Course description:
This course is designed to provide students with different perspectives on Organization Development at the individual, group, and organizational levels of analysis. Theoretical models will be considered, along with real-world examples of organizations that have or have not benefited in the past, or that might or might not benefit in the future, from Organization Development interventions. Students will learn how to use theoretical models to evaluate organizations that they research (and/or where they are currently working or have worked in the past), and will also learn how to evaluate theoretical models in terms of their research and work experience. The course is structured to cover both the “process” (classes 1 - 4) and the “content” (classes 5 - 13) of Organization Development.

Readings:

Additional materials are available on the course Blackboard, which should be printed out each week and brought to class.

Office hours (in room 161G):
Office hours are held one hour before class. The demands of my consulting practice make it unlikely that I will be able to review and respond to written materials that you email me at other times during the week. However, you are welcome to give me written materials to review when class meets and then schedule a phone call to discuss what you have handed in, or to email me materials that you would like me to review during office hours.

Course grading:
Class participation/resource sharing  25%
Case presentation/class facilitation  25%
Final paper  50%

Class participation and resource sharing
In order to get the most value out of this class, and contribute the most value to this class, it is important that all students come to class fully prepared to discuss and debate that week’s readings. This course is also a collaborative endeavor, so during the semester, each student is required to distribute, either electronically and/or via hard copy, at least two OD-relevant handouts, web links, or other materials or resources that your classmates may find interesting and useful. For example, information about conferences or events, organizations that students can join, listserves, etc.
Case presentation and class facilitation

Students will sign up in pairs on October 1st to jointly present one case study during the semester. The case should be about an OD intervention, should exemplify and illuminate one of the “content” areas of OD, and should draw on one or more credible sources. At least one week before the class in which you present, you will distribute electronic or hard copies of the case that you will be presenting to me and your classmates. To distribute electronic copies, you can use Blackboard. If you need to make hard copies, there is a psychology department copy machine that you can use. You will also prepare a five to seven PowerPoint slide handout/summary to hand in and to distribute to your classmates at the class at which you and your partner present. The two of you will spend 20 minutes presenting your case study and facilitating class discussion about how the case can be integrated with the textbook and other course readings. You should also come prepared to argue for what, if anything, the consultants could or should have done differently. You and your partner are welcome to come to office hours or to schedule time after class in advance of your presentation to review your slides and receive feedback.

Grading criteria for the case presentation and class facilitation

The case presentation will be evaluated based on: 1) Structure - how well the presentation is structured; 2) Comprehensiveness - the quantity and quality of information that you and your partner present; 3) Integration - how well the presentation and the discussion that you facilitate integrates with the textbook and other course materials.

Final paper:

For the 12 - 15 page final paper, you are free to write about interventions that either internal consultants, external consultants, or both internal and external consultants might conduct. The only constraint to your choice of topic is that it has to be different than the focus of your case study. In addition to the recommended topics below, you are welcome to choose any other kind of OD intervention listed in Cummings & Worley or to pick another type of OD intervention not described in the textbook, as long as you can find enough written about that topic and discuss the topic with me first. You will need to select a real world organization that is facing organizational challenges, research those challenges, describe those challenges, and present one or more relevant, integrated OD interventions that could help the organization successfully adapt to those challenges. Your argument for what the organization should do should be based on evidence and precedents, case studies and best practices, and you will need to closely link what was done at other organizations to what should be done at the organization you are endeavoring to assist. It is helpful to simultaneously consider solutions and problems as you pick a topic, as it is often easier to start with solutions and find an organization that could benefit than to start with the organizational problem and search for solutions. This assignment should help you both in terms of preparing for comps, and in terms of learning how to respond to client requests in the real world.

Recommended topics for the paper include:

**Human Process:** Executive coaching; process consultation; conflict resolution

**Technostructural:** Organizational design; work design; responsibility charting

**Human Resource Management:** Performance management; employee development; workforce diversity

**Strategic:** Mergers and acquisitions; culture change
You are welcome to write and hand in an outline, and to schedule time during office hours or after class to discuss your outline with me so that I can give you feedback and suggestions about it before you begin your research and start writing your first draft. You are also welcome to come to office hours anytime for feedback about drafts of your paper.

Your paper should have a clear introduction that gives a preview of its structure and a clear conclusion that summarizes what you have covered. The paper itself should be well structured with a logical progression from one section to another in order to read as an integrated whole. Case studies should be woven in thematically, rather than being presented one at a time.

In the paper, it is suggested that you include both descriptions (how has this intervention successfully or unsuccessfully been done in the past) and prescriptions (how should this intervention at your client organization). The topic you choose should be approached from the OD perspective, not just from a technical, business, leadership, or HR perspective. In other words, writing about how a CEO changed a culture or how an HR department administers a performance appraisal system are not directly relevant to OD. An OD focus means that consultants, internal or external, facilitated a change process that involved multiple aspects of an organizational system, in a manner consistent with the definitions of OD given in your textbook.

Given how hard it is to find relevant case examples, I recommend that you begin researching possible paper topics as soon as possible, and I will be glad to help you refine your ideas. I also suggest that you not choose a topic until you have verified that you can find enough relevant case studies and other kinds of evidence and data. Think of your paper as being analogous to the backup you would need in order to argue a case in court— you are making an argument for a certain kind of OD intervention based on evidence and precedents.

**Grading criteria for the paper**

The paper will be evaluated based on: 1) Structure- how well it is structured; 2) Comprehensiveness- the quantity and quality of references that you collect and present 3) Integration- how well the paper integrates references and evidence, descriptions and prescriptions; 4) Utility- the usefulness of your paper to your prospective client- e.g. if they only had your paper to go by, they would be able to design and implement an appropriate intervention, having a clear picture of the “who, what, where, why, when and how” of the intervention that you are advocating.

Late assignments will not be accepted unless there is a very compelling reason and you and I agree upon a revised due date in advance.

Please review this syllabus carefully throughout the semester and do not hesitate to ask questions at any time. OD is an iterative and collaborative process where being prepared and asking the right questions at the right time are the single biggest determinants of success. In addition to developing your substantive knowledge of OD, the goal of this course is to build your competence and confidence in researching, writing, and presenting.
**Weekly schedule:**

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Class 1</td>
<td>Sept 10</td>
<td><strong>Introduction/course overview/content areas preview/history of OD:</strong> The role of the OD practitioner, values and ethics, organizational entry and contracting</td>
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<tr>
<td></td>
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<td>Cummings &amp; Worley (2005) Chapters 1, 2; Cummings &amp; Worley Chapters 3, 4; Dattner (2002): “Organizations hire consultants for the wrong reasons”</td>
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<tr>
<td>Class 2</td>
<td>Sept 17</td>
<td><strong>Diagnosis, data collection and analysis, feedback</strong></td>
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<tr>
<td>Class 3</td>
<td>Sept 24</td>
<td><strong>Intervention design, leading and managing change, evaluation and institutionalization</strong></td>
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<td>Cummings &amp; Worley Chapters 9, 10, 11</td>
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<tr>
<td>Class 4</td>
<td>Oct 1:</td>
<td><strong>OD “Process” recap and review</strong></td>
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<td>Sign up, with a partner, for case presentations</td>
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<td>Oct 8:</td>
<td>Columbus Day- no class meeting</td>
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<td>Class 5</td>
<td>Oct 15</td>
<td><strong>Human process interventions I: Executive coaching</strong></td>
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<td>Case presentations</td>
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<td>Class 6</td>
<td>Oct 22</td>
<td><strong>Human process interventions II: Process consultation</strong></td>
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<td>Case presentations</td>
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<td>Class 7</td>
<td>Oct 29</td>
<td><strong>Human process interventions III: Conflict resolution</strong></td>
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<td>Dattner (2004) “Conflict resolution” presentation</td>
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<td>Case presentations</td>
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<tr>
<td>Class 8</td>
<td>Nov 5</td>
<td><strong>Technostructural interventions I: Organizational design</strong></td>
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<td>Cummings &amp; Worley Chapters 14, 15, 16; Kaufmann “Organizational design” presentation</td>
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Class 9: Technostructural interventions II: Work design, responsibility charting
Nov 12
Case presentations

Class 10: Human resource management interventions I: Performance management
Nov 19
Cummings & Worley Chapters 17, 18; Dattner (2002) “Performance appraisal” presentation
Case presentations

Class 11: Human resource management interventions II: Employee development
Nov 26
Hay Group: “Emotional Competence Inventory”, “Emotional Competence Inventory Workforce Audit”
Case presentations

Class 12: Human resource management interventions III: Workforce diversity
Dec 3
Case presentations

Class 13: Strategic interventions: Mergers and acquisitions; Organizational Culture Change
Dec 10
Cummings & Worley Chapters 19, 20; “Successful mergers” presentation
“Changing a culture of face time” HBR article
Case presentations
Final papers due