



Lincoln University

BA 423 – Organizational Development

COURSE SYLLABUS

Fall, 2019

Instructor:	Dr. Pete Bogue
Lecture Schedule:	Wednesday, 12:30 PM - 3:15 PM
Credits:	4 units (3 units / 45 lecture hours + 1 unit individual research project)
Level:	Mastery 2 / Research (M2R)
Office Hours:	Wednesday, 11:30 AM - 12:30 PM by appointment. e-mail: pbogue@lincolnuca.edu
Prerequisite:	BA 302
Textbooks:	Brown, Donald R., and Donald Harvey, “An Experiential Approach to Organization Development,” 8th ed. (Upper Saddle River, New Jersey: Prentice Hall, 2011). ISBN-13: 9780136106890
Last Revision:	August 5, 2019

CATALOG DESCRIPTION

Catalogue Course Description: The course includes theoretical and experiential coverage of this management discipline. It aims to improve the organization’s culture and its human and social processes through a systematic change program. Both behavioral science and intuitive based assessment techniques are examined to give an integrated approach to organizational development; use of case studies and role-play exercises. A one-unit written research project and its oral presentation are required for the course. (4 units)

EDUCATIONAL OBJECTIVES

Upon satisfactory completion of this course, students will be able to:

1. Define the concept of Organization Development and recognize the need for change and renewal.
2. Describe organization culture and understand its impact on the behavior of individuals in an organization.
3. Recognize the factors contributing to the accelerating rate of change.
4. Identify the ways an organization uses renewing processes to adapt to change.
5. Determine the individual and group methods of coping with change.
6. Recognize the importance of corporate culture to organizational success.
7. Identify the key factors used in assessing corporate culture.

8. Describe the culture and organizational factors that lead to effective organizations.
9. Define the role of an OD practitioner.
10. Identify the forces within individuals and organizations that cause resistance to change programs.
11. Recognize strategies that can increase the motivation to change.
12. Diagnose the forces driving and resisting organization change.
13. Identify and understand the range of major OD intervention techniques and how they can be applied.
14. Identify the way various interpersonal, team, and intergroup techniques fit into an OD program.
15. Recognize the need for employee empowerment interventions in an OD program.
16. Identify how team development techniques fit into an OD program.
17. Recognize team problems and why teams may not be operating at optimum capacity.
18. Recognize how goal setting can be used as part of an OD program.
19. Understand how management by objectives (MBO) can be applied as a management system.
20. Describe the major OD quality and productivity interventions.
21. Identify the similarities and differences in job design, total quality management, and self-managed work teams.
22. Recognize how learning organization approaches are used in organization development change programs.
23. Identify and define organization transformation in relation to the change process
24. Understand the basic strategy-culture matrix and other approaches to changing the culture to fit the strategy.
25. Recognize the importance of corporate culture and its relation to strategy.

COURSE LEARNING OUTCOMES¹

	Course LO	Program LO	Institutional LO	Assessment Activities
1	*State, explain, and apply the theories of human behavior in organizations to include the three levels of organizational development, individual, group, and organizational, including recognizing the need for change and renewal, the accelerating rate of change, diagnose the forces driving and resisting organizational change, individual and group methods of coping with change, forces within organizations that cause resistance to change, strategies to increase motivation to change, the impact of corporate culture on the success of	PLO 1	ILO 1c, ILO 2c	Assigned textbook chapters; Discussion questions; Application cases questions & answers; Application case Power Point presentation; Self-Assessment library; Comprehensive final exam;

¹ Detailed description of learning outcomes and information about the assessment procedure are available at the [Center for Teaching and Learning](http://ctl.lincolnuca.edu) website (ctl.lincolnuca.edu).

	<p>organizational change, identify major employee empowerment interventions including interpersonal, team, and intergroup techniques to enhance adaptation to change, Identify major quality and productivity interventions such as goal setting, MBO, TQM, job design and self-managed work teams, identify learning organizations, organizational transformation, and strategy-culture matrix in relation to the change process, Identify the culture and organizational factors that lead to effective organizations.</p> <p>*Demonstrate the ability to access, understand, apply, and communicate organizational development research outcomes.</p> <p>*Demonstrate an appreciation of how individual differences and motivations influence OD interventions in organizations.</p> <p>*Recognize effective leadership behaviors and summarize the different leadership styles used by OD practitioners.</p> <p>*Evaluate the key OD theoretical and applied practices that influence work group and team behaviors in organizations.</p> <p>*Describe the influence of diversity and equal treatment in organizations in relation to organizational development.</p>			<p>Attendance.</p>
<p>2</p>	<p>*Integrate and apply knowledge from organizational development research areas to actual organizational situations requiring adaptation to change.</p> <p>*Demonstrate an understanding of the meaning of the terminology and the tools used in organizational development research.</p> <p>*Develop an effective skillset in applying organizational development knowledge to organizational problems.</p> <p>*Synthesize and build on organizational development concepts</p>	<p>PLO 3</p>	<p>ILO 2c, ILO 7c</p>	<p>Discussion questions; Application cases questions & answers; Application case Power Point presentation; Self-Assessment library; Research project documenting sources;</p>

	to analyze the internal and external variables that affect the performance of an organization.			Comprehensive final exam; Attendance.
3	<p>*Leading teams as a change agent: contribute to the effective performance of a team as a team leader, co-leader, or team member leading change in organizations.</p> <p>*Diagnosing and solving organizational development problems in the context of teams: *Apply OD knowledge and demonstrate the ability to diagnose and solve organizational change issues and problems.</p> <p>*IT Literacy: Using data for OD decision-making; Data storage and extraction; Computer skills.</p> <p>*Critical Thinking: Using information in OD issues; General strategic thinking; Adapting to change; Interpreting OD management data.</p> <p>*Communication: Composing text; Grammar; Oral presentations; Communication skills.</p>	PLO 5	ILO 4c, ILO 5c	<p>Discussion questions; Application cases questions & answers; Application case Power Point presentation; Self-Assessment library; Research project documenting sources; Comprehensive final exam; Attendance.</p>
4	<p>*Apply ethical frameworks to resolve ethical dilemmas. *Explain individual influences on ethical judgements.</p> <p>*Apply personal values in ethical decisions.</p> <p>*Discuss moral dilemmas effectively.</p>	PLO 6	ILO 3c	<p>Discussion questions; Application cases questions & answers; Application case Power Point presentation; Research project documenting sources; Comprehensive final exam; Attendance.</p>

INSTRUCTIONAL METHODS

This is a direct classroom instruction course.

Lectures supported by PowerPoint slides with supervised exercises and business case studies. The emphasis will be on learning by doing. Every student must participate in intensive classroom activities, must complete homework, course assignments, and exams. Assignments and projects require students to actively use resources of the library. Detailed guide to business *resources of the library* as well as the description of Lincoln University approach to *information literacy* are available at the [Center for Teaching and Learning](http://ctl.lincolnuca.edu) website (ctl.lincolnuca.edu).

TOPICAL OUTLINE

The course provides a complete, comprehensive review of what it actually takes to lead and consult to transformational change successfully. This course highlights the missing ingredients in current change management practices and reveals the neglected people and process dynamics that so often cause failure to change. The course demonstrates the requirement that leaders become much more conscious of these unseen dynamics, which enables them to create an integrated, process-oriented, change strategy. The course introduces the new change leadership competency of process thinking and spotlights leader and employee mindset change as a key driver of successful transformation.

COURSE REQUIREMENTS

Students will be responsible for completing the textbook chapter readings prior to the lectures, homework and classroom activities, case studies, and examinations. The expected amount of time a student will need to spend outside of class to complete his/her individual and/or group out-of-class homework assignments is six (6) hours per week for a 3-unit class.

ASSESSMENT CRITERIA AND METHODS OF EVALUATING STUDENTS

The basis for the determination of the final grade for the course will be the total weighted score for all activities according to the percentages shown in the table:

Questions for Review/Answers	10%
Case Incidents Questions/Answers:	10%
Case Incident Power Point Presentation:	10%
Self-Assessment Library:	10%
Research Project Documenting Sources:	25%
Final Comprehensive Exam	30%
Attendance	05%
Total	100%

Grading Scale (Point/Grade Conversion)

100-95 A	79-77 C+	59 or < F
94-90 A-	76-74 C	
89-87 B+	73-70 C-	
86-84 B	69-65 D+	
83-80 B-	64-60 D	

ATTENDANCE

Regular attendance at classes is essential. Attendance is factored into the final grade for the course. Each student is expected to be present for scheduled class periods, to be punctual, and to remain in class for the entire scheduled period. Students who are late must wait until the break to enter class. Students may not come and go during class except for the break. Excessive absences or tardiness may result in loss of credit, lowering of grade, or dismissal from the class. Students are responsible for making up class work missed.

EXAMINATIONS

The final exam will consist of short answer and/or essay questions evaluating the student's understanding of the basic concepts, terms, processes, and issues covered in the course.

ELECTRONIC DEVICES

Cell phones must be turned off while in the classroom or placed in a vibrating mode. Smart phone and laptop screens may not be viewed in class while lectures are in progress.

INTEGRITY AND QUALITY OF SCHOLARSHIP

Integrity of scholarship must be maintained at all times. Plagiarism (copying directly from an author's work) is not permitted. All written work is to be word-processed unless otherwise indicated and should reflect college-level ability in English structure, grammar, spelling, and sophistication of analysis.

PLAGIARISM DETECTION

Lincoln University subscribes to Turnitin plagiarism prevention service. Student work will be used for plagiarism detection and for no other purpose. Originality reports will not be available for viewing.

MODIFICATION OF THE SYLLABUS

This syllabus and schedule are subject to change in the event of extenuating circumstances. An announcement of any changes will be made in class.

HOMEWORK AND CLASSROOM ACTIVITIES

Team Assignment: Student teams will answer their assigned "Questions for Review" in advance of lectures, word process the answers, bringing them to class, prepared to respond if called upon by the instructor to summarize the answers to these review questions. Satisfactory answers will be scored as a 2 (strong answer), 1 (satisfactory answer), or 0 (unsatisfactory answer or absence). Student teams will submit the review question answers to the instructor (or CANVAS) by the end of the course.

Team Assignment: Student teams will analyze and solve the assigned "Case Incidents" under the guidance of the instructor, apply relevant concepts and practical applications found in the respective chapters, word process the answers to the questions following the cases, and submit them to the instructor (or CANVAS) by the end of the course.

Team Assignment: Student teams will be given the opportunity to make Power Point presentations before the class of solutions to their selection of assigned “Case Incidents” and their responses to the questions following the cases. Students must be prepared to deliver creditable responses adding value based upon the material in the relevant chapter. Students’ presentation skills will be assessed and evaluated for their professional demeanor. Please be prepared to participate. What you put into the course will determine what you and others get out of it. Student teams will submit the Power Points to the instructor (or CANVAS) by the end of the course.

Individual Assignment: Self-Assessment Library: Insights Into Your Skills, Interests, and Abilities. Individual Self-assessment questionnaire handouts will be completed in class in conjunction with the textbook readings. Students will record their self-assessment scores and an analysis/interpretation of them on the questionnaires to be submitted to the instructor (or CANVAS) upon completion of the exercise.

Individual Assignment - Individual Research Project: MBA students are required to submit a research paper based upon the subject matter of selected chapter(s) from the textbook reviewing the current research about the chosen subject, summarizing the results, and offering conclusions. Needless to say, the research paper should be carefully and thoughtfully well written. The format of the research paper must adhere to the APA Publication Manual, available in the L.U. library and on the Lincoln University Website, be documented by proper annotation and referencing and must include a bibliography. The 12 point font size should be utilized. Students will include at the beginning of their research paper the statement, “I have done my own work and have neither given nor received unauthorized assistance on this work.” Students will submit their research projects to the instructor (or CANVAS) by the end of the course.

Individual Assignment: Graduate (MS and DBA) students will prepare one-unit written research papers and make 30-minute Power Point presentations summarizing the research to fellow MS and DBA students and faculty at large at a time and place to be arranged on campus upon conclusion of the course.

COURSE SCHEDULE

WED 08/21/19 Lecture: Chapter 1, Organization Development & Reinventing the Organization
Review Questions 1, 2, 3, 4, 5, 7
Case Study, “TGIF” Questions 1, 2, 3, 4
Self-Assessment Library

WED 08/28/19, Lecture: Chapter 2, Organization Renewal: The Challenge of Change
Review Questions 1, 2, 3, 4, 5
Case Study: “The NoGo Railroad” Answer categorical questions in Case Analysis Form plus value added recommendations
Self-Assessment Library

WED 09/04/19, Lecture: Chapter 3, Changing the Culture

Review Questions 2, 3, 4

Case Study: “The Dim Lighting Co.” Answer categorical questions in Case Analysis Form plus value added recommendations

Self-Assessment Library

WED 09/11/19, Lecture: Chapter 4, Role & Style of the OD Practitioner

Review Questions 2, 3, 4

Case Study, “The Grayson Chemical Company” Answer categorical questions in Case Analysis Form plus value added recommendations

Self-Assessment Library

WED 09/18/19, Lecture: Chapter 6, Overcoming Resistance to Change

Review Questions 1, 2, 3

Case Study, “The Hexadecimal Company” Answer categorical questions in Case Analysis Form plus value added recommendations

Self-Assessment Library

WED 09/25/19, Lecture: Chapter 8, OD Intervention Strategies

Review Questions 1, 2, 3, 4, 5

Case Study: “The Farm Bank” Answer categorical questions in Case Analysis Form plus value added recommendations

Self-Assessment Library

WED 10/02/19, Lecture: Chapter 9, Employee Empowerment & Interpersonal Interventions

Review Questions 1, 2, 3, 4, 5

Case Study: “The Sundale Club” Answer categorical questions in Case Analysis Form plus value added recommendations

Self-Assessment Library

WED 10/09/19, Lecture: Chapter 10, Team Development Interventions

Review Questions 1, 2, 3, 4

Case Study, “Steele Enterprises” Answer categorical questions in Case Analysis Form plus value added recommendations

Self-Assessment Library

WED 10/16/19, Lecture: Chapter 12, Goal Setting for Effective Organizations

Review Questions 1, 2, 3, 4, 5

Case Study “Western Utilities Company” Answer categorical questions in Case Analysis Form plus value added recommendations

Self-Assessment Library

WED 10/23/19, Lecture: Chapter 13, Work Team Development

Review Questions 1, 3, 4

**Case Study, “Wengart Aircraft” Answer categorical questions in Case Analysis Form plus value added recommendations
Self-Assessment Library
Case Study Power Point Presentations (Optional Scheduling)**

**WED 10/30/19, Lecture: Chapter 14, High Performing Systems & the Learning Organization
Review Questions 1, 2, 3
Case Study: “The Tucker Knox Corporation” Answer categorical questions in Case Analysis Form plus value added recommendations
Self-Assessment Library
Case Study Power Point Presentations (Optional Scheduling)**

**WED 11/06/19, Lecture: Chapter 15, Organization Transformation & Strategic Change
Review Questions 1, 2, 3
Case Study: “The Space Electronics Corporation” Answer categorical Questions in Case Analysis Form plus value added recommendations
Self-Assessment Library
Case Study Power Point Presentations (Optional Scheduling)**

WED 11/13/19, Case Study Power Point Presentations

WED 11/20/19, Case Study Power Point Presentations

TUE 11/26-SAT 11/30/19, Thanksgiving Holiday

WED 12/04/19, Comprehensive Final Exam (Chapters 1, 2, 3, 4, 6, 8, 9, 10, 12, 13, 14, 15); ALL ASSIGNMENTS DUE to the Instructor (or Canvas).

INDIVIDUAL RESEARCH PROJECT (1 unit)

Each student registered for a 400-level course must complete a one-unit research project in addition to the coursework described in this syllabus. The specific topic will be assigned by the instructor.

The project requires 45 hours of independent study with regular consultations in accordance with the schedule determined by the instructor. The project work results in a written report (not less than 15 pages; APA style) and an oral presentation during the class session.

Evaluation of the student's work on the Individual Research Project will be done using the following rubric:

WRITTEN REPORT				
	<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Not Present</i>
<i>Research Problem Statement</i>	The statement of a research problem is crystal clear, novel and thought provoking	Clearly and concisely identifies a research problem	The statement of a research problem is incomplete, lacking precision.	The statement of a research problem is absent.
<i>Organization</i>	The report is logically organized; ideas are exceptionally well-developed and support a thoughtful and engaging conclusion.	The development of ideas is present; the conclusion is effective and directly addresses the original thesis.	Organization is confusing, disjointed, and inconsistent; ideas, if present, are not developed; the conclusion is vague and/or does not address the original thesis.	The report lacks organization
<i>Sources and formatting</i>	A variety of high-quality sources is used; all factual claims are supported with citations. The report follows the APA style guidelines.	A few high-quality sources are used; majority of factual claims are supported with citations The report mostly follows the APA style guidelines.	Sources used are of a questionable quality; factual claims are not supported. Use of APA style is inconsistent.	Sources are not identified or of a poor quality; factual claims are unsubstantiated. The report is poorly formatted

PRESENTATION			
	<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>
<i>Style and Organization</i>	Presentation is clear, confident and fully engaging; the use of visual aids enhances its effectiveness; the presentation is well timed and structured.	Presentation is clear; the use of visual aids is not detrimental to audience engagement; all necessary components are given appropriate time.	Presentation lacks clarity, no attempt is made to engage the audience; visual aids are haphazard and distracting; lack of structure results in an inefficient use of time.
<i>Questions and Answers</i>	Student demonstrates extensive knowledge of the topic by providing confident, precise and appropriate responses to all audience questions.	Student demonstrates knowledge of the topic by responding adequately to questions of the audience.	Student demonstrates lack of knowledge of the topic by responding inaccurately and inappropriately to audience questions.