

LINCOLN UNIVERSITY COURSE SYLLABUS

COURSE NUMBER: BA323

Course Title: Organization Development

Course Start Date: January 25, 2010

Course End Date: May 17, 2010

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 cases and role-play exercises. (3 units)

Course Learning Objectives:

1. Students will gain an understanding of the conceptual framework that is required for understanding OD issues in the workplace.
 2. Students will have developed the essential skills, including communication skills, problem-solving, decision-making ability, and leadership potential through experiential exercises and case study analysis.
 3. Students will learn how OD is applied and practiced in international workplace settings.
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Required Text (Selected Chapters):

Brown, D., Harvey, D.

2006 An Experiential Approach to Organization Development. Pearson Prentice-Hall. Upper Saddle River, NJ. ISBN: 0-13-144168-X

Supplemental Text:

Harrison, M.

2005 Diagnosing Organizations: Methods, Models, and Processes. Sage Publications. Thousand Oaks, CA. ISBN: 978-0-7619-2572-9

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INTRODUCTION:

Welcome to Lincoln University!

In this syllabus, I will provide an overview of the course and the student expectations for the next few weeks. It is important that you note the schedule of events, and assignments.

There are a few principles that we need to understand as we start this course. First, the nature of this course environment requires course participants to actively engage each other, and to encourage the learning process through our conversations and coursework. When everyone participates, the entire class or learning team has the opportunity to learn. In addition learning between the instructor and students flows two ways. I will learn from you just as you will learn from me.

My role, as your facilitator, is to guide you along the learning path and engage your ability to learn. Should there be any questions regarding this course material, attendance, and participation in this course, please contact me via Lincoln University e-mail or by telephone. I would prefer you contact me by Lincoln e-mail, which I will reply to within 24-hours.

Class Procedures:

Each session you will be provided various items: instructions, assignments, topics, questions for discussion, my comments, or a description of the activities for the day.

Instructional methodology includes: Lecture, class discussions, group and team work, and multimedia resources.

You will be reading and working on various exercises and answering discussion questions as an individual, in a pair, and in groups.

Assignments:

Assignments are due in the week following the week it is assigned. Late assignments will be accepted without a 10% late penalty if they are submitted within one week of the due date. If they are submitted after the one-week grace period, a 10% late penalty will be assessed for each week it is late.

Assignments must have: The students first and last name at the top of the page and/or the names of the entire team/group at the top. The title of the assignment must also be in the heading. Simply putting the date of the assignment is not correct and it will be downgraded 10% for not following instructions.

Electronic submissions do not count unless you have previously arranged this with the instructor.

If you are not able to work with your team on the assignment, in order to earn the points, you will need to complete a supplemental assignment.

Class Participation:

(1) You are expected to contribute to the class discussions in meaningful ways. That means:

- contributing new and relevant information to the course discussion and from readings of the textbooks;
- commenting in a positive manner;
- building on the remarks of your fellow students;
- posing questions of your fellow students; and
- Sharing quotes, websites, and other supplementary information.

(2) Your grade also will be determined by:

- the quality of your responses;
- the timeliness of your response; and
- The ability of your comments to motivate others in a collaborative effort.

Learning Environment

The goal of the classroom environment is to be collaborative and communicative. To help facilitate collaborative communication, I would suggest that before you proofread or carefully consider your thought before speaking. There are times when an innocent comment can be miss-interpreted. Most of the time, any miss-communication can be rectified through open communication. However, if you find the content of a message offensive, please notify me.

Grading

Point/Grade Conversion

100-95	A	76-74	C
94-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	66-64	D
83-80	B-	63-60	D-
79-77	C+	59 or <	F

A = Excellent performance. Clearly stands out as an excellent performer. Has unusually sharp insight into material and initiates thoughtful questions. The student sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines; anticipates next steps in progression of ideas.

B = Above average performance. Grasps subject matter at a level considered to be good to very good. The student actively participates in the class discussion. Speaks and writes well. The student accomplishes more than the minimum requirements. Work in and out of class is of high quality.

C = Average performance. The student demonstrates a satisfactory comprehension of the subject matter. Accomplishes only the minimum requirements and displays little or no initiative. The student is able to communicate orally and in writing at an acceptable level for a college student. Has a satisfactory understanding of all basic concepts.

D = Below average performance. The student demonstrates understanding at the most rudimentary level. Quality and quantity of work in and out of class is below average and marginally acceptable.

F = Failing performance. Work is not acceptable and/or timely. Quality and quantity of work in and out of class fails to demonstrate a marginal understanding of learning objectives and their application. Academic credit is not earned.

Weighting of Assignments:

Individual: Case Analysis (16x 3 pts. each)	48
Individual: OD Skills Simulations (4x 1.75 pts. each)	7
Team/Group: OD Skills Simulations (20x 2pts. each)	40
Class Participation	5
	100

Format for Submitting Assignments

- (1) Write your first and last name at the top of your paper along with the title of the assignment (papers will not be returned without credit if there is no name and/or assignment title).
- (1) Use the APA/Chicago-Turabian guidelines for citing and documenting sources.
- (2) Your assignment should follow the formatting guidelines below:
 - single-spaced
 - twelve point, Times New Roman font style
 - skip one space between paragraphs
 - paragraphs are not to be indented.

Schedule & Assignments

<i>Session</i>	<i>Course Outline</i>
January 25	<ul style="list-style-type: none"> • Introduction to course • Chapter 1: OD & Reinventing the Organization • Homework: (I) OD Skills Simulation 1.1, (I) Case: TGIF
February 1	<ul style="list-style-type: none"> • Chapter 2: Organization Renewal

	<ul style="list-style-type: none"> • Homework: (I) OD Skills Simulation 2.1, (I) Case The NOGO Railroad
February 8	<ul style="list-style-type: none"> • Chapter 3: Changing the Culture • Homework: (T) OD Skills Simulation 3.1, (I) Case: The DIM Lighting Co.
February 22	<ul style="list-style-type: none"> • Chapter 4: Role & Style of the OD Practitioner • Chapter 5: The Diagnostic Process • Homework: (I) OD Skills Simulation 4.1, (T) OD Skills Simulation 4.2, (I) Case: The Grayson Chemical Company, (I) Case: The Old Family Bank
March 1	Out of Class: Team Diagnostic Field Exercise: The Acquisition Decision, OD Skills Simulation 5.1
March 8	<ul style="list-style-type: none"> • Chapter 6: Overcoming Resistance to Change • Homework: (I) Case: The Hexadecimal Company
March 15	Out of Class: Team Resistance to Change Field Exercise, Downsizing the Enigma Company, OD Skills Simulations 6.1, 6.2, and 6.3
March 22	<ul style="list-style-type: none"> • Chapter 7: Process Intervention Skills • Homework: (T) OD Skills Simulation 7.1, 7.2, and 7.3. (I) Case: The OD Letters.
March 29	<ul style="list-style-type: none"> • Chapter 8: OD Intervention Strategies • Homework: (T) OD Skills Simulation 8.1, (I) Case: The FARM Bank.
April 5	<ul style="list-style-type: none"> • Chapter 9: Employee Empowerment & Interpersonal Interventions • Homework: (T) OD Skills Simulation 9.1 and 9.2. (I) OD Skills Simulation 9.3, (I) Case: The Sundale Club
April 12	<ul style="list-style-type: none"> • Chapter 10: Team Development Interventions • Homework: (T) OD Skills Simulation 10.1, 10.2A, and 10.2B. (I) Case: Steele Enterprises.
April 19	<ul style="list-style-type: none"> • Chapter 11: Intergroup Development Interventions: • Homework: (I) Case: The Exley Chemical Company.
April 26	<ul style="list-style-type: none"> • Chapter 12: Goal Setting for Effective Organizations • Homework: (T) Skills Simulation 12.1 and 12.2. (I) Case: Western Utilities Company
May 3	<ul style="list-style-type: none"> • Chapter 13: Work Team Development • Homework: (T) OD Skills Simulation 13.2, (I) Case Wengart Aircraft
May 10	<ul style="list-style-type: none"> • Chapter 14: High Performing Systems and the Learning Organization • Homework: (T) OD Skill Simulation 14.1, (I) Case: Tucker Knox Corporation. • Chapter 15: Organization Transformation & Strategic Change • Homework: (T) OD Skills Simulation 15.1, (I) Case: The Space Electronics Corporation. • TURN IN ASSIGNMENTS BY MAY 17, 2010
May 17	