This syllabus may change form time to time to accommodate changing circumstances. Every effort will be made to alert students to changes that occur in a timely manner. The class schedule is presented above. While the material will be covered in the order presented in the schedule, the actual timing may change from week to week as the course progresses.