

MGMT 3304 CRN
Organization Development Spring 2022
The University of Texas at El Paso



Class Time	Monday and Wednesday 10:30 to 11:50 am
Classroom	BUSN 319
Instructor	Kathleen Towle
Office	BUSN 315
Office Hours	Monday and Wednesday 11:50 am to 1:20 PM pm
Contact:	Send messages through Blackboard Course Messages . <u>No emails please</u> For emergencies you can send me messages via Whatsapp or Text message (703)407 4150. – Please include your name the message
Phone	(703) 407. 4150 (mobile)
Required course materials	<ul style="list-style-type: none">• Required Text Book: “An Experiential Approach to Organization Development” By: Donald R Brown Publisher: Pearson, 8th Edition ISBN: 13-978-0-13-610689-0• Harvard Business School Cases. Instructions for registering and downloading the cases will be published on Blackboard Learn• Additional Course Materials – will be posted on Blackboard or are available through the school library

Course Description, Objectives, and Goals

The concepts, values, underlying assumptions, and intervention techniques that are common in the practice of organizational development and change are presented.

Prerequisite: MGMT 3303.

Course Key Learning Objectives—Activities—Evaluations Matrix

Objectives	Activities	Evaluations
1. Identify key OD concepts (e.g., Action Research Model), assumptions, values and ethics that emphasize client collaboration.	1. Reading assignments, discussions, team exercises, consulting team diagnostic and intervention plans (team papers).	1. Examinations, team exercises, consulting team diagnostic and intervention plans (team papers).
2. Describe the collaborative role of the OD consultant as a process facilitator.	2. Reading assignments, discussions, team exercises, consulting team diagnostic and intervention plans (team papers).	2. Examinations, team exercises, consulting team diagnostic and intervention plans (team papers).
3. Explain effective ways to collaboratively gather data, provide feedback, diagnose and plan actions to improve organizational effectiveness.	3. Reading assignments, discussions, team exercises, consulting team diagnostic plans (team papers and presentations).	3. Examinations, team exercises, consulting team diagnostic plans (team papers and presentations).
4. Demonstrate how to develop, implement and evaluate OD (strategic planning, structural, cultural, human process) interventions that improve organizational effectiveness.	4. Reading assignments, discussions, team exercises, consulting team intervention plans (team papers and presentations).	4. Examinations, team exercises, consulting team intervention plans (team papers and presentations).

Course Learning Process Goals

1. Become comfortable with the fact that the “real world” does not contain “correct answers.” Instead, organizations possess ambiguous OD problems and opportunities that require diverse, analytical perspectives to formulate sound actions to solve OD problems or exploit OD opportunities.
2. Develop analytical and critical thinking abilities relevant to OD problems and opportunities.
3. Develop interpersonal skills for effective communication and teamwork within diverse groups.

Course Learning Methodology

- This course will use flipped classroom methodology. Which means that I expect you to read your text and review additional materials and assignments in advance of class so that you will be prepared to demonstrate your understanding through discussions and team exercises. Assignments and readings will be posted on the course's Blackboard website in advance of class.
- Each time we start a new Chapter we will begin with a short quiz related to the text and course materials.
- In addition to concepts developed from the text and additional readings and videos, you will apply the key conceptual frameworks of the Action Research Model (data gathering, feedback, diagnosis, designing, implementing, evaluating) and Organization Performance Model that links the organization's strategy, design elements, culture, performance and business environment. The primary application will be improving organizational effectiveness.
- During the first week you should sign up for a team in our course website in Blackboard. If you do not sign up to a team by Thursday of the first week of the term, you will be randomly assigned to one OD consulting teams. The aim of teamwork is to create collaborative learning where you learn from each other. With the wealth of experience embodied in the class, you will learn much more from your teammates than from me. You will be working with your teammates during class on exercises during each session, as well as preparing papers and making presentations on how to improve organizational effectiveness.

Evaluation

Homework and In Class Assignments (25%): You will complete exercises that relates knowledge gained from the material covered in the course. There will be both individual, team class assignments and homework. You must turn in the assignments on the dates and times specified in the instructions. For in class assignments, you must be in class to complete team exercises when they are conducted; there are no make-ups unless I receive a valid reason, e.g., doctor's note, why you were absent from that class.

Assignments will be announced in class and /or will be Published on Blackboard Learn, and will have to be submitted via Blackboard (NOT EMAIL). To be fair to all students, requests for deadline extensions and "extra credit" assignments will be declined. **Late assignments will not be received.**

Case Studies (10%): In addition to the book case studies and simulations, Harvard Business School Cases will be assigned during the semester. You will work with your assigned team, and you must turn in the assignments at the dates and times specified in the instructions. Please note that claims of technical problems or other last-minute excuses will not be accepted.

Quizzes (20%): When we begin a new Module/Chapter, we will start the class with a short quiz to ensure that you have read the material prior to the start of the class. (*Except for Chapter 1. Which will be included with the Quiz for Chapter 2). Each quiz will include true-false, multiple-choice questions. Quizzes will be during regular class meeting time. There are no make-ups unless I receive a valid reason, e.g., doctor's note (in English), why you were absent from that class. No additional time will be given for those students starting late. So make sure to be on time!

Class Participation (10%): Class Participation will be an important component to each student's final grade. All students are expected to be present, prepared for class and participate in class

discussions and assignments. Student participation is greatly encouraged, whether is in the form of questions, answers, assignments, opinions, or ideas. The instructor welcomes all forms of meaningful participation. Therefore, students who are present and active in class in a meaningful way will receive the full credit allocated to participation.

Each class will begin with a current event discussion. All students must be prepared to present and to discuss current events that are pertinent to the class.

Team Final Project Paper (20%):

Your team will act as OD Consultants that will focus on one category of OD intervention: strategic planning, structural, human or cultural process. The first part of the paper will reflect each team’s plans to enter, contract, collaboratively collect data, provide client feedback, and conduct diagnosis with client. The second part of the paper will reflect collaborative action plans developed with the client to design, implement, and evaluate interventions in the organization’s strategic planning, structural, cultural or human process. *(While most often teams assign different portions of the team paper to team members, one shortcoming of this approach is the creation of papers that are disjointed and often contradictory. Teams are strongly encouraged to assign one or more team members as editors with the responsibility of integrating their team papers into “seamless” documents.)*

Team presentations (10%). OD consulting teams will make their team presentations using PowerPoint slides. The purpose of this presentation is to share learning with the class and obtain additional comments from me. Each team will have 10 minutes to present their papers and five minutes to answer questions by the class. You must be present and participate in each team presentation to obtain credit; there are no make-ups. The class will also assess your presentation and will be part of your grade (both given and received). If you do not complete the assessment of other team’s presentations, you will lose that portion of the grade.

Team Contract (1%), Self (1%) and Team Assessments (3%): An important part of the class will be to work in teams. Therefore, you will start by setting the ground rules for your team by creating a contract that all team members will have to sign. During the semester, each team assignment must be signed by participating team members (by adding your names). Please do not add the name of any team member that did not participate in the assignment. It is not fair that you do the work and someone else gets the credit.

At the end of the semester, you will self-assess, and evaluate your teammates. If you fail to do the team assessment, you will lose that portion of your grade regardless of how your teammates evaluated your performance.

Grading components	
Homework & Class Assignments	25%
Participation	10%
Case Studies	10%
Final Project	20%
Team Presentations	10%
Team Contract, Self & Team Evaluations	5%
Quizzes	<u>20%</u>
Total Weight	100%

Grading scale based on percentages of criterion-based (no curve) grading scheme:

	A	B	C	D	F
A:	90-100%	B: 80-89%	C: 70-79%	D: 60-69%	F: 0-59%

Course Policies and Expectations

Class Policies

- You are expected to arrive to the class on time and stay until the end.
- Once teams are established, choose a seat near your teammates. This will be your seat for the remainder of the term.
- Do not be disruptive to the instructor or other students. If you are disrupting the normal flow of the class, distracting me or your fellow classmates, I will ask you to leave the classroom. You will need to meet with me in my office before you are allowed to be in class again.
- Listen to what other people have to say and respect other people and their ideas.
- Build on other people's ideas.
- During exams you are required to sit quietly before you receive the exam, while you are answering it, and after you have finished it.
- No audio or video recording may occur during class time unless the instructor has given expressed and written consent.
- Be aware of the potential negative impact of technology misuse on class participation.
- All faculty and staff at The University of Texas at El Paso are fully committed to your success. While we all do our best to navigate through challenging issues and circumstances on our own, it is often extremely useful to seek support from others. If you face a difficult personal situation, there are experts at UTEP that can help you. Please contact Counseling and Psychological services in Room 202 Union West or send them a message (caps@utep.edu).

Course Expectations:

Students are expected to interact in a professional, non-adversarial manner and produce work of utmost academic rigor. There are no shortcuts, easy solutions, and magic involved in any of this work. Do not assume that there will be second chances, retries, do-overs, extra credit work, etc. Be sure to put all your effort in doing things right the first time around. I am quite aware of the fact that this is a learning process, and I will do my best to help you along the way. Nonetheless, the major effort should be your effort and not mine or that of your classmates. Independent thinking and strong work ethic are two valued assets of successful businesspeople. Developing and/or enhancing these skills will have a major payoff throughout your careers.

Disability accommodation. If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or byemail to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass. *CASS' Staff are the only individuals who can validate and if need be, authorize accommodations for students with disabilities.*

Academic Honesty. Academic integrity is at the core of the educational mission of the University of Texas at El Paso. Students are expected to conduct themselves with honesty and forthrightness in all academic and personal interactions within the University community. A student who enrolls at the University must conduct himself/herself in a manner compatible with the University's function as an educational institution. Academic dishonesty is a general term for actions that are not representative of the student's own work or in keeping with the directives of the faculty member assigning the course work. Some of the more common forms (not a comprehensive list) of academic dishonesty are: cheating, plagiarism, collusion, the substitution for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Official University policy states that all suspected cases of alleged academic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Disciplinary sanctions for proven academic dishonesty will range from disciplinary probation, to a failing grade on the test, paper, or course, to suspension or dismissal from the University, among other sanctions. Students are expected to submit all papers with the appropriate citations, references, etc.

Regarding COVID-19. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu , so that the Dean of Students Office can provide you with support and help with communication with your professors. It is important to follow all instructions that you receive as part of the diagnosis, including isolation and staying at home until a negative test is produced.

If you experience COVID-19 symptoms, please follow the isolation protocol by staying at home and getting tested as soon as possible. If the test is negative but you are still seeking accommodations, please contact the Dean of Students Office for guidance in a timely manner. Your instructor will work with the Dean of Students Office to determine the extent of any such accommodations.

We strongly encourage you to think and act proactively in all matters related to COVID-19 and your academic endeavors. The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org.

Course Schedule (Subject to Change by Instructor If Necessary)

Week #	Class meeting #	Day of Week	Date	Topic
1	1	W	19-Jan	Introduction to the class Chapter 1- Organization Development and Reinventing the Organization Book Case
2	2	M	24-Jan	Module 1 Organization Development and Reinventing the Organization Simulation
	3	W	26-Jan	Quiz Chapters 1 & 2 Chapter 2- Organization Renewal - Challenge for Change Book Case
3	4	M	31-Jan	Module 2 Chapter 2- Organization Renewal - Challenge for Change Simulation
	5	W	2-Feb	Quiz Chapter 3 Chapter 3 - Changing the Culture Book Case
4	6	M	7-Feb	Module 3 Chapter 3 - Changing the Culture Simulation
	7	W	9-Feb	Quiz Chapter 4 Chapter 4- Role and Style of the OD Practitioner Book Case
5	8	M	14-Feb	Module 4 Chapter 4- Role and Style of the OD Practitioner Simulation
	9	W	16-Feb	Quiz Chapter 5 Chapter 5-The Diagnostic Process Book Case
6	10	M	21-Feb	Module 5 Chapter 5-The Diagnostic Process Simulation
	11	W	23-Feb	Quiz Chapter 6 Chapter 6 -Overcoming Resistance to Change Book Case
7	12	M	28-Feb	Module 6 Chapter 6 -Overcoming Resistance to Change Simulation Part 1 Final Paper Due
	13	W	2-Mar	Quiz Chapter 7 Chapter 7-Intervention Strategies Book Case
8	14	M	7-Mar	Module 7 Chapter 7-Intervention Strategies Simulation
	15	W	9-Mar	Case 1
9	16	M	14-Mar	Spring Break
	17	W	16-Mar	Spring Break
10	18	M	21-Mar	Module 8 Quiz Chapter 8 Chapter 8 - Process Intervention Skills Book Case
	19	W	23-Mar	Chapter 8 - Process Intervention Skills Simulation
11	20	M	28-Mar	Module 9 Quiz Chapter 9 Chapter 9 - Employee Empowerment and Interpersonal Interventions Book Case
	21	W	30-Mar	Chapter 9 - Employee Empowerment and Interpersonal Interventions Simulation
12	22	M	4-Apr	Module 10 Quiz Chapter 10 Chapter 10 - Team Development Interventions - Simulation/Case Book Case
	23	W	6-Apr	Quiz Chapter 11 Chapter 11 - Intergroup Development Book Case/Simulation
13	24	M	11-Apr	Modules 10 & 11
	25	W	13-Apr	Chapter 12 - Goal Setting for Effective Organizations Book Case
14	26	M	18-Apr	Module 12 Chapter 12 - Goal Setting for Effective Organizations Simulation
	27	W	20-Apr	Quiz Chapter 13 Chapter 13 - Work Team Development Book Case and Simulation
15	28	M	25-Apr	Module 13 Case 2
	29	W	27-Apr	Module 14 Chapter 14 - Building Success in Organizations Book Case and Simulation
16	30	M	2-May	Module 15 Chapter 15 - Organization Transformation and Strategic Change Book Case and Simulation
	31	W	4-May	Module 16 - Final Presentations
F		F	13-May	Projects Presentations

Course Additional Reading Assignments (Continued)

<u>Session No.</u>	<u>Additional Reading Assignment(s)</u>
16	Strebel, P. 1994. Choosing the right change path. <i>California Management Review</i> , 36(Winter 1994): 29-51.
17	Kaplan, R.S. & Norton, D.P. 2006. How to implement a new strategy without disrupting your organization. <i>Harvard Business Review</i> , 84(March 2006): 100-109.
18	Harreld, J.B., O'Reilly, C.A. & Tushman, M.L. 2007. Dynamic capabilities at IBM: Driving strategy into action. <i>California Management Review</i> , 49(Summer 2007): 21-43.
19	Kanter, R.M. 2006. Innovation: The classic traps. <i>Harvard Business Review</i> , 84(November 2006): 72-83. O'Reilly, C.A. & Tushman, M.L. 2004. The ambidextrous organization. <i>Harvard Business Review</i> , 82(April 2004): 74-81.
20	Marks, M.L. & De Meuse, K.P. 2005. Resizing the organization: Maximizing the gain while minimizing the pain of layoffs, divestitures, and closings. <i>Organizational Dynamics</i> , 34(Summer 2005): 19-35.
21	Schein, E.H. 1990. Organizational culture. <i>American Psychologist</i> , 45(February 1990): 109-119.
23	Argyris, C. 1989. Strategy implementation: An experience in learning. <i>Organizational Dynamics</i> , 18(Autumn 1989): 5-15.
24	Nadler, D.A. & Tushman, M.L. 1999. The organization of the future: Strategic imperatives and core competencies for the 21 st century. <i>Organizational Dynamics</i> , 28(Summer 1999): 45-60.