

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 12:50 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	Required Text Book: “An Experiential Approach to Organization Development” By: Donald R Brown Publisher: Pearson, 8 th Edition ISBN: 13-978-0-13-610689-0 <ul style="list-style-type: none">• 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

- You are expected 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.
- Once we review each Chapter material, we will have 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 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.

Class Policies:

- It is best to **read the assigned material prior to class**.
- **Arrive on time** (5 minutes early or earlier take your seat quickly and quietly. Be ready to answer the first participation question. Late arrivals will not be tolerated. If you consistently arrive late, we will submit an administrative withdrawal from the course on your behalf. Needless to say, consistent late arrivals will have a detrimental effect on the participation grade that you receive in the course.
- Laptops, tablets, and mobile phones are allowed in class as long as they are used for class-related activities. That is, surfing the Web aimlessly, responding to e-mail, texting not related to class, updating your Facebook site are not acceptable uses. Please do not put me in the position of having to ask you to turn off your laptop, phone, or other mobile device. After the first incident of portable equipment misuse, you will not be allowed to use it in the classroom for the remainder of the course.
- If you must leave early, please let me know beforehand.
- No audio or video recording may occur during class time unless the instructor has given expressed and written consent.
- The instructor reserves the right to ask any students disrupting the normal flow of course activities to leave the classroom. Also, during exams you are to sit quietly before you receive the exams

materials, during the exam, and after you finish the exam. Please respect the right of your fellow students for peace and quiet during exams.

- Make up exams are only possible with an approved medical excuse. You must show the instructor a note from your physician justifying your absence from an exam. The bottom line is that make-up exams can only be provided for documented medical excuses.
- The instructor will not accept any late assignments. The grade for late assignments will be 0 (zero). Pleading your case and/or begging for mercy will not be tolerated. All assignments must be turned in or completed on time.
- If you have a disability or feel you might have a disability and need assistance, contact the Center for Accommodation and Support Services at 747-5148 or go to Room 106 Union East or send them a message (cass@utep.edu).
- 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).

Technology Requirements

Some course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

Deadlines, Late work and Absence Policy

- Assignments will be due on the dates and times posted in Blackboard. Make sure to check Blackboard frequently so you do not miss any deadlines. No late work will be accepted if the reason is not considered excusable.

Make-up work will be given *only* in the case of a *documented* emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me—in advance if at all possible—and explain with proper documentation why you missed a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

ILLNESS PRECAUTIONS

Please stay home if you have symptoms of a communicable illness. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations.

***EXCUSED ABSENCES AND/OR COURSE DROP POLICY**

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the [Registrar's Office](#) to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course.

ALTERNATIVE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a backup. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through Blackboard, please contact the UTEP Help Desk. You can email me your backup document as a last resort.

Accommodations Policy

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

Scholastic Integrity

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

***GUIDANCE ON ARTIFICIAL INTELLIGENCE**

Students must cite any borrowed content sources to comply with all applicable citation guidelines, copyright law, and avoid plagiarism. Instances that violate these guidelines will be referred to the Office of Student Conduct and Conflict Resolution.

PLAGIARISM DETECTING SOFTWARE

Some of your course work and assessments may submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

***Course Resources:** Where you can go for assistance

UTEP provides a variety of student services and support:

Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.
- [The Miner Learning Center](#): Join peer-led study sessions in person or online to review content and discover study strategies in core curriculum courses.
- [UTEP Edge](#): UTEP's cross-campus framework for student success and empowerment – develops students' assets through high-impact experiences made possible by the expertise and dedication of faculty, staff, alumni, and community partners.

Individual Resources

- [Student Success Help Desk \(SSHD\)](#): Students experiencing challenges or obstacles to academic success including registration, financial, food, housing, and transportation resources may submit a ticket request assistance to studentsuccess@utep.edu
- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.
- [UTEP Food Pantry](#): Non-perishable food items are available to students who are currently enrolled in classes. Bring a Miner Gold Card to Memorial Gym, Room 105, Monday through Friday, 10 a.m. to 2 p.m.
- [Title IX](#) : Our classroom and our university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, harassment, or violence. Should you ever need assistance or have concerns about incidents that violate this principle, please access the resources available to you on campus via the Title IX Coordination.

Course Schedule *(Subject to Change by Instructor If Necessary)*

Week #	Class meeting #	Day of Week	Date	Topic
1	1	W	17-Jan	Introduction to the class Chapter 1- Organization Development and Reinventing the Organization Book Case
2	2	M	22-Jan	Module 1 Organization Development and Reinventing the Organization Simulation
	3	W	24-Jan	Chapter 2- Organization Renewal - Challenge for Change Book Case
3	4	M	29-Jan	Module 2 Chapter 2- Organization Renewal - Challenge for Change Simulation
	5	W	31-Jan	Quiz Chapters 1 & 2 Chapter 3 - Changing the Culture Book Case
4	6	M	5-Feb	Module 3 Chapter 3 - Changing the Culture Simulation
	7	W	7-Feb	Quiz Chapter 3 Chapter 4- Role and Style of the OD Practitioner Book Case
5	8	M	12-Feb	Module 4 Chapter 4- Role and Style of the OD Practitioner Simulation
	9	W	14-Feb	Quiz Chapter 4 Chapter 5-The Diagnostic Process Book Case
6	10	M	19-Feb	Module 5 Chapter 5-The Diagnostic Process Simulation
	11	W	21-Feb	Quiz Chapter 5 Chapter 6 -Overcoming Resistance to Change Book Case
7	12	M	26-Feb	Module 6 Chapter 6 -Overcoming Resistance to Change Simulation Part 1 Final Paper Due
	13	W	28-Feb	Quiz Chapter 6 Chapter 7-Intervention Strategies Book Case
8	14	M	4-Mar	Module 7 Chapter 7-Intervention Strategies Simulation
	15	W	6-Mar	Quiz Chapter 7 Case 1
9	16	M	11-Mar	Spring Break
	17	W	13-Mar	Spring Break
10	18	M	18-Mar	Module 8 Chapter 8 - Process Intervention Skills Book Case
	19	W	20-Mar	Chapter 8 - Process Intervention Skills Simulation
11	20	M	25-Mar	Module 9 Quiz Chapter 8 Chapter 9 - Employee Empowerment and Interpersonal Interventions Book Case
	21	W	27-Mar	Chapter 9 - Employee Empowerment and Interpersonal Interventions Simulation
12	22	M	1-Apr	Module 10 & 11 Quiz Chapter 9 Chapter 10 - Team Development Interventions - Simulation/Case Book Case
	23	W	3-Apr	Quiz Chapter 10 Chapter 11 - Intergroup Development Book Case/Simulation
13	24	M	8-Apr	Module 12 Chapter 12 - Goal Setting for Effective Organizations Book Case
	25	W	10-Apr	Chapter 12 - Goal Setting for Effective Organizations Simulation
14	26	M	15-Apr	Module 13 Quiz Chapter 12 Chapter 13 - Work Team Development Book Case and Simulation
	27	W	17-Apr	Quiz Chapter 13 Case 2
15	28	M	22-Apr	Module 14 Chapter 14 - Building Success in Organizations Book Case and Simulation
	29	W	24-Apr	Chapter 15 - Organization Transformation and Strategic Change Book Case and Simulation
16	30	M	29-Apr	Module 15 Quiz Chapters 14& 15 Presentations
	31	W	1-May	Module 16 - Final Projects
Final		F	10-May	Presentations (10 am - 12:45pm)

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.