Lincoln University

BA 223 – Organizational Development

COURSE SYLLABUS

Spring, 2019

Instructor: Dr. Pete Bogue
Lecture Schedule: Wednesday, 12:30-3:15 PM
Credits: 3 units / 45 lecture hours
Level: Advanced (A)
Office Hours: Wednesday, 11:30 AM -12:30 PM by appointment.
e-mail: pbogue@lincolnuca.edu
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: January 1, 2019

CATALOG DESCRIPTION

The course includes theoretical and experiential coverage of this management discipline. The course 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. *Prerequisite: BA 110*

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 OUTCOMES[1]

	Course Outcome	Program LO	Institutional LO	Assessment Activities
1	*Define organizational development and identify the variables associated with its study. * State and explain the theories of human behavior in organizations on the individual, group, and organizational levels that an organization uses in renewing processes to adapt to change. *Demonstrate how individual differences and motivations influence coping with change in the workplace. *Describe key influences of organization culture on individual, group, and team behaviors in	PLO 1	ILO 1a, ILO 2a, ILO 3a	Assigned textbook chapters: Discussion questions; Case applications; Personal inventory assessments; Internet search assignment; Comprehensive final exam; Attendance.

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

	organizations . *Recognize effective leadership behaviors utilized in leading change in organizations. *Describe the key ethical issues and the influence of diversity that impact resistance or motivation to bring about effective change in organizations. *Research the internet effectively for organizational development information.			
2	*Demonstrate critical thinking by identification, recognition, or application of key terms, items, concepts, or relevant data.	PLO 2	ILO 1a, ILO 6a	Discussion questions; Case applications; Case application Power Point presentation; Internet search assignment.
3	*Analyze the key issues for decision-making related to administering the organizational development elements such as 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 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-	PLO 4	ILO 1a, ILO 2a, ILO 5a	Discussion questions; Case applications; Case application Power Point presentation; Personal inventory assessments; Internet search assignment.

	culture matrix in relation to the change process, Identify the culture and organizational factors that lead to effective organizations.			

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 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	5%
Total	100%

Grading Scale (Point/Grade Conversion)

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F
Points	95-100	90-94	87-89	84-86	80-83	77-79	74-76	70-73	65-69	60-64	0-59

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:

Undergraduate (BBA) students will respond to the case vignette: "Our Changing World: No Job is Safe – Never Will Be," pages 472-473 of the textbook, word process an essay about a sustainable career rationale including substantive answers to questions 1 and 2 and search the Internet for additional research findings incorporating them into the essay. The format of the essay 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, referencing (quotations), and include a bibliography. The 12 point font size should be utilized. Students will include at the beginning of their essay paper the statement, "I have done my own work and have neither given nor received unauthorized assistance on this work." Students will submit their essay projects to the instructor (or CANVAS) by the end of the course.

COURSE SCHEDULE

WED 01/16/19 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 01/23/19, Lecture: Chapter 2, Organization Renewal: The Challenge of Change
Case Study: "The NoGo Railroad" Answer categorical questions in Case Analysis Form plus value added recommendations
Review Questions 1, 2, 3, 4, 5
Self-Assessment Library

WED 01/30/19, Lecture: Chapter 3, Changing the Culture
Case Study: " The Dim Lighting Co." Answer categorical questions in Case Analysis Form plus value added recommendations
Review Questions 2, 3, 4
Self-Assessment Library

WED 02/06/19, Lecture: Chapter 4, Role & Style of the OD Practitioner
> **Case Study, "The Grayson Chemical Company" Answer**
> **categorical questions in Case Analysis Form plus value**
> **added recommendations**
> **Self-Assessment Library**

WED 02/13/19, 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 02/20/19, Lecture: Chapter 8, OD Intervention Strategies
> **Case Study: "The Farm Bank" Answer categorical questions in Case**
> **Analysis Form plus value added recommendations**
> **Review Questions 1, 2, 3, 4, 5**
> **Self-Assessment Library**

WED 02/27/19, Lecture: Chapter 9, Employee Empowerment & Interpersonal
> **Interventions**
> **Case Study: "The Sundale Club" Answer categorical questions in Case**
> **Analysis Form plus value added recommendations**

WED 03/06/19, 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**

TUE 03/12-SAT 03/16/19 Spring Recess

WED 03/20/19, 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 03/27/19, 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**

WED 04/03/19, Lecture: Chapter 14, High Performing Systems & the Learning
        Organization
        Case Study: "The Tucker Knox Corporation" Answer categorical
        questions in Case Analysis Form plus value added recommendations
        Review Questions 1, 2, 3
        Self-Assessment Library
        Case Study Power Point Presentations

WED 04/10/19, Lecture: Chapter 15, Organization Transformation & Strategic
        Change
        Case Study: "The Space Electronics Corporation" Answer categorical
        Questions in Case Analysis Form plus value added recommendations
        Review Questions 1, 2, 3
        Self-Assessment Library
        Case Study Power Point Presentations

WED 04/17/19, Case Study Power Point Presentations

WED 04/24/19, Case Study Power Point Presentations

WED 05/01/18 Final Comprehensive Exam (Chapters 1, 2, 3, 4, 6, 8, 9, 10, 12, 13, 14, 15); ALL ASSIGNMENTS DUE to the Instructor (or Canvas).